Communities
and Local Government

HM Government

National Indicators for Local Authorities
and Local Authority Partnerships:
Updated National Indicator Definitions

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Contents

Introduction

1. The National Indicator Set Handbook of Definitions containing definitions for 185 national indicators which were implemented from 2008-09, was published in April 2008. It also contained outline definitions for 13 indicators whose introduction was to be deferred until 2009-10, to allow for further work on the definition and measurement of those indicators.

2. This document includes the technical definitions for the deferred/ revised National Indicators as well as a series of technical definitions that have been updated since the Handbook of Definitions was published in April 2008. Changes to the other National indicator technical definitions include clarifications to the definitions, updated guidance on calculating the indicators and some changes to how the data will appear in the Data Interchange HUB (eg decimal place and return format).

3. Details of the recent consultation on the approach to measuring the deferred and revised national indicators are available at: http://www.communities.gov.uk/publications/localgovernment/ deferredindicatorsconsultation. This consultation included 10 delayed indicators (NI 26, 32, 38, 54, 57, 71, 127, 128, 190 and 199) and three current indicators, where the measurement was revised (NI 123, 130 and 137).

4. This document also includes the updated technical definitions for a series of National Indicators where minor changes have been necessary since the Handbook was published in April 2008. Changes include clarifications to the definitions, updated guidance on calculating the indicators and some changes to how the data will appear in the Data Interchange HUB (eg decimal place and return format).

5. The indicators that fall under these categories are:
    Clarification of Indicator Definitions – NI 19, 39, 43, 44, 45, 46, 47, 48, 49, 52, 53, 66, 68, 73, 75, 76, 78, 79, 80, 81, 82, 86, 87, 88, 89, 90, 91, 93, 94, 102, 103, 105, 107, 108, 109, 117, 124, 126, 132, 133, 135, 136, 145, 167, 170, 171, 172, 187, 191, 193

    Indicators where there was a change to how data will appear in HUB – NI 50, 55, 56, 69, 104, 110, 111, 115, 120, 125, 134, 185, 194 and 197

6. The suite of Place Survey indicator definitions have also been updated. Please refer to the latest Place Survey Technical Manual http://www.communities.gov.uk/publications/localgovernment/ placesurveymanual0809 for the latest set of technical definitions.

7. It should also be noted that since the publication of the Handbook of Definitions, ten National Indicators have been dropped from the National Indicator Set including:

   • NI 12 Refused and deferred Houses in Multiple Occupation (HMOs) licence applications leading to immigration enforcement activity

   • NI 24 Satisfaction with the way the police and local council dealt with anti-social behaviour

   • NI 25 Satisfaction of different groups with the way the police and local council dealt with anti-social behaviour

8. In addition, following the recent announcement of the end of Key Stage 3 assessments, it was necessary to drop:

   • NI 74 The proportion of pupils achieving level 5+ in both English and maths

   • NI 77 Achievement at level 5 or above in both English and Maths at KS3 (Floor)

   • NI 83 The proportion of pupils achieving level 5+ in science

   • NI 95 The proportion of pupils making 2 levels progress in English Key Stage 2-3

   • NI 96 The proportion of pupils making 2 levels progress in maths Key Stage 2-3

   • NI 97 The proportion of pupils making 2 levels progress in English Key Stage 3-4

   • NI 98 The proportion of pupils making 2 levels progress in maths Key Stage 3-4

9. Therefore there are currently 188 indicators in the National Indicator Set.

10. Any queries you have regarding the technical definitions of the National Indicators should be made to the Audit Commission's Performance Information Team (www.audit-commission.gov.uk/performance). The Audit Commission also publish FAQs and other resources to support local areas in the collection of these data.

Annex 1: Stronger and Safer Communities

NI 19: Rate of proven re-offending by young offenders			
Is data provided by the LA or a local partner	Y	**Is this an existing indicator?**	Y

Rationale	This indicator measures re-offending by young people in the youth justice system.
	Children and young people who break the law are dealt with quite differently than adult offenders. Those under the age of 18 require different kinds of sentences and support services to help prevent them re-offending. The Youth Justice Board (YJB) was set up to monitor the youth justice system and help develop effective practice and support improvements in performance. This indicator will be key in tracking the performance of the youth justice system and its partners locally.
	This provides a local measure directly related to the national indicator within the Make Communities Safer PSA, which was previously a Youth Justice Board set Key Performance Indicator for Youth Offending Teams (statutory local partnerships that include local authorities).
Definition	Young people are those aged 10-17.
	A cohort of young people is established which includes all those receiving a pre-court (reprimand or final warning) or court disposal or who are released from custody during the period January to March. The young people are tracked for 12 months from the date of the disposal or release, to determine the total number of offences they commit during the tracking period, that lead to a pre-court or court disposal within 3 months of the end of the tracking period. By knowing the total number of reoffences and the total number of young people in the cohort, the average rate of reoffending can be calculated. The initial offence which qualifies them for the cohort is not counted as we are only measuring reoffences. All offences will count even if two or more offences are grouped for sentencing purposes and result in only one pre-court disposal or court conviction.
	See YJB counting rules 2008/09 (pp 29-37) for further details: http://www.yjb.gov.uk/en-gb/practitioners/MonitoringPerformance/CountingRules/
Formula	Youth re-offending rate $= \left(\dfrac{x}{y} \right)$ (ie. average number of offences per young person) Where: x = total number of offences committed by young people in cohort during tracking period that lead to pre-court or court disposal within 3 months of the end of the period. y = total number of young people in cohort

Worked example	$\dfrac{50}{40} = 1.25$	**Good performance**	Good performance is typified by lower numbers
Collection interval	Quarterly	**Data Source**	Youth Offending Team (LA a partner)
Return Format	Number	**Decimal Places**	Two
Reporting organisation	Youth Offending Team		

NI 19: Rate of proven re-offending by young offenders	
Spatial level	Youth Offending Teams (Single tier and county council)
Further Guidance	This indicator also forms part of the APACS (Assessments of Policing and Community Safety) consultation which is available at http://police.homeoffice.gov.uk/apacs
	Please return all your comments on this and other APACS indicators to APACSdevelopment@homeoffice.gsi.gov.uk or APACS Consultation, Home Office, 2 Marsham Street, Fry Building (4th Floor, Post Point A) London SW1P 4DF.

NI 26: Specialist support to victims of a serious sexual offence (To be deferred until 2010, subject to piloting)			
Is data provided by the LA or a local partner?	Y	**Is this an existing indicator?**	N

Rationale	The purpose of the indicator is to measure and drive performance of local areas in the reduction of harm resulting from serious sexual offences, through the provision of support services to victims. Addressing the support needs of victims who report to the police should also contribute to reducing victim withdrawal from the Criminal Justice System, currently a factor in the low level of serious sexual offences brought to justice. The provision of support services and referral processes requires a multi-agency response from a number of agencies. Local authorities, working with their partner agencies, have a role in commissioning specialist, professional services and raising awareness amongst the community about the support services available, and encouraging victims to come forward
Definition	The proportion of victims of a serious sexual offence (who report the offence to the police) that receive support from a specialist sexual violence and abuse service. The *relevant offences* are: rape, sexual assault on a male, sexual assault on a female, causing sexual activity without consent and sexual activity etc. with a person with a mental disorder. Only crimes where the victim is 16 or over should be included in the analysis. *Support* means: • delivery of agreed plan of practical support co-ordinated by an Independent Sexual Violence Adviser, or equivalent following a needs assessment; • following a needs assessment, attends at least one counselling session with an organisation operating within the ethical framework of a professional regulatory body (at least 6 sessions should be offered); • undergoes a needs assessment and is offered, but declines, further support. All support should be delivered in accordance with Achieving Best Evidence Guidance where the victim is a witness in criminal proceedings. S*pecialist sexual violence and abuse service* refers to: • Voluntary sector organisations providing specialist counselling and support services for victims of sexual violence and abuse; • Sexual Assault Referral Centres; • Adult mental health services participating in the Mental Health Trust routine enquiry pilots. These services should be locally commissioned by the local authority and/or other local agencies such as Primary Care Trusts. Guidance for LAs and PCTs on commissioning specialist sexual violence services will be in place by April 2008, as will national service standards for sexual violence services that should be used for the purpose of commissioning.
Formula	A/B $\times$ 100 = the percentage receiving support *A* = Total no of victims of a serious sexual offence aged 16 or over receiving support from a specialist sexual violence service who have reported the offence to the police within the reporting period (data to LAs from specialist sexual violence services) *B* = Total no of recorded serious sexual offences within the reporting period against victims aged 16 or over (data to LAs from police)

NI 26: Specialist support to victims of a serious sexual offence (To be deferred until 2010, subject to piloting)

Worked example	If 120 serious sexual offences are recorded within the period, and 40 victims receive support from a specialist sexual violence service within that period, then the indicator value is 40/120 = 33.3%	Good performance	Good performance Is represented by higher percentages
Data Source	A: Data to LAs from specialist sexual violence services on the number of their clients referred by police over the reporting period. B: Data to LAs from police forces on the number of recorded serious sexual offences within the reporting period against victims aged 16 or over		
Collection Interval	Annually		
Return Format	Percentage	Decimal Places	One
Reporting organisation	Local authority		
Spatial level	Single tier and county council		
Further Guidance	This indicator also forms part of the APACS (Assessments of Policing and Community Safety) framework More information on APACS is available at http://police.homeoffice.gov.uk/apacs or from APACSdevelopment@homeoffice.gsi.gov.uk		

NI 32: Repeat incidents of domestic violence	
Full title	**Repeat incidents of domestic violence cases reviewed at MARAC**
Formula	$$\frac{x}{y} \times 100$$ Where: x = Number of repeat cases reviewed at MARAC during the 12 month reporting period (cases which had also been reviewed at the MARAC in the 12 months prior to their review) y = Total number of cases reviewed at MARAC during the 12 month reporting period
Definitions	Rate of repeat victimisation for those domestic violence cases reviewed by a MARAC. Domestic violence (abuse) is defined by ACPO as: 'any incidence of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults, aged 18 and over, who are or have been intimate partners or family members, regardless of gender or sexuality'. MARAC: Victims of domestic violence referred to a MARAC will be those who have been identified (often by the police) as high or very high risk (i.e. of serious injury or of being killed) based on a common risk assessment tool that is informed by both victim and assessor information. It is recommended that MARACs are held at fortnightly intervals, where information relevant to the immediate safety of the victim is shared. All cases that are reviewed at a MARAC should be flagged by the police. For the purposes of this indicator, a case should be defined as a combination of a victim and perpetrator (or groups of perpetrators), being reviewed at the same MARAC. Once a case has been taken to MARAC it remains flagged as a MARAC case for a total of 12 months after the most recent MARAC review. For example, if a case is seen at a MARAC once only, in January, it will be flagged for 12 months after this date. If this case is then reviewed at the same MARAC in the April of the same year, then the case will be flagged for 12 months from April. A repeat case occurs when a case that is reviewed at MARAC has also been reviewed at the same MARAC within the preceding 12 months (from the review). Each repeat case will also be counted each time an incident involving criminal behaviour takes place, and the case is therefore reviewed within the given 12 month period (i.e. if a case first comes to MARAC in January and then is reviewed in February and July then this will count as two repeats). All MARAC reviews are a consequence of at least one incident being reported to at least one MARAC agency and that the incident involves: • Violence or threats of violence; and/or • Where there is a pattern of stalking or harassment (the repeated following of communication with or other intrusions on the privacy of a victim); and/or • Where rape or sexual abuse is disclosed. N.B. The repeat incident can be flagged by any of the agencies involved in the MARAC. Multiple incidents occurring between MARAC meetings only result in one MARAC review. It is possible for a case to go to MARAC where there is more than one perpetrator. This is counted as one case and will be reviewed if there are any incidents with any of the named perpetrators.

NI 32: Repeat incidents of domestic violence

The following do not constitute a repeat case:

- Where a case is reviewed at the MARAC involving the same victim but a different perpetrator or group of perpetrators.
- Where a case is reviewed at the MARAC involving the same perpetrator but a different victim.
- Where an incident not involving criminal behaviour occurs and is therefore not reviewed at MARAC.
- Where the same combination of victim and perpetrator is involved, but being reviewed at a different MARAC. This is clearly a repeat incident in human terms, however will not be recorded as such for the purposes of this indicator.
- Cases which are discussed at a MARAC meeting but for information purposes only (e.g. imminent release of perpetrator from prison; perpetrator begins IDAP).
- Cases which were previously reviewed at the MARAC more than 12 months ago.

How data is reported to the Home Office

Data Item	Collection Frequency	Collection level	Data format	Source
Cases/repeat cases	Quarterly	CDRP or BCU level	Percentage	MARAC data from operational MARACs
Notes	This indicator will also form part of the APACS (Assessments of Policing and Community Safety) framework for 2009/10. More information on APACS is available at: http://police.homeoffice.gov.uk/apacs or from APACSdevelopment@homeoffice.gsi.gov.uk			

NI 38: Drug-related (Class A) offending	
Full title	**The volume of proven offending in a follow-up 12 month period by (Class A) drug misusers identified in the course of their contact with the criminal justice system.**
Formula	$x = (a/b)$ Where: a = The actual volume of proven offences in the 12 months following identification* b = The predicted volume of proven offences in the 12 months following identification* * for a cohort of (Class A) drug misusers identified in the course of their contact with the criminal justice system (CJS)

Definitions	Actual volume of proven offences: number of offences committed in the 12 months following identification, proven by conviction recorded on the Police National Computer (PNC).
	
	The predicted volume of proven offences will be calculated using a statistical model which takes account of the historical offending characteristics of the cohort.
	
	Offences proven by conviction: all offences recorded on the PNC excluding pre-court disposals and breach offences (except breach of an ASBO).
	
	An additional period of 3 months after the 12 month follow-up period will be allowed for CJS processes to be completed and the conviction(s) to be recorded on the PNC.
	
	The cohort of (Class A) drug misusers is made up of adults (aged 18 and over) who have been identified at one of two key points in the CJS:
	
	1. Those who test positive for a specified Class A drug (heroin, cocaine/crack) in police detention following arrest/charge (as part of the Drug Interventions Programme). *Data source: Drug Interventions Management Information System (Drug Test Recorder).*
	
	2. Those receiving an OASys assessment which identifies them as:
	
	    a. having a criminogenic drug need, where the main drug used is Class A, and being in the community (i.e. on licence or on a community sentence); *or*
	
	    b. as being subject to a current Drug Treatment and Testing Order or Drug Rehabilitation Requirement (DTTO or DRR)
	
	Data source: OASys (Offender Assessment System).
	
	The cohort for performance monitoring in 2009-10 will be those identified in the period January – March 2009. The cohort for performance monitoring in 2010-11 will be January – March 2010.

NI 38: Drug-related (Class A) offending

How data is reported to the Home Office

Data Item	Collection Frequency	Collection level	Data format	Source
Actual volume of proven offences	Quarterly	Drug Action Team (DAT)/Local authority upper tier/unitarylevel areas in England	Number	Police National Computer
Predicted volume of proven offences	Annually	DAT/Local authority upper tier/unitary level areas in England	Number	Calculated centrally by the Home Office using a statistical model derived from baseline data
Cohort membership	Annually (January to March cohort)	DAT/Local authority upper tier/unitary level areas in England	PNC IDs	Drug Interventions Management Information System (DIMIS) and Offender Assessment System (OASys)
Notes	The cohort represents a sub-group of actual drug misusing offenders. Inclusion in the cohort will be based on the first point of identification in the period January – March. Individuals are allocated to local DATs based on residence (and not location of test/OASys assessment). In relation to those identified in accordance with Definition 2(a) above, the Class A drugs, Heroin, Methadone (not prescribed), Other opiates, Crack/Cocaine and Cocaine Hydrochloride, and any Misused prescribed drugs are applicable. In Wales (for the purpose of APACS) the collection level will be Substance Misuse Action Team areas (SMATs). The technical guidance document will give further details about how predicted values are calculated. This indicator will also form part of the APACS (Assessments of Policing and Community Safety) framework for 2009/10. More information on APACS is available at: http://police.homeoffice.gov.uk/apacs or from APACSdevelopment@homeoffice.gsi.gov.uk				

NI 39: Rate of Hospital Admissions per 100,000 for Alcohol Related Harm			
Is data provided by the LA or a local partner?	Y	**Is this an existing indicator?**	N

Definition	This indicator measures the rate of alcohol related admissions per 100,000 population using Hospital Episode Statistics.

The definition of the indicator has been revised. The changes are as follows:

- Adoption of the alcohol attributable conditions and fractions published by the NWPHO in July 2008.
- Conditions are no longer excluded if the attributable fraction is less than 0.2, although negative attributable fractions are still not applied.
- The indicator counts finished admissions, rather than finished in-year admissions as before. This follows the standard practice recently adopted by the Information Centre.
- Children aged under 1 are now included.
- Maternities are included in addition to ordinary and day cases – again, in line with IC practice.
- All non-residents of England are now excluded, whereas before those resident outside the UK/Isle of Man/Channel Islands were included in the national totals.

The rate is calculated using data on those finished admissions that are classified as ordinary or day cases or maternities and that have an alcohol-related primary or subsidiary diagnosis code within the admission episode. Each admission is assigned an attributable fraction based on the diagnosis codes and age and sex of the patient. The attributable fraction represents the proportion of admissions that can be attributed to alcohol and are based on the published findings of the review of the available research undertaken by the North West Public Health Observatory – see "New alcohol attributable fractions for England" report at http://www.nwph.net/alcohol/lape/nationalindicator.htm. The list of conditions is given in Table 1 below. Where an admission has more than one relevant diagnosis code, the highest attributable fraction is used. Negative attributable fractions are not used. In the case of children aged under 16, only alcohol-specific diagnoses are used (those with an attributable fraction of 1.)

These values are then aggregated to obtain totals by sex and five-year age band. The resultant totals are then divided by the corresponding population estimate to get an age/sex-specific rate. Each rate is then multiplied by the corresponding figure in the standard European age profile and aggregated. The rate is obtained by dividing the aggregated figure by the total European standard population. For a more detailed explanation of age standardisation, see Annex 3 of the Methods section of the Clinical and Health Outcomes Knowledge Base (http://www.nchod.nhs.uk/).

NI 39: Rate of Hospital Admissions per 100,000 for Alcohol Related Harm

Table 1: List of ICD codes used

ICD code	ICD name	ICD code	ICD name
E24.4	Alcohol-induced pseudo-Cushing's syndrome	I47-I48	Cardiac arrhythmias
F10	Mental and behavioural disorders due to use of alcohol	I60-I62, I69.0-I69.2	Haemorrhagic stroke
G31.2	Degeneration of nervous system due to alcohol	I63-I66, I69.3, I69.4	Ischaemic stroke
G62.1	Alcoholic polyneuropathy	I85	Oesophageal varices
G72.1	Alcoholic myopathy	K22.6	Gastro-oesophageal laceration-haemorrhage syndrome
I42.6	Alcoholic cardiomyopathy	K73, K74	Chronic hepatitis, not elsewhere classified and Fibrosis and cirrhosis of liver
K29.2	Alcoholic gastritis	K85, K86.1	Acute and chronic pancreatitis
K70	Alcoholic liver disease	L40 excluding L40.5	Psoriasis
K86.0	Chronic pancreatitis (alcohol induced)	O03	Spontaneous abortion
T51.0	Ethanol poisoning	V02-V04 (.1, .9), V06.1, V09.2, V09.3	Pedestrian traffic accidents
T51.1	Methanol poisoning	§	Road traffic accidents (driver/rider)
T51.9	Toxic effect of alcohol, unspecified	V90-V94	Water transport accidents
X45	Accidental poisoning by and exposure to alcohol	V95-V97	Air/space transport accidents
C00-C14	Malignant neoplasm of lip, oral cavity and pharynx	W00-W19	Fall injuries
C15	Malignant neoplasm of oesophagus	W24-W31	Work/machine injuries
C18	Malignant neoplasm of colon	W32-W34	Firearm injuries
C20	Malignant neoplasm of rectum	W65-W74	Drowning
C22	Malignant neoplasm of liver and intrahepatic bile ducts	W78-W79	Inhalation of gastric contents/ Inhalation and ingestion of food causing obstruction of the respiratory tract
C32	Malignant neoplasm of larynx	X00-X09	Fire injuries
C50	Malignant neoplasm of breast	X31	Accidental excessive cold
G40-G41	Epilepsy and Status epilepticus	X60-X84, Y10-Y33	Intentional self-harm/Event of undetermined intent
I10-I15	Hypertensive diseases	X85-Y09	Assault

§ V12-V14 (.3 -.9), V19.4-V19.6, V19.9, V20-V28 (.3 -.9), V29-V79 (.4 -.9), V80.3-V80.5, V81.1, V82.1, V82.9, V83.0-V86 (.0 -.3), V87.0-V87.9, V89.2, V89.3, V89.9

Formula	The indicator is the rate of alcohol related admissions per 100,000 population, derived from the method detailed above.		
Worked example	n/a	**Good performance**	Good performance is typified by a lower rate of admission than the projected trend..

NI 39: Rate of Hospital Admissions per 100,000 for Alcohol Related Harm			
Collection interval	Quarterly: Q1 = April-June Q2 = July-September Q3 = October-December Q4 = January-March	**Data Source**	Hospital Episode Statistics.
Return Format	Rate per 100,000 population (European Age Standardised)	**Decimal Places**	None
Reporting organisation	Department of Health. Local healthcare providers provide data on admissions through the Nationwide Clearing Service (NWCS). These are used by the Department of Health, along with the Office for National Statistics' Mid-Year Population Estimates, to calculate national and local age-standardised rates. These are made available to local delivery agents. Figures for 2002/03-2006/07 based on the revised definition will be made available on the Local Alcohol Profiles website (http://www.nwph.net/alcohol/lape/nationalindicator.htm) in November 2008. Figures for 2007/08 will be made available on this site in January 2009.		
Spatial level	Primary Care Trust, single tier, county council, and local authority districts		
Further Guidance	• To support the development and targeting of interventions, significant supporting analysis to assist in planning actions to reduce admissions is available from the web based Local Alcohol Profiles (LAPE). These include local rates of alcohol consumption, attributable ill health and crime. The profiles are available for PCT and LA geographies and provide regional and national benchmarking by indicator. http://www.nwph.net/alcohol/lape/ Alcohol Learning Centre www.alcohollearningcentre.org.uk • Alcohol Misuse Interventions: guidance on developing a local programme of improvement (DH 2005). www.dh.gov.uk/alcohol • Models of Care for Alcohol Misuse Services (MoCAM) (NTA and DH 2006) www.dh.gov.uk/alcohol • The Review of the Effectiveness of Alcohol Treatment (NTA 2006) www.dh.gov.uk/alcohol • CMO Report: Indications of Public Health in the English Regions 8: Alcohol (Aug 2007) http://www.nwph.net/alcohol/lape/ and www.dh.gov.uk/alcohol • Commissioning framework for health and well being (DH March 2007) www.dh.gov.uk/publications • Safe. Sensible. Social. The next steps in the National Alcohol Strategy (HM Government June 2007) www.dh.gov.uk • Health inequalities intervention toolkit • The Alcohol Needs Assessment Research Project (ANARP) www.dh.gov.uk/alcohol		

NI 43: Young People within the Youth Justice System receiving a conviction in court who are sentenced to custody

Is data provided by the LA or a local partner	Y	Is this an existing indicator?	Y

Rationale	This indicator measures the percentage of custodial sentences issued to young people as a proportion of all young people's convictions (given in court only and so does not include pre-court disposals).
	Custodial sentence rates can vary from area to area, with the courts ultimately responsible for sentencing. However the effectiveness of work by local agencies in providing preventative interventions, and of local community alternatives to custody can be successful in reducing the likelihood of young people's behaviours escalating to a point where custody becomes inevitable.
	This indicator was originally a Youth Justice Board set Key Performance Indicator (KPI) for Youth Offending Teams.
Definition	The proportionate use of custody is the percentage of custodial sentences issued to young people (aged 10-17) out of all convictions received by young people in court (total of first-tier disposal, community sentence, and custodial sentence).
	Age is measured at the time of arrest.
Formula	Youth custodial sentence rate $= \left(\dfrac{x}{y}\right) \times 100$
	Where
	x = custodial sentences given to young people
	y = Number of court sentences given to young people. It does not include pre-court disposals (reprimands and final warnings).
	All these figures relate to disposals in the reporting period.

Worked example	$\left(\dfrac{3}{50}\right) \times 100 = 6.0\%$	**Good performance**	Good performance is typified by a low rate
Collection interval	Quarterly	**Data Source (if external)**	Youth Offending Team (LA a partner)
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	Youth Offending Team (of which the local authority is a statutory partner)		
Spatial level	YOT, single tier and county council		
Further Guidance	See YJB Counting Rules 2008/09 (p29-37) for further details: http://www.yjb.gov.uk/en-gb/practitioners/MonitoringPerformance/CountingRules/		

NI 44: Ethnic composition of offenders on Youth Justice System disposals			
Is data provided by the LA or a local partner	**Y**	**Is this an existing indicator?**	**Y**
Rationale	This indicator aims to identify differences in representation within the youth justice system and in order to help in reducing disproportionate representation for Black and Minority Ethnic (BME) groups.		
	It is recognised that, alongside the Youth Offending Team (YOT), other local agencies can play an important role in preventing and reducing disproportionate involvement in youth offending by different ethnic groups. The Home Affairs Select Committee recently recommended that the current YOT indicator is shared at local level with other local authorities to support achievement of the objective.		
	Youth Justice Board (YJB) data currently indicates that in 90 YOT areas, Black young people are overrepresented in the youth justice system and of those in 38 areas there is a 5% points or more of over-representation.		
	Data cannot be disaggregated from the other proposed indicators on youth justice, so this separate indicator is necessary.		
	This focuses on the overall levels of BME groups of offenders on youth justice disposals, as opposed to first time entrants only, reoffending only or access to specific services for young offenders.		
	There is also currently a Youth Justice Board set Key Performance Indicator for Youth Offending Teams to reduce differences in representation.		
Definition	This measures percentage point difference in the proportions of each BME group of young people on youth justice disposals against the proportions of each BME group in the equivalent local population.		
	BME main groups as classified by main groups in 2001 census. The ONS latest mid-year estimated figures used for the local youth population by BME group.		
	It is important to do the analysis by each of the ethnic groups and not the overall BME group, otherwise the under-represented groups counter-balance the over-represented groups – giving the false impression there is no over-representation of particular BME groups.		
	Areas would only need to submit values for the number of offenders in each ethnic group, as the local population data would be sourced from ONS to do the required calculations.		
	Young people are those aged 10-17 years.		
	Disposal is defined as a reprimand, Final Warning, sentence deferred, absolute or conditional discharge, fine, bind over, Compensation Order, Referral Order, Reparation Order, Action Plan Order, Attendance Centre Order, Supervision Order, Community Rehabilitation Order, Community Punishment Order, Community Punishment and Rehabilitation Order, Drug Treatment and Testing Order, Curfew Order, Detention and Training Order or custody under section 90-91 or 226/228.		

NI 44: Ethnic composition of offenders on Youth Justice System disposals			
Formula	$\left(\dfrac{b_1}{p_1} - \dfrac{b_2}{p_2} \right) \times 100$ Where: b_1 = Count of minority sub group 1 youth offenders given a disposal p_1 = Total number of youth offenders given a disposal b_2 = LA total number of minority sub group 1 (10-17 year olds) p_2 = LA total number of young people (10-17 year olds) This is done for each BME group (white, mixed, black or black british, asian or asian british, chinese/other)		
Worked example	$\left(\dfrac{300}{6,000} - \dfrac{4,500}{115,000} \right) \times 100 = 1.1\%$ Statistical significance can then be tested against previous year's difference. This is repeated for each BME group.	**Good performance**	Good performance (i.e. no BME disproportionality), would be zero
Collection interval	Annual	**Data Source**	Youth Offending Team and ONS latest mid-year estimates of local population of 10-17 year olds by ethnicity
Return Format	Percentage	**Decimal Places**	1
Reporting organisation	Youth Offending Team (of which the local authority is a statutory partner)		
Spatial level	YOT, single tier and county council		
Further Guidance	See YJB Counting Rules 2008/09 (p29-37) for further details: http://www.yjb.gov.uk/en-gb/practitioners/MonitoringPerformance/CountingRules/		

NI 45: Young Offenders' engagement in suitable education, training and employment			
Is data provided by the LA or a local partner	Y	**Is this an existing indicator?**	Y
Rationale	The indications are that young offenders' engagement in education, training and employment is a key protective factor against reoffending, and key outcome for young people by itself. It also provides a strong indication of the effectiveness of Youth Offending Teams (statutory local partnerships that include LAs) and their wider partnership arrangements with education authorities and providers. This indicator was originally a YJB set Key Performance Indicator for Youth Offending Teams.		
Definition	This indicator measures the proportion of young offenders who are actively engaged in education, training or employment. Active engagement is counted as at least 25 hours (and those above statutory school age at least 16 hours), of Education, Training and Employment (ETE) in the last full working week of the disposal. If the disposal closes during a holiday period, the last full working week before the holiday is counted. Hours planned for ETE where the young person does not attend are not counted. Young offenders are defined as all those aged 10-17 on youth justice disposals. Disposal is defined as a Final Warning accompanied by a YOT intervention, Referral Order, Reparation Order, Action Plan Order, Supervision Order, Community Rehabilitation Order, Community Punishment and Rehabilitation Order, Drug Treatment and Testing Order, Detention and Training Order, or custodial sentence under section 90-91 or 226/228.		
Formula	% young offenders engaging with ETE = $\dfrac{x}{y} \times 100$ Where: x = Young offenders completing the required Education, Training or Employment in the last full working week of the disposal. y = Total number of young offenders completing their disposal in the reporting period (i.e. total of all those receiving the required ETE and all those not receiving it).		
Worked example	$\left(\dfrac{15}{30}\right) \times 100 = 50.0\%$	**Good performance**	Good performance is typified by higher percentage
Collection interval	Quarterly	**Data Source**	Youth Offending Team
Return Format	Percentage	**Decimal Places**	1
Reporting organisation	Youth Offending Team (of which the local authority is a statutory partner)		
Spatial level	YOT, single tier and county council		
Further Guidance	See YJB Counting Rules 2008/09 (p29-37) for further details: http://www.yjb.gov.uk/en-gb/practitioners/MonitoringPerformance/CountingRules/		

NI 46: Young Offenders' access to suitable accommodation

Is data provided by the LA or a local partner	Y	Is this an existing indicator?	Y
Rationale	This indicator measures a key factor associated with offending for young people in the youth justice system. It also provides a measure of the effectiveness of partnership arrangements between Youth Offending Teams (YOT) and housing authorities and providers. This indicator was originally a Youth Justice Board (YJB) set Key Performance Indicator for Youth Offending Teams.		
Definition	This indicator measures the proportion of known young offenders who have access to suitable accommodation. 'Suitable accommodation' is defined according to the Children (Leaving Care) (England) Regulations 2001 (www.opsi.gov.uk/si/si2001/20012874.htm). Suitable accommodation means accommodation (a) which so far as reasonably practicable is suitable for the child in the light of his needs, including his health needs and any needs arising from any disability; (b) in respect of which the responsible authority has satisfied itself as to the character and suitability of the landlord or other provider; and (c) in respect of which the responsible authority has so far as reasonably practicable taken into account the child's: (i) wishes and feelings; and (ii) education, training or employment needs. Young offenders are defined as all those aged 10-17 on youth justice disposals closed, or those transferring from custody to a community intervention, Disposal is defined as a Final Warning accompanied by a YOT intervention, Referral Order, Reparation Order, Action Plan Order, Supervision Order, Community Rehabilitation Order, Community Punishment and Rehabilitation Order, Drug Treatment and Testing Order, Detention and Training Order, or custodial sentence under section 90-91 or 226/228. Transfer from custody to community refers to those on a Detention and Training Order (DTO) on transfer to the second part of the DTO which takes place in the community, or those in custody under section 90-91 or 226/228 on transfer to the community on licence.		
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where x = Numbers of young offenders living in suitable accommodation y = Total number of young offenders with closed disposals, or those transferring from custody to a community intervention, during the reporting period.		

Worked example	$\left(\dfrac{24}{30}\right) \times 100 = 80.0\%$	**Good performance**	Good performance is typified by higher percentage
Collection interval	Quarterly	**Data Source**	Youth Offending Team
Return Format	Percentage	**Decimal Places**	1

NI 46: Young Offenders' access to suitable accommodation	
Reporting organisation	Youth Offending Team (of which the local authority is a statutory partner)
Spatial level	YOT and single tier and county council
Further Guidance	See YJB Counting Rules 2008/09 (p29-37) for further details: http://www.yjb.gov.uk/en-gb/practitioners/MonitoringPerformance/CountingRules/

NI 47: People killed or seriously injured in road traffic accidents

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y

Rationale	To measure the total number of people killed or seriously injured (KSI) in road traffic accidents. This contributes to the national casualty reduction target of reducing by 2010 the number of people killed or seriously injured in road traffic accidents by 40%, compared with the average for 1994-1998.
Definition	The percentage change in number of people killed or seriously injured during the calendar year compared to the previous year. Figures are based on a 3 year rolling average, up to the current year. This indicator is an updated version of the former Comprehensive Performance Assessment item E12 and best value performance indicator 99a, last collected for 2007/08. Include all killed or seriously injured in road traffic accidents in an authority's area on public roads, including those that are not the authority's direct responsibility, such as motorways and trunk roads and, for London boroughs, Transport for London roads. The definitions of 'Killed' and 'Seriously Injured' are given in the Department for Transport (DfT) document *Road Casualties Great Britain and Stats 20 – Instructions for the Completion of Road Accident Reports*. http://www.dft.gov.uk/pgr/statistics/datatablespublications/accidents/ http://www.dft.gov.uk/pgr/statistics/datatablespublications/accidents/casualtiesgbar/stats20instructionsforthecom5094
Formula	Use calendar years. Return a percentage change figure (to 1 decimal place) for the last reported 3-year rolling average compared to the previous year 3-year rolling average (e.g. 2006/7/8 compared to 2005/6/7). e.g. The return next year would be x.x%, where: $a = (2005 + 2006 + 2007)/3$ $b = (2006 + 2007 + 2008)/3$ $\dfrac{(a - b)}{a} \times 100 = x.x\%$

NI 47: People killed or seriously injured in road traffic accidents

Worked example	In 2004 a London borough had 100 people killed or seriously injured in a road traffic accident. For 2005, 2006 and 2007 the figures were 95, 90, and 85 respectively. Total casualties for 2004/5/6 = 285 so 3 year rolling average, $a = 285/3 = 95$ Total casualties for 2005/6/7 = 270 So 3 year rolling average, $b = 270/3 = 90$ $\dfrac{95 - 90}{95} \times 100 = 5.3\%$	Good performance	Good performance is typified by a positive percentage change. Poor performance will return a negative figure suggesting an increase in people killed or seriously injured in traffic accidents compared with previous 3 year rolling average
Collection interval	Annual (calendar)	Data Source	Statistical returns from local authorities (obtained from their police authorities, or their agents or other data processing authority).
Return Format	Percentage	Decimal Places	One
Reporting organisation	DfT		
Spatial Level	Single tier, district and county councils.		
Further Guidance	DfT will publish figures based on the statistical returns submitted to it by local authorities. Baseline figures (1994 to 1998), the actual number of casualties and the percentage difference between the baseline and the most recent year will also be published. Department for Transport (DfT) document *Road Casualties Great Britain:* http://www.dft.gov.uk/pgr/statistics/datatablespublications/accidents/casualtieslatables/roadcasualtieslocal06		

NI 48: Children killed or seriously injured in road traffic accidents				
Is data provided by the LA or a local partner?	Y	**Is this an existing indicator?**		Y
Rationale	To measure the number of children (aged under 16 years) killed or seriously injured (KSI) in road traffic accidents. This contributes to the national casualty reduction target of reducing by 2010 the number of children (under 16 years of age) killed or seriously injured in road traffic accidents by 50%, compared with the average for 1994-1998.			
Definition	The percentage change in number of children killed or seriously injured during the calendar year compared to the previous year. Figures are based on a 3 year rolling average, up to the current year.			
	This indicator is an updated version of the former best value performance indicator BVPI 99b, last collected in 2007/08.			
	Include all children killed or seriously injured in road traffic accidents in an authority's area on public roads, including those that are not the authority's direct responsibility, such as motorways and trunk roads and, for London boroughs, Transport for London roads.			
	'Children' are defined as less than 16 years of age at date of accident.			
	The definitions of 'Killed' and 'Seriously Injured' are given in the Department for Transport (DfT) document *Road Casualties Great Britain and Stats 20 – Instructions for the Completion of Road Accident Reports.*			
	http://www.dft.gov.uk/pgr/statistics/datatablespublications/accidents/			
	http://www.dft.gov.uk/pgr/statistics/datatablespublications/accidents/casualtiesgbar/stats20instructionsforthecom5094			
Formula	Use calendar years.			
	Return a percentage change figure (to 1 decimal place) for the last reported 3-year rolling average compared to the previous year 3-year rolling average (e.g. 2006/7/8 compared to 2005/6/7).			
	e.g. The return next year would be x.x%, where:			
	$a = (2005 + 2006 + 2007)/3$			
	$b = (2006 + 2007 + 2008)/3$			
	$\dfrac{(a - b)}{a} \times 100 = x.x\%$			

NI 48: Children killed or seriously injured in road traffic accidents			
Worked example	In 2004 a London borough had 16 children killed or seriously injured in a road traffic accident. For 2005, 2006 and 2007 the figures were 11, 12, and 11 respectively. Total casualties for 2004/5/6 = 39 so 3 year rolling average is; a = 39/3 = 13 Total casualties for 2005/6/7 = 34 so 3 year rolling average is; b = 34/3 = 11.3 $\frac{13 - 11.5}{13} \times 100 = 13.1\%$	**Good performance**	Good performance is typified by a positive percentage change. Poor performance will return a negative figure suggesting an increase in children killed or seriously injured in traffic accidents compared with previous 3 year rolling average.
Collection interval	Annual (Calendar)	**Data Source**	Statistical returns from local authorities (obtained from their police authorities, or their agents or other data processing authority)
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	DfT		
Spatial level	Single tier, district and county councils		
Further Guidance	DfT will publish figures based on the statistical returns submitted to it by local authorities. Baseline figures (1994 to 1998), the actual number of casualties and the percentage difference between the baseline and the most recent year will also be published. Department for Transport (DfT) document *Road Casualties Great Britain:* http://www.dft.gov.uk/pgr/statistics/datatablespublications/accidents/casualtieslatables/roadcasualtieslocal06		

NI 49: Number of primary fires and related fatalities and non-fatal casualties (excluding precautionary checks and first aid cases)

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y

Rationale	The rationale for the indicator is linked to DSO4: '*To support local government that empowers individuals and communities so citizens feel they have a voice and can influence decisions; and promotes sustainable development and high quality services*' The indicator assists in this by measuring the incidence of fire and related casualties, and is therefore a means by which individuals and communities can assess the fire safety support provided by their local fire service as well as supporting performance assessment by the Audit Commission.
Definition	The indicator is in three parts: (1.) Total number of primary fires per 100,000 population; (2.) Total number of fatalities due to primary fires per 100,000 population; (3.) Total number of non-fatal casualties (excluding precautionary checks and first aid cases) per 100,000 population; A primary fire is any fire involving property (including non-derelict vehicles) and/or casualties and/or involves 5 or more fire appliances. Fatality – Person whose death is attributed to fire (includes deaths where cause of death is unknown but occurred during or following a fire). Non-fatal casualty – Persons requiring medical treatment beyond first aid given at the scene of the fire. Precautionary checks – Persons sent to hospital or advised to see a doctor as a precaution, having no obvious injury or distress. The indicator will be presented in financial years (2005/6, 6/7 and so forth). All relevant data for the component parts of the indicator are available from each individual incident report. Population figures used in denominator are provided by the Office for National Statistics. All the information necessary for indicator is available to the local authority (Fire & Rescue Authorities have access to the data they supply to CLG; and CLG publish finalised figures; and population statistics are available to all local authorities).

NI 49: Number of primary fires and related fatalities and non-fatal casualties (excluding precautionary checks and first aid cases)	
Formula	(1.) Total number of primary fires per 100,000 population: $$\frac{x}{y} \times 100{,}000$$ where x = number of primary fires y = population (2.) Number of fatalities in primary fires/population: $$\frac{x}{y} \times 100{,}000$$ where x = number of fatalities in primary fires y = population (3.) Number of non-fatal casualties in primary fires, excluding precautionary checks and first aid cases: $$\frac{x}{y} \times 100{,}000$$ where x = number of non-fatal casualties in primary fires, excluding precautionary checks and first aid cases y = population

NI 49: Number of primary fires and related fatalities and non-fatal casualties (excluding precautionary checks and first aid cases)			
Worked example	In 2005/06 a Fire Authority with population 300,000 suffered 8,000 primary fires, resulting in 17 fatalities and 247 non-fatal casualties (excluding precautionary checks). The scores for this indicator would therefore be: Total number of fires: $(8,000/300,000) \times 100,000 =$ 2,666.7 per 100,000 population Related fatalities: $(17/300,000) \times 100,000 =$ 5.7 per 100,000 population Related non-fatal casualties: $(247/300,000) \times 100,000 =$ 82.3 per 100,000 population	**Good performance**	The lower the number, the better the performance
Collection interval	Quarterly	**Data Source**	CLG, based on statistical returns supplied by FRAs. Population data from ONS
Return Format	Figures to 1 decimal place	**Decimal Places**	1 decimal place (required mainly for the fatalities target)
Reporting organisation	Fire and Rescue Authority (FRAs)		
Spatial level	Fire & Rescue Authority area		
Further Guidance	Fire and Resilience Directorate, Communities and Local Government: http://www.communities.gov.uk/fire/working/bestvalueperformance/bestvalueperformance/		

Annex 2: Children and Young People

NI 50: Emotional health of children				
Is the data provided by the LA or a local partner?	N	**Is this an existing indicator?**		N

Rationale	The Every Child Matters outcome framework has highlighted the importance of a rounded approach to, and measurement of, children's health and well being. The aim of this indicator is to capture one of the key elements of children's emotional health: the quality of their relationships with significant others.
	The DCSF child well being expert group felt the indicator needed to focus in more depth on a particular aspect of well being, rather than trying to address a broad theme in an over simplified way. Therefore a series of questions were developed to capture of the quality of relationships with parents, friends and other trusted adults.
	Four question items have been developed to capture the quality of children's relationships. These will be included in the annual Tellus surveys. The question items have been cognitively tested and were included in the 2008 Tellus3 survey for the first time. The Tellus survey is based on a representative sample of pupils in School Years 6, 8 and 10 in maintained schools, including Academies and PRUs, in a local area.
Definition	The four items that form the indicator are:
	I have one or more good friends
	When I'm worried about something I can talk to my mum or dad
	When I'm worried about something I can talk to my friends
	When I'm worried about something I can talk to an adult other than my mum or dad
	There are four possible responses to the items above: True; Neither true nor not true; Not true; Don't know.
	NI50 is based on the percentage of children with good relationships. This is defined as the percentage of children who answered 'true' to having one or more good friends AND answered 'true' to **at least two** of the statements about being able to talk to their parents, friends or another adult.
	To demonstrate good relationships, children must state that they have one or more good friends, and state that they are able to talk about worries with at least two or more of those listed above. For example, a child who has friends, and can talk to their parents and friends but not another adult will be classified as having good relationships; whereas a child who has friends, but reports that they can only talk to their friends when worried will not. The measure reflects that children's emotional health and resilience is improved by the quality of relationships, and thus being able to access the widest range of possible sources of support.

NI 50: Emotional health of children

Formula	The percentage of children with good relationships is calculated as follows: $$\frac{X}{Y} \times 100$$ Where: X = the number of pupils in the weighted Tellus survey data estimates who answered 'true' to item 1 – 'I have one or more good friends' AND answered 'true' to **at least two** of items 2, 3 and 4 about being able to talk with someone when worried; Y = the number of pupils in the weighted Tellus survey data estimates with valid answers (i.e. not missing) to item 1 – 'I have one or more good friends' AND **at least two** of items 2, 3 and 4 about being able to talk with someone when worried.

Worked example	In a given Local Authority 500 young people in school years 6, 8 and 10 are surveyed, 480 of whom answered the necessary items in the questionnaire to calculate NI50. Out of the 480 young people who answered, 350 reported having one or more good friends and being able to talk to at least two of a friend, parent or other adult. This gives a local indicator of 72.9%. (Note that the worked example uses unweighted numbers for simplicity but weighted data is used in the actual calculations).	**Good performance**	A statistically significant increase in the percentage of children and young people in a local area giving responses which indicate good relationships.
Collection interval	Financial yearly	**Data Source**	Annual Tellus survey
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	Ofsted for 2008 (Tellus3) DCSF from 2009 (Tellus4)		
Spatial level	Single tier or county council		
Further Guidance	The Tellus survey is voluntary and the data are weighted to match local area profiles based on PLASC data.		

NI 52: Take up of school lunches

Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N

Rationale	To assess the increase in healthy eating among children and young people by measuring school lunch take-up, particularly those children entitled to a Free School Meal. Nationally, 43% of primary and 38% of secondary pupils have a school lunch. 16% of primary and 13% of secondary pupils have known entitlement to FSM and 13% of primary and 9.5% of secondary pupils take up that entitlement. All school lunches are now required to meet tough nutritional standards that ensure that all the food provided by schools and local authorities in a school lunch is healthy and of good quality. Packed lunches provided by parents are not regulated and there are no mechanisms for establishing whether packed lunches meet the nutritional standards required for school lunches.
Definition	**School lunch take-up** refers to the number or percentage of full-time pupils attending maintained primary, secondary or special schools, academies and city technology colleges who have a lunch at school that is provided either by the school or the local authority during the previous financial year. In **primary schools (includes special schools)**, the percentage take up is calculated using the formula: $$\frac{\text{Reported number of meals served (paid plus free)}}{\text{Number of pupils attending the school full time}}$$ where the 'Reported number of meals served (paid plus free)' is based on the numbers reported by catering staff in the school. In **secondary schools**, the percentage take up is calculated using the formula: $$\frac{\dfrac{\text{Total income from lunchtime sales} + \text{total FSM provided}}{\text{FSM equivalent price}}}{\text{Number of pupils attending the school full-time}}$$ where the 'Total income for lunchtime sales' is based on the till receipts for all sales of food during the period to which school lunch standards (including nutrient-based standards from 2009) have been applied, and 'FSM equivalent price' is the monetary value in the dining room of a free school meal. **Free school meals** are available to all children in non-working families, i.e. those where the adults do not work, or work for less than 16 hours per week. These families are reliant on 'welfare support payments' and are not able to claim the additional 'Working Tax Credit' that is available to low income working families (adults working 16+ hours per week). The average for the year will be calculated as follows: Primary – divide the number of meals served over the period by the number of trading days in the period Secondary – divide the result of the numerator calculation by the number of trading days in the period.

NI 52: Take up of school lunches

Formula	Average percentage point figures are calculated from returns made by all local authorities in an annual survey carried out by the School Food Trust. The data relate to one financial year, from April to March.		
	Take the percentage take up in each of the schools in the authority which are subject to the nutritional standards for school food (all maintained schools, academies and city technology colleges) provided to one decimal place, and calculated the weighted average to one decimal place.		
	Figures for primary and secondary school take up of lunches are reported on separately.		
Worked example	Evidence will be provided in written and electronic guidance from the School Food Trust	**Good performance**	Higher numbers
Collection interval	Annual (Financial year)	**Data Source**	An annual survey of local authorities carried out by the School Food Trust. To include information on catering provision from local authority, private and in-house (school) catering providers
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	The School Food Trust		
Spatial level	School and single tier and county council		
Further Guidance	Further information is available on the Trust's website at www.schoolfoodtrust.org.uk/calculatingtakeup and detailed guidance is sent out with the Annual Survey		
	School Food Trust Annual Survey http://www.schoolfoodtrust.org.uk/content.asp?ContentId=381		

NI 53: Prevalence of breast-feeding at 6-8 wks from birth

Is data provided by the LA or a local partner?	Yes – PCT	Is this an existing indicator?	N

Rationale	To provide an impetus to enhance health and children's support services to mothers to sustain breastfeeding and thus give children a good start early in life.
Definition	This is a new data collection. Four data lines will be collected a. The number of infants due for a 6–8 week check. b. The number of infants recorded as being totally breastfed at 6-8 weeks. c. The number of children recorded as being partially breastfed (receiving both breast milk and infant formula) at 6-8 weeks. d. The number of children recorded as not at all breastfed at 6–8 weeks. Where a. *Infants due for 6–8 week check* is defined as those registered with the Primary Care Trust (PCT) b. *Totally breastfed* is defined as infants who are exclusively receiving breast milk at 6-8 weeks of age – that is, they are NOT receiving formula milk, any other liquids or food. c. *Partially breastfed* is defined as infants who are currently receiving breast milk at 6-8 weeks of age and who are also receiving formula milk or any other liquids or food. d. *Not at all breastfed* is defined as infants who are not currently receiving any breast milk at 6-8 weeks of age. From this, two percentages are derived: 1. Percentage of infants being breastfed at 6-8 weeks 2. Percentage of infants for whom breastfeeding status is recorded The number of babies whose breastfeeding status is not known at 6-8 weeks is defined as the number of babies who did not attend their 6-8 week review and the number of babies where the breastfeeding status was not recorded even though they attended their 6-8 week review: Line a – (Line b + Line c + Line d) Quarter 1 = 1 April to 30 June Quarter 2 = 1 July to 30 September Quarter 3 = 1 October to 30 December Quarter 4 = 1 January to 31 March

NI 53: Prevalence of breast-feeding at 6-8 wks from birth

Formula	1. Percentage of infants being breastfed at 6-8 weeks (breastfeeding prevalence) $$\left(\frac{b+c}{a}\right) \times 100\%$$ Where: a = Total number of infants due for 6-8 weeks check that quarter. b = Number of infants recorded as being totally breastfed at 6-8 weeks that quarter. c = Number of infants recorded as being partially breastfed at 6-8 weeks that quarter. 2. Percentage of infants for whom breastfeeding status is recorded (breastfeeding coverage) $$\left(\frac{b+c+d}{a}\right) \times 100\%$$ Where a = Total number of infants due for 6-8 weeks check that quarter. b = Number of infants recorded as being totally breastfed at 6-8 weeks that quarter. c = Number of infants recorded as being partially breastfed at 6-8 weeks that quarter. d = Number of infants recorded as not at all breastfed at 6–8 weeks that quarter.		
Worked example	If 500 children were due for 6 – 8 week checks in the quarter. 350 are recorded as being totally breastfed. 50 are recorded as being partially breastfed and 75 not breastfed at all, then: Breastfeeding prevalence equals ((350 + 50)/500) × 100% = 80%. Breastfeeding coverage equals ((350 + 50 + 75) /500) × 100% = 95%.	**Good performance**	Good performance is typified by an increase in the percentage coverage and prevalence year on year.
Collection interval	Quarterly	**Data Source**	Mandatory PCT Child health Information records reported to DH at quarterly intervals
Return Format	1. Percentage 2. Percentage	**Decimal Places**	One
Reporting organisation	Primary Care Trusts (PCTs) report data quarterly to Department of Health (DH)		

NI 53: Prevalence of breast-feeding at 6-8 wks from birth	
Spatial level	Strategic Health Authority, Primary Care Trust and single tier and county council
Further Guidance	**Equalities** Data on inequalities is not required as part of the national dataset for this return. If interested parties require analysis by Gender, Religion, Age or any of the other inequalities indicators they should contact the information department of the local Primary Care Trust to find out if this information is held by the their child health system.

NI 54: Services for disabled children			
Is data provided by the LA or a local partner?	N	**Is this an existing indicator?**	N

Rationale	The Aiming High For Disabled Children (AHDC) report (published by the then Department for Education and Skills and HM Treasury in May 2007) made a commitment to introduce an indicator on the provision of services for disabled children as part of the comprehensive spending review. The new indicator will be a core part of performance management arrangements aimed at improving the quality of services for disabled children. This is a key priority of the Child Health and Well-Being Public Service Agreement. The information will be collected centrally and anonymously by an independent contractor (BMRB). Local authorities and PCTs will not be involved either in developing the sample frame or In undertaking the survey itself, but which will be invited to provide support to it both by publicising it to local residents, and signposting enquirers to bespoke information sources.
Definition	The indicator will be based on an achieved sample of a minimum of 200 parents of disabled children in each local area. The definition of disability used is as defined by the Disability Discrimination Act 1995 'a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities'. The first iteration of the survey will be used to calculate a national baseline indicator, together with local authority level Indicators in 30 authorities which have either elected to include the Indicator in their LAA or chosen it as a local indicator. Subsequent iterations will provide both national and local level (higher level LA and PCT) indicators. The sample in each local area will be composed half of parents of children receiving disability living allowance and half of parents identified as having children with a DDA defined disability based on a screening survey. To identify those eligible to complete the indicator survey, the screening survey will be sent to a number of households with children (based on child benefit records) and a number of households of children with special educational needs at school action plus or with a statement. After the first year the sample will be made up of a panel consisting of previous respondents (who will each be re-contacted for two further annual waves) and a top-up using the original sample sources. The sample will be sent a questionnaire which will assess parents' general experience of services for disabled children (aged 0 – 19) and the extent to which services for disabled children are delivered across the health, social care and education service sectors according to the five elements of the Aiming High for Disabled Children 'core offer'. The elements of the core offer are good provision of information; transparency in how the available levels of support are determined; integrated assessment; participation of disabled children and their families in local services; and accessible feedback and complaints procedures. The overall score will be based on an average of fifteen sub-indicators which each cover an element of the core offer in one of the three service sectors, Health, Social Care and Education. So there will be five sub-indicators covering information, transparency, assessment, participation and feedback respectively in the health sector; five covering information, transparency, assessment, participation and feedback respectively in the social care sector; and five covering information, transparency, assessment, participation and feedback respectively in the education sector. The proposed questionnaire and further details of the planned indicator methodology will be detailed in the research report to be published on 25 September 2008. The draft questionnaire will subject to cognitive testing and piloting before it is finalised in December 2008.

NI 54: Services for disabled children	
Formula	The survey questionnaire has sections covering each element of the core offer (information, transparency, assessment, participation and feedback) for each of the service sectors covered (Health, Social Care and Education). Each of the fifteen sub-indicators will be calculated based on responses to the relevant section in the questionnaire. Responses to each section of the questionnaire will be used to identify whether respondents have received an 'acceptable level' of experience of the relevant services in the past twelve months. Respondents that have not had experience of relevant services in the past twelve months are excluded from the calculation of the sub-indicator.
	The formula for each sub-indicator will be:
	$s = 100x_1/(x_1+x_2)$
	Where:
	x_1 = number of respondents to whom section was relevant who indicated an acceptable level of service for that element of the core offer in that service sector
	x_2 = number of respondents to whom section was relevant who did not indicate an acceptable level of service for that element of the core offer in that service sector
	The overall indicator score for each area will be calculated as the mean of its 15 sub-indicator scores and rounded to the nearest integer. So the formula will be:
	$I = (\sum s)/15$
	Where:
	I = overall indicator score
	s = sub-indicator scores

NI 54: Services for disabled children

Worked example	Each sub-indicator score is calculated as the percentage of respondents to whom a service area was relevant who indicated an acceptable level of service in the relevant element of the core offer in the relevant service area. So if 134 out of 200 respondents indicated an acceptable level of service through their responses to the health information section of the questionnaire, then the relevant sub-indicator would be: = 100×134/(134+66) = 67 The remaining fourteen sub-indicators are calculated in the same way. If the 15 sub-indicator scores are calculated as 67, 68, 72, 56, 43, 25, 64, 85, 77, 46, 64, 89, 56, 46 and 65, then the overall indicator score is: = (67 + 68 + 72 + 56 + 43 + 25 + 64 + 85 + 77 + 46 + 64 + 89 + 56 + 46 + 65)/150 = 64.	Good performance	Good performance is categorised by a higher score.
Collection interval	Annual	Data Source	Survey of parents of disabled children commissioned by the DCSF and undertaken independently by BMRB in all LA & PCT areas
Return Format	Overall score (a whole number percentage between 0 and 100). A break down of the scores for sub-indicators and other information for each LA & PCT area derived from the survey will be published on the DCSF and DH websites. This will allow for detailed comparisons of local (LA & PCT) and national performance across the five core standards and will be available for local use. For more information on the proposed reporting arrangements, see the research report due to be published on 25 September 2008.	Decimal Places	None.

NI 54: Services for disabled children	
Reporting organisation	DCSF (survey contractor) and DH.
Spatial level	Single tier and county council (excluding Isles of Scilly and City of London) and Primary Care Trust.
Further Guidance	A national level survey will be conducted at the end of FY2009-10 to derive a national level baseline
	The research report, 'Development of a survey on services for disabled children' on the development of this indicator will be published on 25 September 2008 and available from http://www.dcsf.gov.uk/research/.
	Information about the Aiming High for Disabled Children Core Offer is available at http://www.everychildmatters.gov.uk/socialcare/disabledchildren/.
	A briefing note on the indicator (NI 54) is available at: http://www.everychildmatters.gov.uk/search/?asset=document&id=123446

NI 55: Obesity in primary school age children in Reception			
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**Y**

Rationale	The Government's new ambition on excess weight, announced in the Comprehensive Spending Review 2007, is to be the first major country: ***to reverse the rising tide of obesity and overweight in the population, by ensuring that all individuals are able to maintain a healthy weight. Our initial focus is on children: by 2020, we will have reduced the proportion of overweight and obese children to 2000 levels***. The Department of Heath is responsible for overall policy on obesity and is jointly responsible with the Department for Children, Schools and Families for tackling child obesity.
	The Government has sent a clear signal that enabling individuals to maintain a healthy weight is important through the inclusion of obesity as a national priority within the NHS Operating Framework and the Children's Plan. The NHS Operating Framework requires all PCTs to develop plans to tackle child obesity, and to agree local plans with SHAs. It is the Government's expectation that PCTs will seek to work with local authorities to develop these plans, using the Joint Strategic Needs Assessment process that will become a requirement from April 2008. If the PCT and local authority agree that there is a sufficient local need to promote maintaining a healthy weight then they can seek to jointly develop a target within their Local Area Agreement that sets out what they will do to achieve this goal.
Definition	**The percentage of children in Reception who are obese, as shown by the National Child Measurement Programme (NCMP).**
	For the NCMP, PCTs coordinate with schools to weigh and measure all eligible children in Year 6 and Reception. PCTs must record height, weight, sex, date of birth, date of measurement, home postcode and ethnicity as well as school name for each child measured.
	PCTs then send these data to the NHS Information Centre (the IC). The IC checks the data and provides local authorities and PCTs with a final dataset of their results, and publishes a national report of key findings.
	To enable meaningful comparisons over time and between local areas, high participation rates by eligible children are essential and PCTs and local authorities should work together to maximise participation by eligible children in their areas. Caution should be exercised when interpreting prevalence data where coverage is low.
	The population base is all eligible children in Reception (regardless of their age at the time of measurement) in maintained primary and middle schools located within a PCT area. These data will then be mapped to the corresponding local authority. The NCMP guidance for PCTs (http://www.dh.gov.uk/healthyliving) provides more information about which children are eligible for inclusion.
Definition (continued)	Children are defined as obese if their body-mass index (BMI) is above the 95th centile of the reference curve for their age and sex according to the UK BMI centile classification (Cole TJ, Freeman JV, Preece MA. Body mass index reference curves for the UK, 1990. 1995; **73:** 25–29). A child's height (in metres), weight (in kilograms), date of birth and sex are needed to calculate their BMI.

NI 55: Obesity in primary school age children in Reception			
Formula	Line 1: Total number of primary school age children in Reception recorded as obese for their age in the past school year. Line 2: Total number of primary school age children in Reception with height and weight recorded in the past school year. Line 3: Total number of primary school age children in Reception. Line 4: Percentage of children in Reception with height and weight recorded who are obese. *This is a calculated field using [Line 1]/[Line 2×100* Line 5: Percentage of children in Reception with height and weight recorded. *This is a calculated field using [Line 2/[Line 3]×100*		
Worked example	Line 1 = 500 Line 2 = 2100 Line 3 = 2300 Line 4 = Line1/Line2×100 = 500/ 2100 × 100 = 23.8% Line 5 = Line2/Line3×100 = 2100/ 2300 × 100 = 91.3%	**Good performance**	Good performance is: • A minimum of 85% of eligible pupils being measured. • A reduction in the proportion of obese children over time, initially showing a reduction in the rate of increase in the proportion of obese children.
Collection interval	Annual (with a requirement to collect the data during the school year)	**Data Source**	Data collected by the Primary Care Trust and sent to the NHS Information Centre. Cleaned dataset provided to local authorities by the IC.
Return Format	Whole number for Lines 1-3. Lines 4-5 are a calculated field and returned as a percentage.	**Decimal Places**	Line 1-3: None. The numbers returned will be whole. Line 4-5: One
Reporting organisation	NHS Information Centre		
Spatial level	Single tier and county council, and Primary Care Trust		
Further Guidance	In January 2008, the Government published (http://www.dh.gov.uk/en/Publichealth/ Healthimprovement/Obesity/DH_082383) to deliver the new ambition on excess weight. This strategy sets out clear roles and actions for all members of society to contribute to delivering the ambition in both the short-term and over a 2020 horizon. Actions will fall into five main areas: 1) Children: healthy growth and healthy weight; 2) Promoting healthier food choices; 3) Building physical activity into our lives; 4) Creating incentives for better health; and 5) Personalised advice and support. For information about the NCMP see www.dh.gov.uk/healthyliving. The NHS in England: operating Framework for 2007–08 can be found at http://www.dh.gov. uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_063267.		

NI 56: Obesity in primary school age children in Year 6

Rationale	The Government's new ambition on excess weight, announced in the Comprehensive Spending Review 2007, is to be the first major country: **to reverse the rising tide of obesity and overweight in the population, by ensuring that all individuals are able to maintain a healthy weight. Our initial focus is on children: by 2020, we will have reduced the proportion of overweight and obese children to 2000 levels**. The Department of Heath is responsible for overall policy on obesity and is jointly responsible with the Department for Children, Schools and Families for tackling child obesity.
	The Government has sent a clear signal that enabling individuals to maintain a healthy weight is important through the inclusion of obesity as a national priority within the NHS Operating Framework and the Children's Plan. The NHS Operating Framework requires all PCTs to develop plans to tackle child obesity, and to agree local plans with SHAs. It is the Government's expectation that PCTs will seek to work with local authorities to develop these plans, using the Joint Strategic Needs Assessment process that will become a requirement from April 2008. If the PCT and local authority agree that there is a sufficient local need to promote maintaining a healthy weight then they can seek to jointly develop a target within their Local Area Agreement that sets out what they will do to achieve this goal.
Definition	**The Percentage of children in Year 6 who are obese, as shown by the National Child Measurement Programme (NCMP).**
	For the NCMP, PCTs coordinate with schools to weigh and measure all eligible children in Year 6 and Reception. PCTs must record height, weight, sex, date of birth, date of measurement, home postcode and ethnicity as well as school name for each child measured.
	PCTs then send these data to the NHS Information Centre (the IC). The IC checks the data and provides local authorities and PCTs with a final dataset of their results, and publishes a national report of key findings.
	To enable meaningful comparisons over time and between local areas, high participation rates by eligible children are essential and PCTs and local authorities should work together to maximise participation by eligible children in their areas. Caution should be exercised when interpreting prevalence data where coverage is low.
	The population base is all eligible children in Year 6 (regardless of their age at the time of measurement) in maintained primary and middle schools located within a PCT area. These data will then be mapped to the corresponding local authority. The NCMP guidance for PCTs (http://www.dh.gov.uk/healthyliving) provides more information about which children are eligible for inclusion.
	Children are defined as obese if their body-mass index (BMI) is above the 95th centile of the reference curve for their age and sex according to the UK BMI centile classification (Cole TJ, Freeman JV, Preece MA. Body mass index reference curves for the UK, 1990. Arch Dis Child 1995; 73: 25–29). A child's height (in metres), weight (in kilograms), date of birth and sex are needed to calculate their BMI.
Formula	Line 6: Total number of primary school age children in Year 6 recorded as obese for their age in the past school year.
	Line 7: Total number of primary school age children in Year 6 with height and weight recorded in the past school year.
	Line 8: Total number of primary school age children in Year 6.
	Line 9: Percentage of children in Year 6 with height and weight recorded who are obese. *This is a calculated field using [Line 6]/[Line 7]×100*
	Line 10: Percentage of children in Year 6 with height and weight recorded. *This is a calculated field using [Line 7]/[Line 8]×100*

NI 56: Obesity in primary school age children in Year 6			
Worked example	Line 6 = 500 Line 7 = 2100 Line 8 = 2300 Line 9 = Line 6/Line 7×100 = 500/2100 × 100 = 23.8% Line 10 = Line 7/Line 8*100 = 2100/2300 × 100 = 91.3%	**Good performance**	Good performance is: • A minimum of 85% of eligible pupils being measured. • A reduction in the proportion of obese children over time, initially showing a reduction in the rate of increase in the proportion of obese children.
Collection interval	Annual (with a requirement to collect the data during the school year)	**Data Source**	Data collected by the Primary Care Trust and sent to the NHS Information Centre. Cleaned dataset provided to local authorities by the IC.
Return Format	Whole number for Lines 6-8. Lines 9-10 are a calculated field and returned as a percentage.	**Decimal Places**	Line 6-8: None. The numbers returned will be whole. Line 9-10: One
Reporting organisation	NHS Information Centre		
Spatial level	Single tier and county council, and Primary Care Trust		
Further Guidance	In January 2008, the Government published *Healthy Weight, Healthy lives: A Cross-Government strategy for England* (http://www.dh.gov.uk/en/Publichealth/Healthimprovement/Obesity/DH_082383) to deliver the new ambition on excess weight. This strategy sets out clear roles and actions for all members of society to contribute to delivering the ambition in both the short-term and over a 2020 horizon. Actions will fall into five main areas: 1) Children: healthy growth and healthy weight; 2) Promoting healthier food choices; 3) Building physical activity into our lives; 4) Creating incentives for better health; and 5) Personalised advice and support. For information about the NCMP see www.dh.gov.uk/healthyliving. The NHS in England: operating Framework for 2007–08 can be found at http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_063267.		

NI: 57: Children and young people's participation in sporting opportunities

Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	Y

Rationale	NI57 supports a wider Public Service Agreement (PSA 22) to "deliver a successful Olympic Games and Paralympic Games and get more children and young people taking part in high-quality PE and sport."

Indicator 5 of the PSA defines national outcomes in terms of take-up of sport by children and young people as: "The percentage of 5- to 16-year-olds participating in at least 2 hours per week of high-quality PE and sport at school, and the percentage of 5- to 19-year-olds participating in at least 3 hours per week of sporting opportunities."

To achieve this, the Government wants schools, sports and youth clubs, alongside community groups, to work together to offer children and young people 5 hours a week of high-quality PE and sport.

There is currently no way to measure this at local authority level. So, although the Government wants local authorities to focus on attracting children and young people to take up 5 hours, it proposes that school curriculum time is used as the measure for NI57, as a type of floor target. This would be to:

increase the percentage of 5-16 year olds participating in at least two hours a week of high quality physical education (PE) and sport at school during curriculum time. |
| **Definition** | NI57 will focus on the existing School Sport Survey measure to capture the percentage of 5-16 participating in at least two hours a week of high quality curriculum time PE and sport at school.

This should be taken as a floor objective, with equal focus placed on offering 5 hours.

The wider aim is to identify a solution to collecting data on total participation levels of 5-19 in PE and sport, to be available at a local level. This data will not form part of NI57 in the 2008-11 period, but the intention is that it would be available for local authorities before 2011 for information.

Participation in PE and sport during curriculum time

This definition provides the percentage of 5-16 year olds undertaking at least two hours high quality PE and sport at school during curriculum time. This measure is based on information collected as part of the annual School Sports Survey. This annual survey has been running since 2003/04. The question in the survey asks schools:

What is the total curriculum time in minutes that all pupils in each year group spend taking part in PE in a typical week?

The survey reports annually in October, and reflects the previous academic year.

In 2008, the DCSF commissioned TNS to conduct the fifth annual survey. It took place during May – July, and involved data being submitted by 21,631 schools. This represents a response rate of 99%. The 2008/09 collection, and those onwards, will be similar. |

NI: 57: Children and young people's participation in sporting opportunities

	Definitions
	Physical Education (PE): The planned teaching and learning programme in curriculum that meets the requirements of the national curriculum for physical education (including sport).
	Curriculum time: the total time provided for Physical Education (including dance) lessons during the school day (beginning after morning registration). This includes changing time, but not travelling time. It does not include time provided at break and lunchtimes. Schools with a two-week or ten-day timetable should add the curriculum time over one complete cycle of the timetable and divide by 2.
	Typical week: a week in which there is minimal disruption to school timetables and plans as a result of activities weeks, poor weather, exams and tests, plays, visits or concerts. In a typical week, pupils are familiar with the timetable and pattern of the day.

Formula	**Participation in PE and sport during curriculum time**
	Percentage of children and young people participating in the PE and sport during curriculum time as follows:
	$$\left(\frac{m}{n}\right) \times 100$$
	Where:
	m = the number of pupils the School Sport Survey reports are participating in at least 2 hours of curriculum PE per week in a particular LA; and
	n = the total number of pupils for that LA in the School Sport Survey

Worked example	If there are a total of 500,000 young people aged 5-16 years, and of these, 200,000 participate in 2 hrs or more PE a week, then as a proportion: $$\frac{200,000}{500,000} \times 100 = 40\%$$	**Good performance**	A high percentage – one that is above the national average. In 2007/08, 78 per cent of 5-16 year olds were participating in at least two hours of high quality PE a week.
Collection interval	Annual	**Data Source**	The data will be collected by an existing school sport survey. This survey will continue to be carried out by an independent market research company, and funded by the DCSF.
Return Format	Percentage	**Decimal places**	Zero
Reporting organisation	DCSF		
Spatial Level	School and local authority.		
Further Guidance	The 2007/08 School Sport Survey was published on 16 October 2008 and can be found at: www.teachernet.gov.uk/pe		

NI 66: Looked after children cases which were reviewed within required timescales			
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**Y**

Rationale	To improve compliance with local authorities' legal requirements under the Review of Children's Cases Regulations 1991. Performance currently varies widely, with several local authorities performing at 100%, but with some as poor as 17%. The review is one of the key components within the core processes of working with looked after children. The purpose of the review is to consider the plan for the child's welfare, to monitor the progress of the plan and amend it as necessary in light of changed information and circumstances. The relevant regulations prescribe the statutory intervals – within 28 days of placement, then within 3 months and six monthly thereafter- within which reviews must be held. But reviews may be rescheduled or held inside these intervals If there are significant changes to the child's care plan.
Definition	**The percentage of children looked after cases which should have been reviewed during the year ending 31 March that were reviewed on time during the year.** The areas for consideration in children looked after reviews are set out in the schedules attached to the Review regulations; these include whether arrangements for the child's care remain appropriate to the child's needs including their education and health needs. 'Reviewed on time' means that they were reviewed (in accordance with the Review of Children's Cases Regulations 1991) so that: • the first review of the year was held within 183 days of the last review in the previous year (or within 91 days if the previous review was the child's initial review, or within four weeks of the child becoming looked after if there was no review in the previous year); • the maximum gap between 'six month' reviews during the year was 183 days; • a review was held within 183 days of the year end (i.e. on or after 1 October). Include all children looked after at 31st March who at that date had been looked after continuously for at least the previous four weeks. Children looked after under a series of short term breaks and children placed for adoption should be excluded. The numerator counts only those children from the denominator, ALL of whose reviews were carried out within the specified time limit. If a child had two reviews within the timescale and one review outside of the timescale, the child would be excluded from the numerator. This indicator replaces PAF CF68/JAR/APA 2064SC

NI 66: Looked after children cases which were reviewed within required timescales				
Formula	$\left(\dfrac{x}{y}\right) \times 100$ Where: X = Of the children in the denominator, the number of children whose cases had been reviewed within the required timescales. Y = The number of children looked after at 31st March who at that date had been looked after continuously for at least the previous four weeks.			
Worked example	If for each of 750 children looked after at 31 March all reviews during the year were held on time for 675 children then the percentage of looked after children whose cases were reviewed on time during the year is (675/750) $\times$ 100 = 90.0%.	**Good performance**		Good performance is typified by a higher percentage. It should be noted that the banding of this indicator for 2006/07 describes the best performance as 95 <= 100, and the worst [Investigate Urgently] as 0 < 80. The five percentage point width of the highest band allows for the fact that there are occasions where it can be in the best interest of the child to delay a scheduled review.
Collection interval	Financial Year	**Data Source**		Statutory SSDA903 data collection from local authorities to DCSF
Return Format	Percentage	**Decimal Places**		One
Reporting organisation	DCSF based on Information reported by local authorities.			
Spatial level	Single tier and county council			
Further Guidance	The Children Act 1989 Guidance on the Review of Children's Cases; Independent Reviewing Officer Statutory Guidance (2004) and Department for Children, Schools and Families statistical returns website. http://www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml Detailed SSDA903 guidance can be found at www.dfes.gov.uk/datastats1/guidelines/children/returns.shtml			

NI 68: Percentage of referrals to children's social care going on to initial assessment			
Is data provided by the LA or a local partner?	Y	**Is this an existing indicator?**	Y

Rationale	It is important that local authorities respond to and address concerns in a timely and efficient way and ensure that all referrals to children's social care be followed up where appropriate.
	This indicator is a proxy for several issues: the appropriateness of referrals coming into social care, which can show whether local agencies are working well together; and the thresholds which are being applied in children's social care at a local level.
Definition	**The percentage of children referred to children's social services departments whose cases go on to initial assessments.**
	The **denominator Y** is the number of children referred to children's social services departments during the year. [Source: CPR3 2006-07 (Part A, Item 1, line 1 *Number of referrals of children who have been the subject of referral (including re-referrals)*)] If one child was the subject of more than one referral or assessment during the year, then each referral or assessment should be counted.
	The **numerator X** is the number of the number of children receiving initial assessments in the year. [Source: CPR3 2006-07, Part A, Item 2, line 1 ('Initial assessments completed within 7 days') and line 2 ('other initial assessments completed In the year')
	A 'referral' is defined as a request for services to be provided by children's social care services. This is in respect of a case where the child is not previously known to the local authority, or where the case was previously open but is now closed. A referral can be made by a professional from one of many different agencies (typically in the health and education sectors) but the term as used here is a broad one which encompasses referrals from any source, including self-referrals.
	Local authorities will make an 'initial consideration' to decide, when looking at the details of the referral, whether there are concerns about the child's health and development or actual and/or potential harm that justifies an initial assessment. The initial assessment is a brief assessment of the child's needs, to be carried out by children's social care within a maximum of seven working days of the date of referral.
	Children are defined as aged 0 -17 years inclusive.
	Further guidance is in CPR3 at References are taken from the CPR3 return in 2006/07. Please refer to the equivalent cells for other years.
	This indicator replaces KIGS CH143, JAR/APA 2017SC as collected in 2007/08.
Formula	*(X/Y)* $\times$ 100
	Where:
	X = the number of initial assessments of children receiving initial assessment in the year. If one child was the subject of more than one assessment during the year, then each assessment should be counted.
	Y = the number of children referred to children's social services departments during the year. If one child was the subject of more than one referral during the year, then each referral should be counted.

NI 68: Percentage of referrals to children's social care going on to initial assessment			
Worked example	CPR 2006-07 England 545,000 children were the subject of a referral, 305,000 underwent an initial assessment, then $(305,000/545,000) \times 100$ = 56.0%.	**Good performance**	Indicators on safeguarding will need to be considered together to give a fuller picture of local authority performance. Difficult to quantify whether good performance is typified by higher or lower numbers. The ideal should be a median percentage band that all local authorities fall within. If the percentage decreases or increases greatly it could be that children are not receiving an initial assessment when they should be (or vice versa) rather than a figure showing that fewer or more children being protected from harm
Collection interval	Annual for year to 31 March	**Data Source**	CPR3 statutory return from local authorities to DCSF
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	DCSF based on data reported by local authorities.		
Spatial level	Single tier and county council		
Further Guidance	Statutory guidance: available at www.ecm.gov.uk/socialcare/safeguarding Data collection guidance for CPR3 available at www.dcsf.gov.uk/datastats1/guidelines/children/returns.shtml		

NI 69: Children who have experienced bullying

Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N

Rationale	To measure progress in tackling bullying.
	Bullying is children's primary safety concern, and has remained the highest reason for calls to Childline over the past 6 years.

Definition	'Bullying' is repeated behaviour which makes other people feel uncomfortable or threatened whether this is intended or not. There are different sorts of bullying, but the main types are:
	PHYSICAL: hitting, kicking, taking or hiding belongings including money
	VERBAL: name calling, teasing, insulting, writing unkind notes
	EMOTIONAL: being unfriendly, excluding, tormenting, spreading rumours, looks
	EXCLUSION: a child can be bullied simply by being excluded from discussions/activities, with those they believe to be their friends
	DAMAGE TO PROPERTY OR THEFT: pupils may have their property damaged or stolen. Physical threats may be used by the bully in order that the student hands over property to them
	CYBER: cyber-bullying is a more recent problem that has come about through the increased use of mobile phones and the internet. It may include threats or name-calling via the internet chat rooms, web pages, texts or phone calls. It may also involve the misuse of associated technology such as cameras and video facilities.
	'Tellus' is the annual national Ofsted survey that analyses at children's perceptions on a wide range of issues relevant to children and young people. The relevant question is:
	How often, if at all, have you been bullied?
	Bullying is when people hurt or pick on you on purpose (for example by teasing or hurting you, including by mobile phone or on the internet, by taking or breaking your things, or by leaving you out).
	PLEASE TICK THE **ONE** BOX ON EACH LINE THAT BEST DESCRIBES YOU

	Never	Once or more in the last year	Once or more in the last 4 weeks	About once a week	Most days	Don't know
At school						
Somewhere else (including on your journey to or from school)						

The size of the sample for Tellus means that this indicator can measure changes in incidences of bullying. Local authorities should have plans in place to address bullying, through the Children and Young People's Plan and individual school anti-bullying plans. This indicator will show whether these actions are effective, and if not, the local authority can work with the children's trusts and other partners to reduce bullying in the local area.

NI 69: Children who have experienced bullying

Formula	The percentage of children who have experienced bullying is calculated as follows: $$\left(\frac{x}{y}\right) \times 100$$ where, X (the number of pupils responding that they have experienced bullying) = the sum of all x. For each pupil, x can take the value 1 or 0: $x = 1$ if the pupil has responded positively to one or more of the following statements: • Bullied once or more in the last year at school • Bullied once or more in the last year somewhere else (including on your journey to or from school) • Bullied once or more in the last 4 weeks at school • Bullied once or more in the last 4 weeks somewhere else (including on your journey to or from school) • Bullied about once a week at school • Bullied about once a week somewhere else (including on your journey to or from school) • Bullied most days at school • Bullied most days somewhere else (including on your journey to or from school) Y = the number of pupils responding to the survey, excluding those pupils that match any of the following criteria: • Pupils with response missing from BOTH sections (bullying at school and bullying somewhere else) of the bullying question • Pupils that responded 'Do not know' to BOTH sections (bullying at school and bullying somewhere else) of the bullying question • Pupils with MIXED responses containing any of the combinations of "Never", "Don't know" and "Missing" for the two sections of the bullying question

Worked example	In a Local Authority (based on school census data) there are 4000 pupils In school years 6, 8 and 10. The Tellus survey estimates that 680 of these young people have experienced bullying once or more in the last year, at school or somewhere else, then NI69 is: $$\left(\frac{680}{4000}\right) \times 100 = 17.0\%$$	**Good performance**	A reduction in reports of bullying would represent good performance, as it would show that the local authority is working with its partners to tackle the problems. There may be an initial increase as children and young people are encouraged through the Tellus survey to report incidences of bullying which were not known about before.
Collection interval	Financial yearly	**Data Source**	The Tellus survey
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	Ofsted survey of pupils through schools		
Spatial level	Local Authority Area		
Further Guidance	See www.ofsted.gov.uk for full guidance on the Tellus3 survey.		

NI 71: Children Missing from Home or Care				
Is the data provided by the LA or a local partner?	Y	**Is this an existing indicator?**		N

Rationale	Young people (up to the age of 18) who run away from home or care, or who feel that they have had to leave, face a particular range of risks from having to find alternative places to stay and means to survive. Often, they are extremely vulnerable: we know that 1 in 6 of these young people will sleep rough, and that 1 in 12 will be hurt or harmed whilst they are away. Yet, a recent survey found only 12% of local authorities had services that targeted runaways, and only half had protocols for managing cases of children missing from home.
	Therefore, this indicator has been introduced to raise local area awareness to create a focus on the provision of services to this vulnerable group of young people. The indicator will support joint working between the police and Children's Services and other relevant bodies, to support local strategic partnerships and children's trusts in establishing the scale of running away in their local area and to put services in place to respond accordingly and effectively. It is envisaged that with the improvements in local service provision that this indicator will bring that in future spending reviews, it may be possible to have a indicator based a more robust data source, relating to levels of running or repeat running, or on specific outcomes for runaway or missing children.
	Running away can impact across all areas of a child's life, and therefore directly links to all five of the Every Child Matters outcomes, but particularly to outcome 2: Staying Safe.
Definition	This indicator is self-assessment of to what extent Children's Trusts or LSCBs (or a delegated body) have a picture of running patterns in their area; of how this information informs local service provision; and of what procedures are in place to respond to the needs of young runaways.
	The Missing from Care and Home guidance will be reviewed and available by Spring 2009 to support improvements in services for young runaways; this will include advice on delivering the elements covered in this self-assessment, including the definition of 'runaway' and 'missing' and in outlining clear standards based on examples of good practice.
	Local authority children's services will be asked to assess and score their performance (score 0-3) against five key elements of service planning/provision, below. The levels under each criteria below are indicative only, and detailed criteria setting out what is required to achieve each score under each element will be included as an annex to the statutory guidance when it is published, although it will be made available to local authorities in electronic form in advance of this to support the 'baseline' collection of data in early 2009. Five local authorities will be asked to take part in a moderation exercise to ensure that the responses in relation to the criteria are consistent.
	1. Local information about running away is gathered
	0 – No information is gathered; 1 – Some information is gathered by the local authority from the police (or police delegated organisation) but does not meet the core data standard; 2 – Information is gathered by the local authority from the police (or delegated organisation) and local statutory partners to meet the core data standard; 3 – Information is supplemented by inputs from other local stakeholders (e.g. voluntary organisations).
	2. Local Needs Analysis, based on gathered information, is in place
	Key areas for analysis are the numbers of runaways; proportions running from home/care; proportion of repeat runaways; reasons for running; and where young runaways go/if they are harmed while they are away.
	0 – No needs analysis undertaken; 1 – Needs analysis underway; 2 – Needs analysis completed; 3 – Needs analysis has been undertaken and is regularly updated to inform local service provision

NI 71: Children Missing from Home or Care	
	3. Local protocols to meet the needs of runaways agreed, and procedures in place to support them
	Local areas should establish procedures to respond to young people who run away from home or care, clearly setting out roles and responsibilities in a multi-agency response.
	0 – No procedures in place; 1 – Procedures under development; 2 – Protocols and procedures in place and are signed up to by all agencies in the area working with young runaways (as a minimum children's services, the police, and local voluntary sector organisations); 3 – Strong protocols and procedures in place, (including systematic undertaking of return interviews) and are actively implemented and reviewed/refreshed to secure effective multi-agency working.
	4. Protocols for responding to urgent/out-of-hours[1] referrals from police or other agency are in place and procedures in place to support them
	Local procedures should include protocols for urgent or out-of-hours referrals, to ensure that young runaways quickly receive appropriate support.
	0 – No protocols agreed; 1 – Protocols and procedures under development; 2 – Protocols and procedures in place, although without systems In place to ensure that they are appropriately followed ; 3 – Protocols and procedures in place, with number of out of hours referrals monitored.
	5. Prevention and Early Intervention Protocols are in place
	Local procedures should include protocols for assessing the broader needs of young runaways; needs assessment should be appropriate to the level of risk for the young person.
	0 – No protocols agreed; 1 – Protocols agreed, partial implementation; 2 – Protocols agreed, full implementation; 3 – Protocols agreed and regularly evaluated, to determine their effectiveness in supporting young people to access the services they need, and any identified gaps in provision acted upon.
	This indicator is an assessment of the extent to which local areas know about the levels of running in their area, and whether they have appropriate procedures and protocols in place to respond to the needs of runaway or missing children. Therefore, this indicator is not effected by whether local areas have particular issues which may influence the number of runaways they have (such as a large number of private children's homes), although it will assess whether they have protocols in place for dealing with instances of running in these circumstances.
Formula	Local authorities should score their own performance against each element and provide an aggregate score for the indicator, where 0 is the lowest score and 15 is the highest score.[2]
	An self-assessment tool will be in place shortly, and will be trialled with a number of volunteer local authorities in December to test that the criteria ensure sufficient consistency of marking. While the indicator will be based on an aggregate score, the tool will be designed in such a way to allow scores against each element to be extracted, so that the Department and voluntary sector partners can offer support to improve performance where appropriate.
	Local authorities will be asked for one or two bullet points to justify the score they have given themselves. The self assessment scores would need to be approved by the Director of Children's Services before it is submitted to the Department. Where the DCS is not chair of the local Safeguarding Children's Board, then the self assessment score must also have been discussed and agreed with the LSCB chair.

1 By which we mean any referral that takes place outside normal working hours (so In most cases, referrals that take place before 9am or after 5pm Monday to Friday, and referrals that take place over the weekend).
2 NB – the scoring mechanism will be subject to further testing during the consultation period

NI 71: Children Missing from Home or Care

Worked example	If a local area assesses their performance against the five questions as being 2, 1, 1, 2, 2 respectively, then this will mean a score of 8.	Good performance	Good performance is identified by a higher score.
Collection interval	Quarterly. Returns should be submitted to DCSF that reflect the position of your local area as at 1st April, 1st July, 1st October and 1st January by the last working day of April, July, October and January respectively. The first collection on which local authorities will be judged will be due on 30 April 2009, although a baseline collection will take place in January 2009.	Data Source	Local authority self-assessment. A self-assessment tool – an excel spreadsheet and associated criteria have been developed.
Return Format	Single number between 0 and 15.	Decimal places	N/a
Reporting organisation	Local Authorities will be asked to provide this information to DCSF		
Spatial Level	Single tier local and county council		
Further Guidance	Young Runaways Action Plan: www.dcsf.gov.uk/publications/runaways Frequently asked questioned about the indicator can be found: http://www.everychildmatters.gov.uk/socialcare/safeguarding/youngrunaways/indicator/ Current guidance on Missing from Care and Home (2002) is available at www.everychildmatters.gov.uk/socialcare/safeguarding/youngrunaways. This guidance will be updated and re-published in Spring 2009 to support the indicator. All elements covered in this self-assessment will be addressed by the guidance, with examples of good practice provided.		

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			
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**N**
Rationale	The early years are crucial to a child's chances of later success. Children who achieve well in their early years are much more likely to be successful in future education and in later life.		
Definition	The number of children achieving 78 points across all 13 EYFSP scales with at least 6 points or more in each of the PSED and CLL scales, expressed as a percentage of the total number of children assessed against the Early Years Foundation Stage Profile. Early Years Foundation Stage – this is a statutory framework for children's learning and development and welfare from birth to the end of the academic year in which they turn 5. It covers six areas of learning: • Personal, Social and Emotional Development (3 scales) • Communication, Language and Literacy (4 scales) • Problem-solving, reasoning and numeracy (3 scales) • Knowledge and understanding of the world (1 scale) • Physical Development (1 scale) • Creative Development (1 scale) The Early Years Foundation Stage Profile is an assessment of children's achievement at the end of the academic year in which they turn 5 – it supersedes the Foundation Stage Profile from September 2008. This indicator is not wholly a schools based indicator. It is also includes achievement figures provided by Local Authorities for children in the private, voluntary and independent sector who are still in receipt of funding in the term preceding their key stage 1 studies.		
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: x = number of children achieving 78 points across all 13 EYFSP scales with at least 6 points or more in each of the PSED and CLL scales; y = total number of children assessed against the Early Years Foundation Stage Profile.		

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

Worked example	If the number of children in the LA achieving 78 points across all 13 EYFSP scales and at least 6+ points in the CLL and PSED scales is 3000 and the total number of children in the LA who were assessed against the Early Years FSP is 5000, then: $$\left(\frac{3000}{5000}\right) \times 100 \ = 60.0\%$$	Good performance	Higher percentages show better performance. Children who achieve a score of 78 points or more across the 13 assessment scales score an average of 6 points per scale. When a child who achieves this overall score also achieves a score of 6 or more in each of the Personal, Social and Emotional development (PSE) and Communication, Language and Literacy (CLL) scales, that child is deemed to be reaching a good level of development. This measure is used to assess the progress made by Local Authorities in improving outcomes, a duty placed on Local Authorities by the Childcare Act of 2006. It will also be used to assess progress made nationally in improving outcomes from 2008 onwards.
Collection interval	Annual (academic year)	Data Source	Early Years Foundation Stage profile results
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by local authorities		
Spatial level	Single tier and county council		
Further Guidance	More information on the Foundation Stage Curriculum is available at: http://www.standards.dfes.gov.uk/eyfs/ Guidance for Local Authorities on setting Education Performance Targets (http://www.standards.dfes.gov.uk/ts/publications/list/?index=2)		

NI 73: Achievement at level 4 or above in both English and Maths at Key Stage 2			
Is data provided by the LA or a local partner?	N	**Is this an existing indicator?**	Y

Rationale	It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done to improve performance in these areas. The Government is therefore committed to ensuring that more children master the basics and has set a national threshold target for 2011 for 78% of pupils to achieve Level 4 or above in both English and Maths at KS2. As well as improving the proportion of pupils achieving this standard, the Government also wants to see a reduction in the number of schools where less than 55% of pupils achieve Level 4 in both English and Maths (floor target).
Definition	The number of pupils achieving Level 4+ in both English and Maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results in both English and maths.
	Key Stage (KS) 2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by pupils at the end of KS2. Local Authority-level results relate to pupils in maintained schools.
	Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: x = number of pupils achieving Level 4+ in both English and Maths at KS2. y = number of pupils at the end of KS2 with valid National Curriculum test results in both English and maths.

Worked example	If 4,500 pupils achieve level 4+ in both English and Maths, and 6,000 pupils have valid test results for KS2 assessment in both English and Maths, then the proportion = $$\left(\frac{4,500}{6,000}\right) \times 100 = 75.0\%$$	**Good performance**	Good performance is typified by percentages where the proportion of pupils is above the national average and where there are no schools where performance has been below the 55% floor target for 4 or more consecutive years.
Collection interval	Annual (academic year). For example, data pertaining to tests taken at the end of academic year 2008-09 will be published at national and Local Authority level circa August 2009.	**Data Source**	Revised KS2 test results as amended by schools checking exercise for publication of Primary School Achievement and Attainment Tables.
Return Format	Percentage	**Decimal Places**	One (English and maths were previously reported separately to whole number percentages).

NI 73: Achievement at level 4 or above in both English and Maths at Key Stage 2	
Reporting organisation	DCSF, based on data provided by schools
Spatial level	Single tier and county council
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued September 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/

NI 75: Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths			
Is data provided by the LA or a local partner?	**N**	**Is this an existing indicator?**	**Y**
Rationale	It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done to improve performance in these areas. The Government is therefore committed to ensuring that more children master the basics by the end of the years of compulsory schooling and has set a national threshold target for 2011 for 53% to achieve 5 A*-C GCSE grades and equivalent including GCSEs in English and Maths by the end of Key Stage 4. As well as improving the proportion of pupils achieving this standard, the Government also wants to see no schools where less than 30% of pupils achieve 5 A*-C grades including GCSE English and Maths by 2011 (floor target).		
Definition	The number of pupils achieving 5 or more A*-C or equivalent including English and Maths at KS4 as a percentage of the number of pupils at the end of KS4.		
	This indicator relates to pupils achieving 5 or more A*-C grades or equivalent including GCSE English and Maths taken at the end of KS4. For performance reporting local authority-level results relate to pupils in maintained schools including Academies. For statutory target setting Academies are excluded from LA targets and their results are disaggregated for the purpose of comparing targets against performance when assessing the level of challenge in the target set by the LA. .		
	Key Stage (KS) 4 is the stage of the National Curriculum between the ages of 14 and 16 years.		
	GCSE (General Certificate of Secondary Education) is the principal means of assessing pupil attainment at the end of compulsory secondary education. Grades A* to G are classified as passes, grades A* to C as good passes and grades U and X as fails.		
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: x = number of pupils achieving 5 or more A*-C or equivalent including English and Maths at KS4. y = number of pupils at the end of KS4.		

NI 75: Achievement of 5 or more A*- C grades at GCSE or equivalent including English and Maths			
Worked example	If 4,500 pupils achieve 5 or more A*-C or equivalent including English and Maths at KS4 and 6,000 pupils are at the end of KS4, then the proportion = $$\left(\frac{4,500}{6,000}\right) \times 100 = 75.0\%$$	**Good performance**	Good performance is typified by percentages where the proportion of pupils is above the national average and where there are no schools achieving below 30% 5 A*-C grades including GCSE English and maths.
Collection interval	Annual (academic year). For example, data pertaining to examinations taken at the end of academic year 2008-09 will be published at national and Local Authority level circa October 2009.	**Data Source**	Revised KS4 examination results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables.
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	DCSF based on data provided by schools		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued September 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 76: Reduction in number of schools where fewer than 55% of pupils achieve level 4 or above in both English and Maths at KS2

Is data provided by the LA or a local partner?	N	Is this an existing indicator?	Y

Rationale	It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done to improve performance in these areas. The Government is therefore re-enforcing its commitment to driving up standards and tackling underachievement by ensuring that more children master the basics. To support this goal the Government wants to see a continuing focus on the number of low attaining primary schools (defined as those achieving below 55% level 4+ In English and Maths) so that by 2011 there is a 40% reduction in the number of such schools compared with 2007.
Definition	The number of schools in the local authority where the number of pupils achieving Level 4+ in both English and Maths at KS2 as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results in both English and Maths is less than 55%. KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to maintained mainstream schools with end of KS2 cohorts with more than 10 pupils where less than 55% are achieving Level 4 or above in both English and maths at the end of KS2. Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.
Formula	For each school with end of KS2 cohorts with more than 10 pupils, to calculate the level of attainment: $$\left(\frac{x}{y}\right) \times 100$$ Where: x = number of pupils in a school achieving Level 4+ in both English and Maths at KS2. y = number of pupils in a school at the end of KS2 with valid National Curriculum test results in both English and Maths. If this figure is less than 55%, the school is below the floor. The indicator value is number of schools whose attainment is below the floor target of 55%.

Worked example	For each school: If 20 pupils in a school achieve level 4+ in both English and Maths at KS2, and 50 pupils in a school are at the end of KS2 and have a valid result in both English and Maths, then the proportion = $$\frac{20}{50} \times 100 = 40\%$$ For the LA: If 3 schools had a result below 55%, then an indicator value of 3 would be returned.	**Good performance**	Good performance is typified by no schools achieving below 55% Level 4+ in both English and maths for 4 or more consecutive years.

NI 76: Reduction in number of schools where fewer than 55% of pupils achieve level 4 or above in both English and Maths at KS2

Collection interval	Annual (academic year). For example, data pertaining to tests taken at the end of academic year 2008-09 will be published at school level circa November 2009.	**Data Source**	Revised KS2 test results as amended by schools checking exercise for publication of Primary School Achievement and Attainment Tables.
Return Format	Number	**Decimal Places**	None
Reporting organisation	DCSF based on data provided by schools		
Spatial level	Single tier and county council (the final indicator value relates to the LA level not the schools).		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued September 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 78: Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths			
Is data provided by the LA or a local partner?	N	**Is this an existing indicator?**	Y

Rationale	It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done to improve performance in these areas. The Government is therefore re-enforcing its commitment to driving up standards and tackling underachievement by ensuring that more children master the basics and reach the end of the year's compulsory schooling with 5 A*-C GCSEs and equivalent including English and Maths. The Government has pledged to ensure that there are no schools where less than 30% of pupils achieve 5 A*-C grades including GCSE English and Maths by 2011.
Definition	The number of schools in the local authority where the number of pupils achieving 5 or more A*-C grades or equivalent including English and Maths at KS4 as a percentage of the number of pupils at the end of KS4 is less than 30%.
	For performance reporting his indicator relates to maintained mainstream schools including Academies where less than 30% of pupils are achieving 5 or more A*-C grades or equivalent including GCSE English and Maths taken at the end of KS4. When setting a target against this indicator, Academies should be excluded from the total number of schools below the floor.
	Key Stage (KS) 4 is the stage of the National Curriculum between the ages of 14 and 16 years.
	GCSE (General Certificate of Secondary Education) is the principal means of assessing pupil attainment at the end of compulsory secondary education. Grades A* to G are classified as passes, grades A* to C as good passes and grades U and X as fails.
Formula	$$\left(\frac{x}{y}\right) \times 100$$
	Where:
	x = number of pupils in a school achieving 5 or more A*-C grades or equivalent including English and Maths at KS4.
	y = number of pupils in a school at the end of KS4.
	If this figure is less than 30%, the school is below the floor.
	The indicator value is number of schools whose attainment is below the floor target of 30%.

NI 78: Reduction in number of schools where fewer than 30% of pupils achieve 5 or more A*- C grades at GCSE and equivalent including GCSEs in English and Maths

Worked example	For each school: If 150 pupils in a school achieve 5 or more A*-C grades or equivalent including English and Maths at KS4 and 600 pupils in a school are at the end of KS4, then the proportion = $\frac{150}{600} \times 100 = 25\%$ For the LA: If 3 schools had a result below 30%, then an indicator value of 3 would be returned.	**Good performance**	Good performance is typified by no schools achieving below 30% 5 A*-C grades including GCSE English and maths.
Collection interval	Annual (academic year). For example, data pertaining to examinations taken at the end of academic year 2008-09 will be published at school level circa January 2010.	**Data Source**	Revised KS4 examination results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables.
Return Format	Number	**Decimal Places**	None
Reporting organisation	DCSF based on data provided by schools		
Spatial level	Single tier and county council (the final indicator value relates to the LA level not the schools)		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued September 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 79: Achievement of a Level 2 qualification by the age of 19			
Is data provided by the LA or a local partner?	N	**Is this an existing indicator?**	Y

Rationale	This indicator reports the percentages of young people attaining Level 2 by age 19 in a Local Authority area. Achieving Level 2 by the age of 19 represents an important platform for employability, further learning and adulthood.
Definition	Achievements in the following qualifications are counted at level 2+: > 1 Advanced Extension Award equals 5% > 1 free standing maths qualification at level 3 equals 10% > 1 Key Skills pass at level 3 equals 20% > 1 short GCSE at grade A* to C equals 10% > 1 full GCSE at grade A* to C equals 20% > 1 Double Award GCSE (including VGCSEs) at grade A* to C equals 40% > 1 part 1 intermediate GNVQ equals 40% > 1 full intermediate GNVQ equals 80% > 1 AS level, (including VCE – Vocational Certificicate of Education) at grade A to E equals 50% > 1 A/A2 level (including VCE) at grade A to E equals 100% > 1 Advanced GNVQ pass equals 100% > 1 Advanced Pilot 6 unit GNVQ equals 100% > 1 NVQ pass at level 2 or higher equals 100% > 1 'full' VRQ* (Vocationally Related Qualification) pass at level 2 or higher equals 100% > 1 International Baccalaureate pass equals 100% > 1 Apprenticeship equals 100% * A full Level 2 VRQ is counted as any with 325 or more guided learning hours. For lists of qualifications that count as VRQs and their guided learning hours see the National Database of Accredited Qualifications website: http://www.accreditedqualifications.org.uk/ Combinations of qualifications at different levels are allowed where their parts add up to at least 100 percent for that level. For example a candidate with 3 full GCSEs at grades A* to C (20% each) and 1 AS level (50%) would be deemed to have attained a level 2 (60% + 50% = 110%). GCSEs and GNVQs are subject to discounting, as are AS and A/A2 levels. Discounting is counting only the higher level qualification where the same qualification in the the same subject is achieved more than once at different levels. For example, say a learner gains 1 short GCSE (10%) in Biology in 2000 and 1 full GCSE (20%) in Biology in 2001. Correct discounting means the person has 10% of a full level 2 in 2000 and then 20% in 2001 as the short GCSE is replaced by the full one. Further information on definitions, background, methodology and qualifications counted towards this indicator can be found in the technical notes to the annual Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000774/index.shtml). Note though that the formula for National figures described in the SFR is different to the local formula, described below.

NI 79: Achievement of a Level 2 qualification by the age of 19

Formula	
	$$\frac{X}{Y}$$

The Calculation is performed at Local Authority level, where:

X = The number of young people that were studying in the local authority at academic age 15, that have passed the level 2 threshold (i.e.achieved 100% of a Level two by the definitions above) by the end of the academic year in which they turn 19.

Y = The size of the cohort at academic age 14 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes all individuals in maintained, independent and special schools and academies, but excludes home schooled).

Note

Achievements in all institutions count towards the numerator (including all maintained schools, academies, special schools, independent schools, sixth form colleges, further education institutions and work based learning), but only for individuals who were studying in maintained schools and academies at academic age 15.

Academic age is the age of the individual at the start of the academic year, i.e. the 31st August preceeding the academic year.

The population at academic age 14 is therefore the population in the penultimate year of compulsory education, year 10. It is used as the denominator on recommendation from a National Statistics Quality Review on the measurement of attainment of young people (link: http://www.statistics.gov.uk/methods_quality/quality_review/education.asp). Academic age 14, rather than 15 was chosen to allow for those leaving the education system early.

The Local Authority that an individual is studying in at academic age 15 is used in the numerator as this is the final year of compulsory education and so it is the most recent year that Local Authority information is collected on the School Census for the majority of individuals.

Individuals who move between Local Authorities after academic age 15 will have their achievments counted in the Local Authority in which they studied at age 15.

The table below shows for the most recently reported and upcoming cohorts of young people the academic years that they will be at each age used in the calculation:

	Academic Age:				
	14	15	16	17	18*
19 in 2006	2001/02	2002/03	2003/04	2004/05	2005/06
19 in 2007	2002/03	2003/04	2004/05	2005/06	2006/07
19 in 2008	2003/04	2004/05	2005/06	2006/07	2007/08

*At the end of this year attainment is reported since everyone in the cohort will be aged 19.

National figures are published in the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000774/index.shtml). The calculation for the local figures differs from the national figures because the local figures only include achievements by those individuals who were studying in maintained schools and academies at academic age 15, whereas the national figures include all achievements. For this reason, for the cohort aged 19 in 2005/06 there were about 20,000 level 2 achievements that could not be attributed to individual local authorities; The Local Authority figures were on average approximately 3% points lower than the national figures.

NI 79: Achievement of a Level 2 qualification by the age of 19

Worked example	Suppose there are 2,000 young people in a cohort in a Local Authority at academic age 14. Now suppose that 474 young people who were studying in that Local Authority at age 15 pass the level 2 threshold by the end of the academic year in which they turn 19. Then the percentage of individuals who have achieved a Level 2 by the age of 19 in the Local Authority is: = (474/2000) = **23.7%**	**Good performance**	Higher percentages show better performance.
Collection interval	Annual. Data sources that make up the matched data are available at different times throughout the year. They are matched together in December/January following the end of the academic year and are available following publishing of the DCSF Statistical First Release (SFR) on Level 2 and 3 attainment by young people in February (link to February 2008 SFR: http://www.dfes.gov.uk/ rsgateway/DB/SFR/s000774/ index.shtml).	**Data Source**	Matched Administrative Data used for the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/ SFR/s000774/index.shtml), will be provided by DCSF. Neither Local Authorities or schools will have to provide or match data. This data source matches data from: Pupil level termly School Census National Pupil database. NISVQ database. ILR Database. **Note** This is the same data source as used in the 14-19 Progress Checks
Return Format	Percentage	**Decimal Places**	1
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 80: Achievement of a Level 3 qualification by the age of 19			
Is data provided by the LA or a local partner?	**N**	**Is this an existing indicator?**	**Y**
Rationale	This indicator reports the percentages of young people attaining Level 3 by age 19 in a Local Authority Area. Achieving Level 3 by the age of 19 increases the skills levels of the economy and allows participation into Higher Education and higher skilled employment.		
Definition	Achievements in the following qualifications are counted at level 3:		

Achievements in the following qualifications are counted at level 3:

> 1 Advanced Extension Award equals 5%

> 1 Free Standing Maths Qualification at level 3 equals 10%

> 1 Key Skills pass at level 3 equals 15%

> 1 AS level (including VCE – Vocational Certificicate of Education) at grade A to E equals 25%

> 1 A/A2 level (including VCE) at grade A to E equals 50%

> 1 Advanced Pilot 6 unit GNVQ equals 100%

> 1 Advanced GNVQ pass equals 100%

> 1 NVQ pass at level 3 or higher equals 100%

> 1 'full' VRQ* (Vocationally Related Qualification) pass at level 3 or higher equals 100%

> 1 International Baccalaureate pass equals 100%

> 1 Advanced Apprenticeship equals 100%

* A full Level 3 VRQ is counted as any with 600 or more guided learning hours. For lists of qualifications that count as VRQs and their guided learning hours see the National Database of Accredited Qualifications website:

http://www.accreditedqualifications.org.uk/

Combinations of qualifications at different levels are allowed where their parts add up to at least 100 percent for that level. For example a candidate with 2 full As levels at grades A to E (25% each) and 1 A2 level at grades A to E (50%) would be deemed to have attained a level 3 (25% +25% + 50% = 100%).

AS and A/A2 levels are subject to discounting. Discounting is counting only the higher level qualification where the same qualification in the the same subject is achieved more than once at different levels. For example, say a learner gains an AS (25%) in Biology in 2000 and an A level (50%) in Biology in 2001. Correct discounting means the person has 25% of a full level 3 in 2000 and then 50% in 2001 as the AS is replaced by the A level.

Further information on definitions, background, methodology and qulaifications counted towards this indicator can be found in the technical notes to the annual Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000774/index.shtml). Note though that the formula for National figures described in the SFR is different to the local formula, described below.

NI 80: Achievement of a Level 3 qualification by the age of 19

Formula	$$\frac{X}{Y}$$

The Calculation is performed at Local Authority level, where:

X = The number of young people that were studying in the local authority at academic age 15, that have passed the level 3 threshold (i.e.achieved 100% of a Level three by the definitions above) by the end of the academic year in which they turn 19.

Y = The size of the cohort at academic age 14 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes all individuals in maintained, independent and special schools and academies, but excludes home schooled).

Note

Achievements in all institutions count towards the numerator (including all maintained schools, academies, special schools, independent schools, sixth form colleges, further education institutions and work based learning), but only for individuals who were studying in maintained schools or academies at academic age 15.

Academic age is the age of the individual at the start of the academic year, i.e. the 31st August preceeding the academic year.

The population at academic age 14 is therefore the population in the penultimate year of compulsory education, year 10. It is used as the denominator on recommendation from a National Statistics Quality Review on the measurement of attainment of young people (link: http://www.statistics.gov.uk/methods_quality/quality_review/education.asp). Academic age 14, rather than 15 was chosen to allow for those leaving the education system early.

The Local Authority that an individual is studying in at academic age 15 is used in the numerator as this is the final year of compulsory education and so it is the most recent year that Local Authority information is collected on the School Census for the majority of individuals.

Individuals who move between Local Authorities after academic age 15 will have their achievments counted in the Local Authority in which they studied at age 15.

The table below shows for the most recently reported and upcoming cohorts of young people the academic years that they will be at each age used in the calculation:

	Academic Age:				
	14	15	16	17	18*
19 in 2006	2001/02	2002/03	2003/04	2004/05	2005/06
19 in 2007	2002/03	2003/04	2004/05	2005/06	2006/07
19 in 2008	2003/04	2004/05	2005/06	2006/07	2007/08

*At the end of this year attainment is reported since everyone in the cohort will be aged 19.

National figures are published in the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000774/index.shtml). The calculation for the local figures differs from the national figures because the local figures only include achievements by those individuals who were studying in maintained schools and academies at academic age 15, whereas the national figures include all achievements. For this reason, for the cohort aged 19 in 2005/06 there were about 12,000 level 3 achievements that could not be attributed to individual local authorities; The Local Authority figures were on average approximately 2% points lower than the national figures.

NI 80: Achievement of a Level 3 qualification by the age of 19

Worked example	Suppose there are 1,000 young people in a cohort in a Local Authority at academic age 14. Now suppose that 383 young people who were studying in that Local Authority at age 15 pass the level 3 threshold by the end of the academic year in which they turn 19. Then the percentage of individuals who have achieved a Level 3 by the age of 19 in the Local Authority is: = (383/1000) = **38.3%**	**Good performance**	Higher percentages show better performance.
Collection interval	Annual. Data sources that make up the matched data are available at different times throughout the year. They are matched together in December/January following the end of the academic year and are available following publishing of the DCSF Statistical First Release (SFR) on Level 2 and 3 attainment by young people in February (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000774/index.shtml).	**Data Source**	Matched Administrative Data used for the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000774/index.shtml), will be provided by DCSF. Neither Local Authorities or schools will have to provide or match data. This data source matches data from: Pupil level termly School Census National Pupil database. NISVQ database. ILR Database. **Note** This is the same data source as used in the 14-19 Progress Checks
Return Format	Percentage	**Decimal Places**	1
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 81: Inequality gap in the achievement of a Level 3 qualification by the age of 19

Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N

Rationale	This indicator reports the gap in attainment of level 3 at age 19 in each Local Authority between those young people who were in receipt of free school meals at academic age 15 and those who were not. At the moment significantly fewer young people in receipt of free school meals at the age of 15 achieve L3 qualifications by the age of 19 than their peers who were not in receipt of free school meals at age 15.
Definition	Inequality gap is measured using those eligible for and claiming free school meals at academic age 15 as a proxy. The indicator will be set as target to close the gap in level 3 achievement between those claiming free school meals and those that are not at academic age 15.

Achievements in the following qualifications are counted at level 3:

> 1 Advanced Extension Award equals 5%

> 1 Free Standing Maths Qualification at level 3 equals 10%

> 1 Key Skills pass at level 3 equals 15%

> 1 AS level (including VCE – Vocational Certificicate of Education) at grade A to E equals 25%

> 1 A/A2 level (including VCE) at grade A to E equals 50%

> 1 Advanced Pilot 6 unit GNVQ equals 100%

> 1 Advanced GNVQ pass equals 100%

> 1 NVQ pass at level 3 or higher equals 100%

> 1 'full' VRQ* (Vocationally Related Qualification) pass at level 3 or higher equals 100%

> 1 International Baccalaureate pass equals 100%

> 1 Advanced Apprenticeship equals 100%

* A full Level 3 VRQ is counted as any with 600 or more guided learning hours. For lists of qualifications that count as VRQs and their guided learning hours see the National Database of Accredited Qualifications website:

http://www.accreditedqualifications.org.uk/

Combinations of qualifications at different levels are allowed where their parts add up to at least 100 percent for that level. For example a candidate with 2 full As levels at grades A to E (25% each) and 1 A2 level at grades A to E (50%) would be deemed to have attained a level 3 (25% +25% + 50% = 100%).

AS and A/A2 levels are subject to discounting. Discounting is counting only the higher level qualification where the same qualification in the the same subject is achieved more than once at different levels. For example, say a learner gains an AS (25%) in Biology in 2000 and an A level (50%) in Biology in 2001. Correct discounting means the person has 25% of a full level 3 in 2000 and then 50% in 2001 as the AS is replaced by the A level.

Further information on definitions, background, methodology and qulaifications counted towards this indicator can be found in the technical notes to the annual Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000774/index.shtml). Note though that the formula for National figures described in the SFR is different to the local free school meals formula, described below. |

NI 81: Inequality gap in the achievement of a Level 3 qualification by the age of 19

Formula	
	$$\frac{X}{Y} - \frac{W}{Z}$$

The Calculation is performed at Local Authority level, where:

X = The number of young people that were studying in the local authority at academic age 15 and identified as **not** in receipt of free school meals, that have passed the level 3 threshold (i.e.achieved 100% of a Level three by the definitions above) by the end of the academic year in which they turn 19.

Y = The number of individuals identified as **not** in receipt of free school meals at academic age 15 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes only individuals in maintained schools and academies).

W = The number of young people that were studying in the local authority at academic age 15 and in receipt of free school meals, that have passed the level 3 threshold (i.e.achieved 100% of a Level three by the definitions above) by the end of the academic year in which they turn 19.

Z = The number of individuals identified as being in receipt of free school meals at academic age 15 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes only individuals in maintained schools and academies).

Note

- Achievements in all institutions count towards the numerators x and w (including all maintained schools, academies, special schools, independent schools, sixth form colleges, further education institutions and work based learning), but only for individuals identified as being in/not in receipt of free school meals at academic age 15, i.e. only for those in maintained schools and academies.
- Academic age is the age of the individual at the start of the academic year, i.e. the 31st August preceeding the academic year.
- Academic age 15 is therefore the final year of compulsory education, year 11, and is used because it is the most recent year that Local Authority and free school meals information is collected on the school Census for the majority of individuals.
- Individuals who move between Local Authorities after academic age 15 will have their achievments counted in the Local Authority in which they studied at age 15.
- The table below shows for the most recently reported and upcoming cohorts of young people the academic years that they will be at each age used in the calculation:

	Academic Age:				
	14	15	16	17	18*
19 in 2006	2001/02	2002/03	2003/04	2004/05	2005/06
19 in 2007	2002/03	2003/04	2004/05	2005/06	2006/07
19 in 2008	2003/04	2004/05	2005/06	2006/07	2007/08

*At the end of this year attainment is reported since everyone in the cohort will be aged 19.

National figures are published in the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/ s000774/index.shtml). The calculation for the local free school meals figures differs from the national figures because the local figures only include achievements by those individuals in maintained schools and academies at academic age 15 whereas the national figures include all achievements, and the denominators are different.

NI 81: Inequality gap in the achievement of a Level 3 qualification by the age of 19

Worked example	Suppose that from a cohort of 3,000 young people in a Local Authority at academic age 15, 1,000 are claiming free school meals and 2,000 are not. Now suppose that 500 of those on free school meals and 1,200 of those not on free school meals have passed the level 3 threshold by the end of the academic year in which they turn 19. Then for this Local Authority the gap in attainment of level 3 at 19 between the individuals claiming free school meals and their peers who were not is: $$= \left(\frac{1200}{2000} - \frac{500}{1000} \right)$$ $$= 10.0\% \, pts$$	**Good performance**	Lower values mean better performance because this indicator shows the inequality gap in the achievement of level 3 qualifications at age 19 between young people who were/were not in receipt of free school meals at academic age 15.
Collection interval	Annual. Data sources that make up the matched data are available at different times throughout the year. They are matched together in December/ January following the end of the academic year and are available following publishing of the DCSF Statistical First Release (SFR) on Level 2 and 3 attainment by young people in February (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/ SFR/s000774/index.shtml).	**Data Source**	Matched Administrative Data used for the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/ rsgateway/DB/SFR/s000774/ index.shtml), will be provided by DCSF. Neither Local Authorities or schools will have to provide or match data. This data source matches data from: Pupil level termly School Census National Pupil database. NISVQ database. ILR Database. **Note** This is the same data source as used in the 14-19 Progress Checks
Return Format	Percentage points	**Decimal Places**	1 Decimal Place in percentage points
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 82: Inequality gap in the achievement of a Level 2 qualification by the age of 19

Is data provided by the LA or a local partner?	N	Is this an existing indicator?	N

Rationale	This indicator reports the percentages of young people who were in receipt of free school meals at academic age 15 who attain level 2 qualifications by the age of 19. At the moment significantly fewer young people in receipt of free school meals at the academic age of 15 achieve L2 qualifications by the age of 19 than their peers who were not in receipt of free school meals at academic age 15.
Definition	Inequality gap is measured using those eligible for and claiming free school meals at academic age 15 as a proxy. The indicator will be set as a threshold target for level 2 achievement in the free school meals group.

Achievements in the following qualifications are counted at level 2+:

> 1 Advanced Extension Award equals 5%

> 1 free standing maths qualification at level 3 equals 10%

> 1 Key Skills pass at level 3 equals 20%

> 1 short GCSE at grade A* to C equals 10%

> 1 full GCSE at grade A* to C equals 20%

> 1 Double Award GCSE (including VGCSEs) at grade A* to C equals 40%

> 1 part 1 intermediate GNVQ equals 40%

> 1 full intermediate GNVQ equals 80%

> 1 AS level (including VCE – Vocational Certificicate of Education) at grade A to E equals 50%

> 1 A/A2 level (including VCE) at grade A to E equals 100%

> 1 Advanced GNVQ pass equals 100%

> 1 Advanced Pilot 6 unit GNVQ equals 100%

> 1 NVQ pass at level 2 or higher equals 100%

> 1 'full' VRQ* (Vocationally Related Qualification) pass at level 2 or higher equals 100%

> 1 International Baccalaureate pass equals 100%

> 1 Apprenticeship equals 100%

* A full Level 2 VRQ is counted as any with 325 or more guided learning hours. For lists of qualifications that count as VRQs and their guided learning hours see the National Database of Accredited Qualifications website:

http://www.accreditedqualifications.org.uk/

Combinations of qualifications at different levels are allowed where their parts add up to 100 percent for that level. For example a candidate with 3 full GCSEs at grades A* to C (20% each) and 1 AS level (50%) would be deemed to have attained a level 2 (60% + 50% = 110%).

GCSEs and GNVQs are subject to discounting, as are AS and A/A2 levels. Discounting is counting only the higher level qualification where the same qualification in the the same subject is achieved more than once at different levels. For example, say a learner gains 1 short GCSE (10%) in Biology in 2000 and 1 full GCSE (20%) in Biology in 2001. Correct discounting means the person has 10% of a full level 2 in 2000 and then 20% in 2001 as the short GCSE is replaced by the full one.

NI 82: Inequality gap in the achievement of a Level 2 qualification by the age of 19	
	Further information on definitions, background, methodology and qualifications counted towards this indicator can be found in the technical notes to the annual Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000774/index.shtml). Note though that the formula for National figures described in the SFR is different to the local formula, described below.
Formula	$$\frac{X}{Y}$$ *The Calculation is performed at Local Authority level, where:* X = The number of young people that were studying in the local authority at academic age 15 and identified as being in receipt of free school meals, that have passed the level 2 threshold (i.e.achieved 100% of a Level two by the definitions above) by the end of the academic year in which they turn 19. Y = The number of individuals identified as being in receipt of free school meals at academic age 15 studying in that Local Authority, taken from the January termly School Census count for the relevant year (includes only individuals in maintained schools). **Note** Achievements in all institutions count towards the numerator (including all maintained schools, academies, special schools, independent schools, sixth form colleges, further education institutions and work based learning), but only for individuals identified as being in receipt of free school meals at academic age 15. Academic age is the age of the individual at the start of the academic year, i.e. the 31st August preceeding the academic year. Academic age 15 is therefore the final year of compulsory education, year 11, and is used because it is the most recent year that Local Authority and free school meals information is collected on the school Census for the majority of individuals. Individuals who move between Local Authorities after academic age 15 will have their achievements counted in the Local Authority in which they studied at age 15. The table below shows for the most recently reported and upcoming cohorts of young people the academic years that they will be at each age used in the calculation:

	Academic Age:				
	14	15	16	17	18*
19 in 2006	2001/02	2002/03	2003/04	2004/05	2005/06
19 in 2007	2002/03	2003/04	2004/05	2005/06	2006/07
19 in 2008	2003/04	2004/05	2005/06	2006/07	2007/08

*At the end of this year attainment is reported since everyone in the cohort will be aged 19.

National figures are published in the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000774/index.shtml). The calculation for the local free school meals figures differs from the national figures because the local figures only include achievements by those individuals in maintained schools and academies, receiving free school meals at academic age 15 whereas the national figures include all achievements and use different denominators.

NI 82: Inequality gap in the achievement of a Level 2 qualification by the age of 19

Worked example	Suppose there are 1,000 young people claiming free school meals in a cohort in a Local Authority at academic age 15. Now suppose that 383 of these young people have passed the level 2 threshold by the end of the academic year in which they turn 19. Then the percentage of individuals, claiming free school meals, who have achieved a Level 2 by the age of 19 in this Local Authority is: = (383/1000) = **38.3%**	**Good performance**	Higher percentages show better performance because this indicator shows the achievement of level 2 qualifications at age 19 by young people who were in receipt of free school meals at age 15.
Collection interval	Annual. Data sources that make up the matched data are available at different times throughout the year. They are matched together in December/January following the end of the academic year and are available following publishing of the DCSF Statistical First Release (SFR) on Level 2 and 3 attainment by young people in February (link to February 2008 SFR: http://www.dfes.gov.uk/ rsgateway/DB/SFR/s000774/ index.shtml).	**Data Source**	Matched Administrative Data used for the Statistical First Release (SFR) on Level 2 and 3 attainment by young people (link to February 2008 SFR: http://www.dfes.gov.uk/rsgateway/DB/ SFR/s000774/index.shtml), will be provided by DCSF. Neither Local Authorities or schools will have to provide or match data. This data source matches data from: Pupil level termly School Census National Pupil database. NISVQ database. ILR Database. **Note** This is the same data source as used in the 14-19 Progress Checks
Return Format	Percentage.	**Decimal Places**	One.
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 84: Achievement of 2 or more A*- C grades in Science GCSEs or equivalent			
Is data provided by the LA or a local partner?	**N**	**Is this an existing indicator?**	**N**
Rationale	To improve the proportion of young people gaining two or more science GCSEs at grades A*-C. The Government's target is to improve continually the number of pupils achieving A*-B and A*-C grades in two science GCSEs. From 2007 the Government will be publishing the percentage of pupils who gain two or more science GCSEs at grades A*-C in a new indicator in the achievement and attainment tables. The underlying aim is to maximise the number of young people who are able to go on to study science at A level and beyond.		
Definition	The number of pupils in a school at the end of KS4 who have achieved 2 or more science GCSEs graded A*-C as a percentage of the number of pupils in a school at the end of KS4. The 'new indicator in the achievement and attainment tables' will count pupils who have achieved grades A*-C in: • GCSE Science ('core') and GCSE Additional Science; or • GCSE Science ('core') and GCSE Additional Applied Science; or • GCSE Applied Science Double Award; or • GCSE Science and GCSE Environmental and Land-based Science • Pupils who have taken GCSEs in all three of Physics, Chemistry and Biology will be counted, but need only have attained grades A*-C in at least two of the disciplines. • In order to recognise acceleration, any GCE AS levels taken early will also be counted. Therefore, pupils who have taken GCSEs and/or GCE AS levels in all three of Physics, Chemistry and Biology will also be counted, but need only have attained GCSE grades A*-C and/or GCE AS grades A-E in at least two of the disciplines. • Level 2 BTEC First Certificates and First Diplomas in Applied Science at pass, merit and distinction; and • OCR Level 2 National Awards and National Certificates in Science at pass, merit and distinction. Until they are phased out, GCSEs covering the old Key Stage 4 programme of study (Double Science, Physics, Chemistry and Biology, Applied Science Double Award) will count. 'Awarding bodies' set and mark examinations such as GCSEs and A levels. 'Achievement and attainment tables' are statistical tables setting out by school and local authority the achievements of students in particular areas e.g. the percentage of students gaining five or more good GCSEs. They are published annually. The 'schools census' collects data on individual pupil characteristics (such as ethnicity) for all pupils in maintained schools. The 'national pupil database' is a longitudinal dataset linking together data collected from the school census to attainment data.		
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: x = number of pupils in a school at the end of KS4 who have achieved 2 or more science GCSEs graded A*-C y = number of pupils in a school at the end of KS4		

NI 84: Achievement of 2 or more A*- C grades in Science GCSEs or equivalent			
Worked example	If 450 pupils in a school achieve 2 or more science GCSEs graded A*-C, and 600 pupils in a school are at the end of KS4, then the proportion = $$\left(\frac{450}{600}\right) \times 100 = 75.0\%$$	**Good performance**	Good performance is typified by higher percentages
Collection interval	Annual (Academic year)	**Data Source**	Awarding Body data collected as part of the Achievement and Attainment Tables exercise, containing information on pupils' achievements at all institutions, collected by Bath University from awarding bodies on behalf of DCSF and matched to pupil level Schools Census data to produce the National Pupil Database (NPD).
Return Format	Percentage.	**Decimal Places**	One.
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Schools within a local authority (single tier or county council)		
Further Guidance	To monitor progress against this target the DCSF has set annual targets, for the percentage of pupils achieving 2 or more A*-C grades in science GCSEs or equivalent, of 51.4% in 2008; 52.5% in 2009; 53.5% in 2010 and 54.6% in 2011. LAs should use these targets as a guideline only, the DCSF will not be setting annual targets for individual LAs. Guidance for Local Authorities on setting Education Performance Targets – issued August 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 86: Secondary schools judged as having good or outstanding standards of behaviour			
Is the data provided by the LA or a local partner?	N	**Is this an existing indicator?**	N
Rationale	To provide a general indicator of standards of behaviour in secondary schools		
Definition	OFSTED inspect all schools regularly, usually at three year intervals. Inspectors make judgements about standards in a school, including a specific judgement on standards of behaviour. Standards are graded from 1 to 4 (grade 1- outstanding; grade 2 – good; grade 3 – satisfactory; grade 4 – inadequate). The indicator is the percentage of secondary schools graded 1 or 2 for behaviour in each local authority. The DCSF will maintain a record of each secondary school's behaviour grade together with the inspection date. It will take an annual snapshot of the most recent behaviour grades for the secondary schools in each local authority. For this indicator, "secondary schools" includes all state-funded secondary schools, including middle-deemed-secondary schools and academies. It excludes pupil referral units.		
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: x = number of secondary school grades 1 or 2 for behaviour in the annual snapshot y = total number of secondary school behaviour grades in the annual snapshot.		
Worked example	A local authority has 20 secondary schools. In the annual snapshot 15 (75%) are graded 1 or 2 for behaviour.	**Good performance**	Good performance is a higher percentage of grades 1 and 2.
Collection interval	DCSF will collate inspection grades from the OFSTED website every school term. The snapshot on which the indicator is based will be taken once every calendar year at the same time each year	**Data Source**	OFSTED
Return Format	Percentage of grades 1 and 2 for behaviour for secondary schools in each local authority.	**Decimal Places**	None
Reporting organisation	DCSF using OFSTED data		
Spatial level	Single tier local authorities and county councils		
Further Guidance			

NI 87: Secondary school persistent absence rate			
Is the data provided by the LA or a local partner?	Y	**Is this an existing indicator?**	Y
Rationale	To reduce the percentage of persistently absent secondary pupils (those missing 20% or more of the school year).		
Definition	The number of persistently absent pupil enrolments as a percentage of the total number of local authority maintained secondary school pupil enrolments.		

A 'persistently absent pupil enrolment' is a pupil who has accumulated the threshold number of half-day sessions of absence over the relevant statistical reporting period, within a given enrolment at a school. These are counted on:

- an annual basis – a threshold number of half-day sessions of absence will be set by DCSF to represent 20% of the national average number of sessions possible over the reporting year (this is currently the two and a half terms ending at the May half term) – this threshold is 64 sessions in a typical year, but may be adjusted if exceptional circumstances occur within the data; and
- a two-term basis – this threshold is 52 sessions in a typical year, but may be adjusted if exceptional circumstances occur within the data. The relevant statistical reporting period for the two-term basis is the Autumn and Spring terms combined.

All sessions with the following pupil attendance codes relating to absence count towards the number of absences per pupil enrolment:

I – Authorised absence due to illness (NOT medical or dental etc. appointments)

M – Authorised absence due to medical/ dental appointments

R – Authorised absence due to religious observance

S – Authorised absence due to study leave

T – Authorised absence due to traveller absence

H – Authorised absence due to agreed family holiday

F – Authorised absence due to agreed extended family holiday

E – Authorised absence as pupil is excluded, with no alternative provision made

C – Authorised absence as pupil is absent due to other authorised circumstances

G – Unauthorised absence as pupil is on a family holiday, not agreed, or is taking days in excess of an agreed family holiday

U – Unauthorised absence as pupil arrived after registers closed

O – Unauthorised absence as pupil missed sessions for an unauthorised absence not covered by any other code/description

N – Unauthorised absence as pupil missed sessions for a reason that has not yet been provided

NI 87: Secondary school persistent absence rate

	Numerator: The number of local authority maintained* secondary school pupil enrolments with greater than or equal to the threshold number of sessions where the attendance reason is one or a combination of: [I, M, R, S, T, H, F, E, C, G, U, O, N]. In a typical annual reporting period, this will be the number of enrolments with at least 64 absent sessions. **Denominator:** The total number of local authority maintained* secondary school pupil enrolments (include all enrolments, whether on or off roll at the census dates, which have been on the roll for one or more sessions at any point during the reporting period. Do not include any enrolments with zero possible sessions for the reporting period and exclude any enrolments not aged 5-15 at the start of the relevant academic year.) * Academies are not included within this indicator and this will need to be taken into account in year-on-year comparisons ie where schools move from local authority maintained to academy status.
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: x = the number of persistently absent pupil enrolments y = the total number of maintained secondary pupil enrolments

Worked example	If 570 of 11,000 pupils enrolled at secondary schools in a local authority meet the relevant persistent absence threshold, then for that local authority [570/11,000] $\times$ 100 = 5.2%.	**Good performance**	Good performance is typified by low or reduced percentages.
Collection interval	Data collected termly; indicator outturn: "Annual figures" for previous academic year – published February. "Two-term figures" for autumn and spring of school year just ended – published October.	**Data Source**	Termly School Census
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Single tier and county council		
Further Guidance	Published within Guidance For Local Authorities On Setting Education Performance Targets Parts 1 & 2, available at www.standards.dcsf.gov.uk/ts		

NI 88: Percentage of schools providing access to extended services

Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	N

Rationale	To measure progress and shape support for the development of extended schools.
Definition	The percentage of schools providing access to the full core offer of extended services. Schools include primary, middle and secondary schools, nursery schools and special schools, including academies. Extended schools offer access to a wide range of services from 8am – 6pm, 48 weeks a year, including school holidays. The core offer comprises: • a varied menu of activities (including study support, play/recreation, sport, music, arts and crafts and other special interest clubs, volunteering and business and enterprise activities) in a safe place to be for primary and secondary schools; • childcare 8am-6pm, 48 weeks a year for primary schools; • parenting support including family learning; • swift and easy access to targeted and specialist services such as speech and language therapy; • community access to facilities including adult learning, ICT and sports facilities. • to a level and in a way that meets the needs of the pupils, their families and the community.
Formula	Proportion of schools in the local authority providing access to the full core offer of extended services is calculated as follows: $$\left(\frac{x}{y}\right) \times 100$$ Where: x = number of schools providing access to the full core offer of extended services; y = number of schools in the local authority.

Worked example	If of 70 schools in the local authority area 56 are providing access to extended services then $$\left(\frac{56}{70}\right) \times 100 = 80\%$$	**Good performance**	Increasing percentage. National average results (2007) and targets (to 2010) are as follows: September 2007: 26% September 2008: 42% September 2009: 80% September 2010: 100% Good performance is meeting or exceeding these percentages.
Collection interval	Monthly	**Data Source**	Training and Development Agency for Schools (TDA)
Return Format	Percentage	**Decimal Places**	None
Reporting organisation	The Training and Development Agency for Schools, based on data reported by local authorities.		
Spatial level	Single tier and county council		
Further Guidance	www.tda.gov.uk/remodelling/extendedschools.aspx or www.teachernet.gov.uk/extendedschools		

NI 89: Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category

Is data provided by the LA or a local partner?	N	Is this an existing indicator?	N

Rationale	To raise school standards by (a) reducing the number of failing schools and (b) the average time a school spends in failure.
Definition	The indicator is in two parts. To raise school standards by (a) reducing the number of failing schools; and (b) the average time a school spends in failure For part (a) the indicator is the total number of schools which are in special measures at end of summer term each year. For part (b) the average amount of time spent by schools in special measures is calculated for those schools which have come out of special measures during the previous academic year. For those schools only, take the sum of the time spent in special measures (in months), divided by the number of schools which have come out of special measures during the period.
Formula	**Part a:** Simple count of all eligible schools in special measures at the end of the summer term each year. **Part b:** Average of time spent by schools in special measures, for those schools which have come out of special measures during the previous academic year (whole months). For those schools only, take the sum of the time spent in special measures, divided by the number of schools which have come out of special measures during the period. = (X1+X2+X3…)/Y Where Xn etc is the number of complete whole months spent in special measures by each of the schools in Y; and Where Y is the number of schools which have come out of special measures during the period.

NI 89: Reduction of number of schools judged as requiring special measures and improvement in time taken to come out of the category

Worked example	**Part a** – If at the end of the summer term there were 20 primary, 32 secondary, and 5 PRUs in special measures, the indicator value reported would be = 57 **Part b** Calculate for all schools in special measures (No need to calculate separately for each type of school). If 5 schools were removed from special measures during the year, and they were in special measures for 12, 18, 22, 5 and 7 months respectively, the average amount of time spent in special measures would be calculated as: (12+18+22+5+7)/5 = 64/5 = 13 months (rounded to the nearest complete month)	Good performance	Good performance is typified by no schools being judged as needing special measures. Where a school is in special measures good performance is typified by actions which result in the school being judged as making good progress at the 12 month monitoring visit.
Collection interval	End of academic year by the end of September each year.	Data Source	Ofsted school inspection data
Return Format	Whole numbers	Decimal Places	N/A
Reporting organisation	OFSTED		
Spatial level	Single tier and county council		
Further Guidance	DCSF Standards website: guidance on schools causing concern. www.standards.dfes.gov.uk/sie/si/SCC/		

NI 90: Take up of 14-19 Learning Diplomas

Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N

Rationale	The indicator will give an indication of the progress every area is making in offering and promoting Diplomas to young people. There should be incremental rises until a significant proportion of the country is offering Diplomas as part of the 14-19 learning offer leading towards national entitlement for 14-16 year olds to the first 14 Diploma lines and entitlement for 16-19 year olds to the 17 Diploma lines in 2013.
Definition	The number of active Diploma Aggregation Service accounts where the centre of learning is recorded as being within the local authority. The Diploma Aggregation Service (DAS) is a centrally managed electronic service that will provide definitive information about each learner's Diploma achievement, the constituent qualifications, the completion of work experience and achievement of Personal Learning and Thinking skills, and of their Diploma graded awards. Each Diploma will have a 'learner account' with the aggregation service that will indicate participation on a Diploma programme and act as a repository for results data for an individual learner. 'Diploma' means a new qualification in 17 sector areas. Five of them will be available for first teaching in 2008: engineering; society, health & development; information technology; creative & media; construction and the built environment. A further five will be available for first teaching in 2009; four in 2010; and the final three in 2011. A learner account can be opened in DAS before any Diploma learning is undertaken. Also if an individual starts a Diploma but drops out before completing, the DAS account may remain open. This means that the number of active accounts in DAS is only a proxy for take up of Diplomas. The number of active accounts in a Local Authority relates to learning at providers within the Local Authority rather than learners residing within the Local Authority. The former was considered to be a better measure of how LAs were promoting Diploma provision in their area than the latter measure.
Formula	x, where x = the number of active DAS accounts where the centre of learning is recorded as being within the Local Authority.

Worked example	Not required.	**Good performance**	Good performance is typified by higher numbers, with the expectation of year on year increases.
Collection interval	Annual (academic year)	**Data Source**	Diploma Aggregation Service (DAS
Return Format	Number	**Decimal Places**	None
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance			

NI 91: Participation of 17 year-olds in education or training			
Is the data provided by the LA or a local partner?	N	**Is this an existing indicator?**	N

Rationale	This indicator reports the percentages of young people at academic age 17 who participate in education or Work Based Learning in each Local Authority.
	We have more young people dropping out of education and training before the age of 18 than in many other countries and our long term ambition is to transform participation so that by 2015 90% of 17 year olds are participating. This indicator will be essential to monitor and drive performance against that aspiration. It will also be an essential stepping stone to raising the participation age proposals for all young people to stay in some form of education or training post 16. This indicator is the only one focusing on young peoples' participation post 16.
Definition	The indicator is a measure of all those in full or part time education or Work Based Learning in a Local Authority at academic age 17. This is the definition of participation used in the 90% aspiration.
	Participation is measured as a snapshot at the end of the calendar year, from a variety of administrative data sources (described under 'Data Source'). The reference dates differ slightly for each of the different data sources. For example, the population, schools and work based learning (WBL) data described as end 2006 relate to January 2007; Further Education Institution (FEI) data relate to November 2006; and Higher Education Institution (HEI) data relate to December 2006. The Labour Force Survey (LFS) relates to Quarter 1 2007 (January to March 2007).
	Academic age is the age of the individual at the start of the academic year, i.e. the 31st August preceeding the academic year.
	Work Based Learning for young people comprises Advanced Apprenticeships, Apprenticeships, Entry to Employment (E2E) and NVQ Learning. WBL has been funded through the Learning and Skills Council since 26 March 2001.
	Population estimates for each Local Authority are derived by the DCSF from mid-year estimates provided by the Office for National Statistics.
	The methodology for assigning individuals to Local Authorities is explained in the Statistical First Release (SFR) on the partcipation of young people in education, training and employment, published each June. The latest version of this SFR can be found here:
	http://www.dfes.gov.uk/rsgateway/DB/SFR/s000792/index.shtml
Formula	$$\frac{X}{Y}$$
	The Calculation is performed at Local Authority level, where:
	X = Number of learners in education and Work Based Learning at academic age 17. This includes maintained schools, academies, independent schools, sixth form colleges, further education institutions, tertiary colleges, higher education institutions and work based learning providers.
	Y = The population of academic age 17 year olds, calculated by DCSF from mid year estimates provided by the Office for National Statistics.

NI 91: Participation of 17 year-olds in education or training			
Worked example	If of a local population of 12,000 17 year olds, 4,250 are in education or Work Based Learning then [4,250/12,000] = 35%.	**Good performance**	Higher percentages show better performance.
Collection interval	Annual. Several souces of data are used for this indicator (see 'Data Source') with different collection intervals throughout the year. Local figures are published in the Statistical First Release (SFR) on the partcipation of young people in education, training and employment, each June. The latest version of this SFR can be found here: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000792/index.shtml	**Data Source**	DCSF participation estimates broken down by Local Authority by DCSF. Data sources used: • Population Estimates – ONS • Schools data – Schools Census • Further Education – Individualised Learner Record (ILR) • Higher Education – Higher Education Statistics Agency • Work-based Learning – ILR Further details on these data sources and the latest local figures can be found in the Statistical First Release (SFR) on the partcipation of young people in education, training and employment, published each June. The latest version of this SFR can be found here: http://www.dfes.gov.uk/rsgateway/DB/SFR/s000792/index.shtml
Return Format	Percentage.	**Decimal Places**	None.
Reporting organisation	DCSF drawing on various data sources.		
Spatial level	Single tier and county council		
Further Guidance			

NI 92: Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest

Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y

Rationale	The early years are crucial to chances of later success – children who achieve well in the early years are much more likely to be successful in future education and in later life. A focus on narrowing the gaps between the lowest achieving and the rest is the best way to ensure that all children regardless of background are able to reach their potential and that those at risk of poor outcomes are given as much help and support as possible.
Definition	The gap between the median Early Years Foundation Stage Profile score of all children locally and the mean score of the lowest achieving 20% of children locally, as a percentage of the median score of all children locally.
	Early Years Foundation Stage – this is a statutory framework for children's learning and development and welfare from birth to the end of the academic year in which they turn 5. It covers six areas of learning:
	• Personal, Social and Emotional Development (3 scales) • Communication, Language and Literacy (4 scales) • Problem-solving, reasoning and numeracy (3 scales) • Knowledge and understanding of the world (1 scale) • Physical Development (1 scale) • Creative Development (1 scale)
	The Early Years Foundation Stage Profile is an assessment of children's achievement at the end of the academic year in which they turn 5 – it superseded the Foundation Stage Profile from September 2008.
	Average (mean) score – this is defined as the average (mean) score for a particular cohort of children. The importance of using a mean score is that those at risk of the lowest scores will still contribute.
	Median score – this is defined as the score of the middle child, where in an ordered list of scores half of the children would lie above and half of the children would lie below this child.
	Lowest 20% of the EYFSP results – this is defined as those children whose total EYFSP score falls into the lowest 20% of results locally.
	This indicator is not wholly a schools based indicator. It is also includes achievement figures provided by Local Authorities for children in the private, voluntary and independent sector who are still in receipt of funding in the term preceding their key stage 1 studies.
Formula	$$\left(\frac{x-y}{x} \right) \times 100$$
	Where:
	x = the median score, where in an ordered list of scores half of the children would lie above and half of the children would lie below the score of this child.
	y = the mean score of the lowest achieving 20% of children locally.

Worked example	If the median score for all children is 93 and the mean score of the lowest 20% is 58 then the gap is ((93 – 58)/93) × 100 = 37.6%.	**Good performance**	A lower percentage gap shows good performance.

NI 92: Narrowing the gap between the lowest achieving 20% in the Early Years Foundation Stage Profile and the rest

Collection interval	Annual for the academic year	Data Source	Early Years Foundation Stage Profile results
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by local authorities		
Spatial level	Single tier and county council		
Further Guidance	More information on the Foundation Stage Curriculum is available at: http://www.standards.dfes.gov.uk/eyfs/ Guidance for Local Authorities on setting Education Performance Targets. (http://www.standards.dfes.gov.uk/ts/publications/list/?index=2)		

NI 93: Progression by 2 levels in English between Key Stage 1 and Key Stage 2			
Is the data provided by the LA or a local partner?	N	**Is this an existing indicator?**	N

Rationale	Performance at Key Stage (KS) 2 is a very strong indicator for expected performance at KS4 (5 A*-C including English and maths). Without this indicator at age 11, the risks to performance at the end of compulsory schooling would be very substantial. English is a core National Curriculum subject and one of the building blocks for the curriculum generally. For pupils not achieving expected levels at the end of KS2 it is nevertheless important that they also make 2 levels progress where possible. This indicator not only ensures that schools and local authorities are concentrating on pupils capable of reaching level 4 or above but also enables recognition to be given where pupils do not reach level 4 but still make exceptional progress.
Definition	For performance reporting the number of pupils at the end of KS2 making 2 levels progress in English between KS1 and KS2, as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results (including pupils working below the level of the test, absent pupils and pupils unable to access the test). These pupils must have matched, valid results at KS1 (including absent (A) and disapplied (D)), with the exception of pupils who have achieved Level 5 at KS2, who are defined as having made 2 levels of progress regardless of KS1 attainment.*
	For target setting all pupils assessed as making 2 levels progress as a percentage of the total number of pupils at the end of KS2. For target setting teacher assessment can be used where there is no matched valid result at KS1.
	KS1 is the stage of the National Curriculum between ages 5 and 7 years. This indicator relates to tests taken by 7 year olds at the end of KS1.
	KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by and teacher assessments of pupils at the end of KS2.
	KS4 is the stage of the National Curriculum between ages 14 and 16 years.
	Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.
	For pupils who attempted the National Curriculum test at the end of KS2 but did not achieve the minimum level (Level 2), teacher-assessed levels are used as a measure of attainment.
	KS1 English is defined as a simple average of the reading task/test or teacher assessment, and the writing test or teacher assessment, as set out in the following matrix.

NI 93: Progression by 2 levels in English between Key Stage 1 and Key Stage 2

		Writing test or teacher assessment								
		None	A	D	W	1	2C	2B	2A	3	4
Reading task/test or teacher assessment	None	None	A	D	W	1	2	2	2	3	4
	A	A	A	A	W	1	2	2	2	3	4
	D	D	A	D	W	1	2	2	2	3	4
	W	W	W	W	W	1	1	1	1	2	2
	1	1	1	1	1	1	1	2	2	2	3
	2C	2	2	2	1	1	2	2	2	2	3
	2B	2	2	2	1	2	2	2	2	3	3
	2A	2	2	2	1	2	2	2	2	3	3
	3	3	3	3	2	2	2	3	3	3	4
	4	4	4	4	2	3	3	3	3	4	4

Definition

A = (absent)

D = (disapplied)

W = (working towards Level 1)

Pupils are defined as having made 2 levels of progress if they achieve one of the following transitions between KS1 and KS2:

- W (working towards Level 1) at KS1 to Level 2 or above at KS2
- Level 1 at KS1 to Level 3 or above at KS2
- Level 2 at KS1 to Level 4 or above at KS2
- Level 3 or Level 4 at KS1 to Level 5 at KS2
- Pupils at Level 5 at KS2 regardless of KS1 attainment

For performance reporting this indicator includes maintained mainstream schools and Academies with pupils at the end of KS2. For statutory target setting Academies are excluded from LA targets and their results are disaggregated for the purpose of comparing targets against performance when assessing the level of challenge in the target set by the LA.

* The reporting of this indicator may be subject to change for 2009 KS2 test results.

Formula

$$\left(\frac{x}{y}\right) \times 100$$

Where:

x = number of pupils at the end of KS2 making 2 levels progress between Key Stages as defined above.

y = number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the test) and with matched, valid results at KS1 (including absent (A) and disapplied (D)), with the exception of pupils at Level 5 at KS2, who are included In the denominator regardless of KS1 attainment.

Worked example

If 3,500 pupils make 2 levels progress in English between KS1 and KS2, and 6,000 pupils have tracked valid results noting the exceptions above, then the proportion = (3,500/6,000) × 100 = 58.3%

Good performance

Good performance is exemplified where the percentage achieving 2 levels progress (as defined above) is higher than the national average.

NI 93: Progression by 2 levels in English between Key Stage 1 and Key Stage 2			
Collection interval	Annual (Academic year). For example, matched data pertaining to tests taken at the end of academic year 2008-09 will be published circa November 2009.	**Data Source**	Revised KS2 test results matched to KS1 results, as amended by schools checking exercise for publication of Primary Achievement and Attainment Tables.
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued September 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 94: Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2

Is the data provided by the LA or a local partner?	**N**	**Is this an existing indicator?**	**N**

Rationale	Performance at Key Stage (KS) 2 is a very strong indicator for expected performance at KS4 (5 A*-C including English and maths). Without this indicator at age 11, the risks to performance at the end of compulsory schooling would be very substantial. Maths is a core National Curriculum subject and one of the building blocks for the curriculum generally. For pupils not achieving expected levels at the end of KS2 it is nevertheless important that they also make 2 levels progress where possible. This indicator not only ensures that schools and LAs are concentrating on pupils capable of reaching level 4 but also enables recognition to be given where pupils do not reach level 4 but still make exceptional progress.
Definition	For performance reporting the number of pupils at the end of KS2 making 2 levels progress in English between KS1 and KS2, as a percentage of the number of pupils at the end of KS2 with valid National Curriculum test results (including pupils working below the level of the test, absent pupils and pupils unable to access the test). These pupils must have matched, valid results at KS1 (including absent (A) and disapplied (D)), with the exception of pupils who have achieved Level 5 at KS2, who are defined as having made 2 levels of progress regardless of KS1 attainment.*
	For target setting all pupils assessed as making 2 levels progress as a percentage of the total number of pupils at the end of KS2. For target setting teacher assessment can be used where there is no matched valid result at KS1.
	KS1 is the stage of the National Curriculum between ages 5 and 7 years. This indicator relates to tests taken by and teacher assessments of 7 year olds at the end of KS1.
	KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by and teacher assessments of pupils at the end of KS2.
	KS4 is the stage of the National Curriculum between ages 14 and 16 years.
	Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.
	For pupils who attempted the National Curriculum test at the end of KS2 but did not achieve the minimum level (Level 2), teacher-assessed levels are used as a measure of attainment.
	Pupils are defined as having made 2 levels of progress if they achieve one of the following transitions between KS1 and KS2:
	W (working towards Level 1) at KS1 to Level 2 or above at KS2
	• Level 1 at KS1 to Level 3 or above at KS2 • Level 2 at KS1 to Level 4 or above at KS2 • Level 3 or Level 4 at KS1 to Level 5 at KS2 • Pupils at Level 5 at KS2 regardless of KS1 attainment
	For performance reporting this indicator includes maintained mainstream schools and Academies with pupils at the end of KS2. For statutory target setting Academies are excluded from LA targets and their results are disaggregated for the purpose of comparing targets against performance when assessing the level of challenge in the target set by the LA.
	* The reporting of this indicator may be subject to change for 2009 KS2 test results.

NI 94: Progression by 2 levels in Maths between Key Stage 1 and Key Stage 2

Formula	$\left(\dfrac{x}{y}\right) \times 100$		
	Where:		
	x = number of pupils at the end of KS2 making 2 levels progress between Key Stages as defined above.		
	y = number of pupils at the end of KS2 with valid National Curriculum test results (including absent pupils and pupils unable to access the test), and with matched, valid results at KS1 (including absent (A) and disapplied (D)), with the exception of pupils at Level 5 at KS2, who are included in the denominator regardless of KS1 attainment.		
Worked example	If 3,500 pupils make 2 levels progress in English between KS1 and KS2, and 6,000 pupils have tracked valid results noting the exceptions above, then the proportion = (3,500/6,000) × 100 = 58.3%	Good performance	Good performance is exemplified where the percentage achieving 2 levels progress (as defined above) is higher than the national average.
Collection interval	Annual (academic year). For example, matched data pertaining to tests taken at the end of academic year 2008-09 will be published circa November 2009.	Data Source	Revised KS2 test results matched to KS1 results, as amended by schools checking exercise for publication of Primary Achievement and Attainment Tables.
Return Format	Percentage	Decimal Places	One
Reporting organisation	DCSF based on data reported by schools		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued September 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 102: Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4			
Is the data provided by the LA or a local partner?	Y	**Is this an existing indicator?**	N

Rationale	To narrow the gap in achievement between children from disadvantaged backgrounds and their peers.
Definition	This indicator is made up of two measures:

This indicator is made up of two measures:

(1) The percentage point gap between those pupils known to be eligible for free schools meals (FSM) achieving at least Level 4 in English and Maths at Key Stage (KS) 2 and pupils not known to be eligible for FSM achieving the same outcome.

(2) The percentage point gap between pupils known to be eligible for FSM achieving 5A*-C grades at GCSE (and equivalent) including GCSE English and mathematics, at KS4 and pupils ineligible for FSM achieving the same outcome.

KS2 is the stage of the National Curriculum between ages 7 and 11 years. This indicator relates to tests taken by 11 year olds. Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.

KS4 is the stage of the National Curriculum usually taken between the ages of 14 and 16 years. Results are reported for those pupils who have reached the end of Key Stage 4 (year group 11).

GCSE is the principal means of assessing pupil attainment at the end of compulsory secondary education. Grades A* to G are classified as passes, grades A* to C as good passes and grades U and X as fails.

Qualifications equivalent to GCSEs are those which have been approved for use pre-16 (including GCSE short courses; Vocational GCSEs; Full GNVQs; GNVQ language units; NVQs and VRQs). English is defined as all English GCSEs except English Literature. Maths is defined as all maths GCSEs except statistics.

Figures are cumulative – the data includes all results achieved by pupils in a particular year as well as any results those pupils obtained in earlier years.

Free school meals – the indicator refers to pupils who are known to be eligible for free school meals. Children whose parents receive the following are entitled to free school meals:

- Income Support (IS);
- Income Based Jobseekers Allowance (IBJSA);
- Support under part VI of the Immigration and Asylum Act 1999;
- Child Tax Credit, provided they are not entitled to Working Tax Credit and have an annual income, as assessed by the Inland Revenue, that (for 2007/2008) does not exceed £14,495; or
- The guaranteed element of State Pension Credit.

Children who receive IS or IBJSA in their own right are also entitled to free school meals.

However, pupils are recorded as eligible only if a claim for free school meals has been made by them or on their behalf by parents **and** either

a. the relevant LA has confirmed their eligibility and a free school meal is currently being provided for them, or

b. the school or the LA have seen the necessary documentation (eg, a TC602 Tax Credit Award Notice) that supports their eligibility, and the administration of the free meal is to follow as a matter of process.

NI 102: Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4

	A pupil's eligibility for free school meals is taken to be as reported in the pupil level School Census return in the January prior to assessment (e.g. measurement in 2009 would be based on attainment as reported in the 2009 Achievement and Attainment tables and FSM eligibility as recorded in the January 2009 census). FSM eligibility in earlier years is not taken in to consideration.
Formula	This indicator requires two separate equations for KS2 and KS4 $$G = \left(\left(\frac{x_1}{y_1}\right) \times 100\right) - \left(\left(\frac{x_2}{y_2}\right) \times 100\right)$$ Where for KS2: G = achievement gap between pupils eligible for free school meals and their peers achieving at least Level 4 in English and Maths at KS2 x_1 = number of pupils not known to be eligible for FSM and achieving at least Level 4 in both the English and maths tests at KS2 y_1 = number of pupils not known to be eligible for FSM and eligible for KS2 assessment x_2 = number of pupils known to be eligible for FSM and achieving at least Level 4 in both the English and maths tests at KS2 y_2 = number of pupils known to be eligible for FSM and eligible for KS2 assessment Where for KS4: G = achievement gap between pupils eligible for free school meals and their peers achieving 5A*-C grades or equivalent including English and Maths at KS4 x_1 = number of pupils not known to be eligible for FSM and achieving 5A*-C grades or equivalent including English and maths at KS4 y_1 = number of pupils not known to be eligible for FSM and eligible for KS4 assessment x_2 = number of pupils known to be eligible for FSM and achieving 5A*-C or equivalent including English and maths at KS4 y_2 = number of pupils known to be eligible for FSM and eligible for KS4 assessment

| **Worked example** | If 700 pupils not eligible for FSM achieve 5A*-C grades or equivalent including English and Maths at KS4 and 1,000 pupils not eligible for FSM and are eligible for assessment at KS4; and if 150 pupils eligible for FSM achieve 5A*-C grades or equivalent including English and Maths at KS4 and 300 pupils eligible for FSM and are eligible for assessment at KS4; Then the percentage point gap = $$\left(\left(\frac{700}{1,000}\right) \times 100\right) - \left(\left(\frac{150}{300}\right) \times 100\right)$$ = 20 percentage points | **Good performance** | Good performance is demonstrated by a lowering of the percentage point gap between pupils eligible for FSM and pupils ineligible for FSM and an increase in the percentage of pupils eligible for FSM achieving at least level 4 in English and Maths at Key Stage 2 and 5 A*-C grades at GCSE and equivalent at Key Stage 4. |

NI 102: Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4

Collection interval	Annual (based on academic year, published in January)	**Data Source**	Revised KS2 and KS4 test results as amended by schools checking exercise for publication of the Achievement and Attainment Tables FSM data are collected by the Department for Children, Schools and Families (DCSF) as part of the pupil level School Census, which contains information on personal characteristics of pupils in maintained schools. The DCSF collates all of the data, enabling it to be matched to the National Pupil Database.
Return Format	Percentage points	**Decimal Places**	One
Reporting organisation	DCSF based on data reported by local authorities		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued August 2007. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/		

NI 103: Special Educational Needs – statements issued within 26 weeks			
Is the data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**N**
Rationale	To monitor and encourage the prompt completion of statements.		
Definition	**A) Percentage of final statements of special education need issued within 26 weeks excluding exception cases as a proportion of all such statements issued in the year.** **B) Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued in the year.** The exceptions are those set out in the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001, Regulations 12(5), 12(7), 12(9) and 17(4). The regulations are reproduced in Annex A of the SEN Code of Practice 2001. See www.teachernet.gov.uk/SEN. This indicator covers statements issued for the first time (not reassessments) within the financial year. The start of the 26 week period is the date on which a request for assessment is received from a responsible body – parents, school or early years setting – or the date on which the authority issues a notice to parents that a statutory assessment is being considered; this is 'Day 1'. A referral from another agency, such as Health, is not a request from a responsible body. In these circumstances, the timescale would start from the date that the authority issues a notice to parents that a statutory assessment is being considered. The 26 week period comprises Day 1 + 181 calendar days. The end of the period is the date on which the authority issues the final statement. Only count Day 1 as the date that the authority issues a notice to parents if the request for a statement is not received from a 'responsible body' – e.g. a health authority. Refusal to assess: Where a request is refused, it should not be included in the count. If an order to carry out an assessment is later made by the First-tier Tribunal (Special Educational Needs and Disability), the authority must notify the child's parent that they will make an assessment within 4 weeks of the date of the order. (See Part IV, Regulation 25 (2) (a) of the Consolidation Regulations 2001). In this case the assessment should be included in the count with the date that the child's parent was notified as the start date. Refusal to statement: Where an assessment has been carried out and the decision is made not to make a statement, it should not be included in the count. If an order is later made to make and maintain a statement by the First-tier Tribunal (SEND) (see Part IV, Regulation 25 (2) (b) of the Consolidation Regulations 2001) it should also not be included in the count. Where an exception is known to apply to the statutory time limits for the assessment, the assessment should only be included in part B. Where no exception is known to apply the assessment should be included in both parts A and B.		

NI 103: Special Educational Needs – statements issued within 26 weeks			
Formula	A) Percentage of final statements of special education need issued within 26 weeks excluding exception cases as a proportion of all such statements issued in the year. $$\left(\frac{x}{y}\right) \times 100$$ Where: x = Final statements of special education need excluding exception cases issued within 26 weeks. y = All final statements of special education need issued (excluding exception cases). B) Percentage of final statements of special education need issued within 26 weeks as a proportion of all such statements issued in the year. $$\left(\frac{x}{y}\right) \times 100$$ Where: x = Final statements of special educational need issued within 26 weeks, including exceptions. y = All final statements of special educational need.			
Worked example	If, for B, 75 statements of special educational needs are issued, of which 69 are issued within 26 weeks including exceptions, then: (69/75) $\times$ 100 = 92.0%.	**Good performance**	Good performance is typified by higher percentages.	
Collection interval	Annual for financial year. It covers statements issued before the end of the financial year. Where a statutory assessment starts in one financial year but the process is not complete until the subsequent financial year, it should be counted for the purposes of this indicator in the statistics for the subsequent financial year.	**Data Source**	Local authorities will be asked to provide information to the Department for Communities and Local Government.	
Return Format	Percentages (A and B)	**Decimal Places**	One	
Reporting organisation	Local authority			
Spatial level	Single tier and county council			
Further Guidance	The exceptions are those set out in the Education (Special Educational Needs) (England) (Consolidation) Regulations 2001, paragraphs 12.5, 12.7, 12.9 and 17.4. The regulations are reproduced in Annex A of the SEN Code of Practice 2001. See www.teachernet.gov.uk/SEN			

NI 104: The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold

Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y

Rationale	To encourage improvement in the attainment of children with Special Educational Needs (SEN).
Definition	**The percentage point gap between pupils who are identified as having special educational needs who achieve the expected national curriculum level 4 or above in both English and Maths at Key Stage (KS) 2 and their peers (pupils who have not been identified as having special educational needs).**
	KS2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by 11 year olds at the end of KS2 within schools maintained by the local authority. Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.
	Those with special educational needs for the purposes of this indicator are those who were identified at the beginning of KS2 (in the first year in which they followed the Key Stage 2 programme of study) as having special educational needs as defined by Section 312 of the Education Act 1996. This includes those at the School Action and School Action Plus levels of provision and those with a statement of SEN maintained by the local authority. Pupils for whom there is no information about SEN at the start of KS2 are not counted within this indicator.
	This indicator covers pupils at maintained schools, including academies and CTCs. It excludes pupils at independent schools, independent special schools and non maintained special schools.
Formula	$$G = \left(\left(\frac{x_1}{y_1}\right) \times 100\right) - \left(\left(\frac{x_2}{y_2}\right) \times 100\right)$$
	Where:
	G = achievement gap between pupils identified as having special educational needs and their peers achieving at least level 4 at KS2
	x_1 = number of pupils not identified as having special educational needs and achieving at least level 4 in English and Maths at KS2
	y_1 = number of pupils not identified as having special educational needs and eligible for KS2 assessment
	x_2 = number of pupils identified as having special educational needs and achieving at least level 4 in English and Maths at KS2
	y_2 = number of pupils identified as having special educational needs and eligible for KS2 assessment
	Note: x_1 is a subset of y_1 and x_2 is a subset of y_2

NI 104: The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold

Worked example	If 700 pupils not identified as having special educational needs at the start of KS2 achieve at least level 4 in English and Maths at KS2 in 2008 and 1,000 pupils not identified as having special educational needs at the start of KS2 are eligible for assessment at KS2 in 2008; and if 150 pupils identified as having special educational needs at the start of KS2 achieve at least level 4 in English and Maths at KS2 in 2008 and 300 pupils identified as having special educational needs at the start of KS2 are eligible for assessment at KS2 In 2008; Then the percentage point gap = ((700/1,000)×100) minus ((150/300)×100) = 70% – 50% = 20% Then the percentage point gap = $$\left(\left(\frac{700}{1,000}\right)\times100\right)-\left(\left(\frac{150}{300}\right)\times100\right)$$ = 20 percentage points	**Good performance**	Good performance is typified by lower percentage point gap between pupils identified as having special educational needs and their peers. It is possible for the percentage point gap between SEN and non-SEN pupils to be lower without improving the educational attainment of SEN pupils. Therefore good performance should also be typified by higher percentage of SEN pupils achieving at least level 4 in English and Maths at KS2.
Collection interval	Annual based on results at the end of the academic year.	**Data Source**	Revised KS2 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables SEN data are collected by the Department for Children, Schools and Families (DCSF) as part of the pupil level School Census, which contains information on personal characteristics of pupils in maintained schools. The DCSF collates all of the data, enabling it to be matched to the National Pupil Database.
Return Format	Percentage point gap	**Decimal Places**	None
Reporting organisation	DCSF		
Spatial level	Single tier or county council		

NI 104: The Special Educational Needs (SEN)/non-SEN gap – achieving Key Stage 2 English and Maths threshold	
Further Guidance	The SEN Code of Practice (http://www.teachernet.gov.uk/wholeschool/sen/sencodeintro/) includes the definition of SEN and related regulations.
	Guidance for Local Authorities on setting Education Performance Targets – issued August 2007 (http://www.standards.dcsf.gov.uk/ts/)
	Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/

NI 105: The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths			
Is the data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**Y**

Rationale	To encourage improvement in the attainment of children with Special Educational Needs (SEN).
Definition	The percentage point gap between pupils who are identified as having special educational needs who achieve 5 A*-C GCSE grades or equivalent including English and Maths at Key Stage (KS) 4 and their peers (pupils who have not been identified as having special educational needs).
	KS4 is the stage of the National Curriculum between the ages of 14 and 16 years. GCSE is the principal means of assessing pupil attainment at the end of compulsory secondary education. Grades A* to G are classified as passes, grades A* to C as good passes and grades U and X as fails. This measure should cover all pupils at the end of key stage 4 who are in schools maintained by the local authority.
	Those with special educational needs for the purposes of this indicator are those who were identified at the beginning of KS4 as having special educational needs as defined by Section 312 of the Education Act 1996. This includes those at the School Action and School Action Plus levels of provision and those with a statement of SEN maintained by the local authority. Pupils for whom there is no information about SEN at the start of KS4 are not counted within this indicator.
	This indicator covers pupils at maintained schools, including academies and CTCs. It excludes children at independent schools, independent special schools and non-maintained special schools.
Formula	$$G = \left(\left(\frac{x_1}{y_1}\right) \times 100\right) - \left(\left(\frac{x_2}{y_2}\right) \times 100\right)$$
	Where:
	G = achievement gap between pupils identified as having special educational needs and their peers achieving 5A*-C grades or equivalent including English and Maths at KS4
	x_1 = number of pupils not identified as having special educational needs at the beginning of KS4 and achieving 5A*-C grades or equivalent including English and Maths at the end of KS4
	y_1 = number of pupils not identified as having special educational needs at the beginning of KS4 and eligible for KS4 assessment
	x_2 = number of pupils identified as having special educational needs at the beginning of KS4 and achieving 5A*-C grades or equivalent including English and Maths at the end of KS4
	y_2 = number of pupils identified as having special educational needs at the beginning of KS4 and eligible for KS4 assessment
	Note: x_1 is a subset of y_1 and x_2 is a subset of y_2

NI 105: The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths

Worked example	If 700 pupils not identified as having special educational needs at the start of KS4 achieve 5A*-C grades or equivalent including English and Maths at KS4 in 2008 and 1,000 pupils not identified as having special educational needs at the start of KS4 are eligible for assessment at KS4 in 2008; and if 150 pupils identified as having special educational needs at the start of KS4 achieve 5A*-C grades or equivalent including English and Maths at KS4 in 2008 and 300 pupils identified as having special educational needs at the start of KS4 are eligible for assessment at KS4; Then the percentage point gap = $$\left(\left(\frac{700}{1,000}\right)\times100\right)-\left(\left(\frac{150}{300}\right)\times100\right)$$ = 20 percentage points	**Good performance**	Good performance is typified by lower percentage point gap between pupils identified as having special educational needs and their peers. It is possible for the percentage point gap between SEN and non-SEN pupils to be lower without improving the educational attainment of SEN pupils. Therefore good performance should also be typified by higher percentage of SEN pupils achieving 5A*-C grades or equivalent including English and Maths at KS4.
Collection interval	Annual based on results at the end of the academic year.	**Data Source**	Revised KS4 test results as amended by schools checking exercise for publication of Secondary Achievement and Attainment Tables SEN data are collected by the Department for Children, Schools and Families (DCSF) as part of the pupil level School Census, which contains information on personal characteristics of pupils in maintained schools. The DCSF collates all of the data, enabling it to be matched to the National Pupil Database.
Return Format	Percentage point gap	**Decimal Places**	One
Reporting organisation	DCSF		
Spatial level	Single tier and county council		

NI 105: The Special Educational Needs (SEN)/non-SEN gap – achieving 5 A*- C GCSE inc. English and Maths	
Further Guidance	The SEN Code of Practice (http://www.teachernet.gov.uk/wholeschool/sen/sencodeintro/) includes the definition of SEN and related regulations.
	Guidance for Local Authorities on setting Education Performance Targets – issued August 2007 (http://www.standards.dcsf.gov.uk/ts/)
	Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/

NI 107: Key Stage 2 attainment for Black and minority ethnic groups

Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y

Rationale	To narrow the gap in achievement between children in low attaining minority ethnic groups and their peers by improving the performance of these groups at Key Stage 2. It is widely accepted that good literacy and numeracy are key to employability and further study, and that more needs to be done both to improve general performance in these areas and to narrow attainment gaps for those groups of minority ethnic pupils for whom performance gaps are currently large.
Definition	The percentage point gap between pupils in each ethnic group and all pupils, in achieving at least Level 4 in English and Maths at Key Stage 2. This percentage point gap is calculated/reported separately for each of the following ethnic groups:

Group	Nationally low-attaining group for which NI107 must be reported?	Minimum KS2 cohort size for the group to trigger NI107 reporting	Notes
Gypsy, Roma and Traveller of Irish Heritage	**Yes** – subject to minimum cohort size	3 (three)	This is a combined group containing two census groups: Traveller of Irish heritage, and Gypsy/Roma; this group is the only group for which cohorts of between 3-29 pupils must be reported against.
Any Other White Background	**Yes** – subject to minimum cohort size	30 (thirty)	–
Black Caribbean	**Yes** – subject to minimum cohort size	30 (thirty)	–
White/Black Caribbean	**Yes** – subject to minimum cohort size	30 (thirty)	–
Black African and White/Black African	**Yes** – subject to minimum cohort size	30 (thirty)	This is a combined group containing two census groups: Mixed White and Black African; and Black African
Any Other Black Background	**Yes** – subject to minimum cohort size	30 (thirty)	–
Pakistani,	**Yes** – subject to minimum cohort size	30 (thirty)	–
White British	No – unless * applies	30 (thirty)	–
Irish	No – unless * applies	30 (thirty)	–
White and Asian	No – unless * applies	30 (thirty)	–
Any Other Mixed	No – unless * applies	30 (thirty)	–
Indian	No – unless * applies	30 (thirty)	–
Bangladeshi	No – unless * applies	30 (thirty)	–
Other Asian Background	No – unless * applies	30 (thirty)	–
Chinese	No – unless * applies	30 (thirty)	–
Any Other Ethnic Group	No – unless * applies	30 (thirty)	–

* Where, in the previous academic year, for a relevant ethnic group, either –

NI 107: Key Stage 2 attainment for Black and minority ethnic groups

	a. the percentage of second key stage pupils who have achieved level 4 or above in NC tests in both English and Mathematics is 10 or more percentage points below the percentage of all second key stage pupils who have achieved level 4 or above in NC tests in both English and Mathematics in the local education authority's maintained schools, or
	b. the percentage of fourth key stage pupils who have achieved the level 2 threshold in approved qualifications including grades A*-C in English and Mathematics GCSE qualifications is 10 or more percentage points below the percentage of all fourth key stage pupils who have achieved the level 2 threshold in approved qualifications including grades A*-C in English and Mathematics GCSE qualifications in the local education authority's maintained schools.
	In addition, there are sub-categories of the main census groups above which LAs may choose to use locally ("extended ethnicity codes").
	Key Stage 2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by 11 year olds at the end of KS2. Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.
	The schools included in the scope for this indicator are all maintained schools, excluding Academies and CTCs. Due to their governance arrangements, Academies and CTCs are included in national calculations, but not in the Local Authority level indicator.
Formula	This indicator requires a separate equation for each ethnic group (see "Definition" above): $$G = \left(\left(\frac{x_1}{y_1} \right) \times 100 \right) - \left(\left(\frac{x_2}{y_2} \right) \times 100 \right)$$ Where: G = achievement gap between pupils in the ethnic group and all pupils achieving at least Level 4 in English and Maths at KS2 X_1 = total number of pupils achieving at least Level 4 in English and Maths at KS2 y_1 = total number of pupils eligible for KS2 assessment X_2 = number of pupils in the ethnic group and achieving at least Level 4 in English and Maths at KS2 y_2 = number of pupils in the ethnic group and eligible for KS2 assessment

NI 107: Key Stage 2 attainment for Black and minority ethnic groups			
Worked example	If 700 pupils achieve at least Level 4 in English and Maths at KS2of 1,000 pupils that are eligible for assessment at KS2; and If 150 Black Caribbean pupils achieve at least Level 4 in English and Maths at KS2of 300 Black Caribbean pupils that are eligible for assessment at KS2;Then the percentage point gap for Black Caribbean pupils = $$\left(\left(\frac{700}{1,000}\right)\times100\right)-\left(\left(\frac{150}{300}\right)\times100\right)$$ = 20 percentage points	**Good performance**	Good performance is typified by lower percentage point gap between pupils in the ethnic group and all pupils. It is possible for the percentage point gap between an ethnic group and all pupils to be lower without improving the educational attainment of that group. Therefore good performance should also be typified by higher percentage of the ethnic group achieving at least Level 4 in English and Maths at KS2.
Collection interval	Annual for the academic year.	**Data Source**	Revised KS2 test results as amended by the schools checking exercise for publication of the Achievement and Attainment Tables Ethnicity data are collected by the Department for Children, Schools and Families (DCSF) as part of the School Census, which contains information on personal characteristics of pupils in maintained schools. The DCSF collates all of the data, enabling it to be matched to the National Pupil Database.
Return Format	Percentage points	**Decimal Places**	One
Reporting organisation	Local Authority		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued August 2007. Further clarification will be published In March 2008. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/ Guidance on minority ethnic pupils' attainment http://www.standards.dfes.gov.uk/ethnicminorities/		

NI 108: Key Stage 4 attainment for Black and minority ethnic groups

Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y

Rationale	To narrow the gap in achievement between children in low attaining minority ethnic groups and their peers by improving the performance of these groups at Key Stage 4. Key Stage 4 achievement is an essential measure of pupil attainment at the end of statutory education. The relative attainment of some minority ethnic groups demonstrates a specific and persistent attainment gap. Although, for most groups, this gap has narrowed, far more progress remains to be made before it closes.
Definition	

Group	Nationally low-attaining group for which NI107 must be reported?	Minimum KS2 cohort size for the group to trigger NI107 reporting	Notes
Gypsy, Roma and Traveller of Irish Heritage	**Yes** – subject to minimum cohort size	3 (three)	This is a combined group containing two census groups: Traveller of Irish heritage, and Gypsy/Roma; this group is the only group for which cohorts of between 3-29 pupils must be reported against.
Any Other White Background	**Yes** – subject to minimum cohort size	30 (thirty)	–
Black Caribbean	**Yes** – subject to minimum cohort size	30 (thirty)	–
White/Black Caribbean	**Yes** – subject to minimum cohort size	30 (thirty)	–
Black African and White/Black African	**Yes** – subject to minimum cohort size	30 (thirty)	This is a combined group containing two census groups: Mixed White and Black African; and Black African
Any Other Black Background	**Yes** – subject to minimum cohort size	30 (thirty)	–
Pakistani,	**Yes** – subject to minimum cohort size	30 (thirty)	–
White British	No – unless * applies	30 (thirty)	–
Irish	No – unless * applies	30 (thirty)	–
White and Asian	No – unless * applies	30 (thirty)	–
Any Other Mixed	No – unless * applies	30 (thirty)	–
Indian	No – unless * applies	30 (thirty)	–
Bangladeshi	No – unless * applies	30 (thirty)	–
Other Asian Background	No – unless * applies	30 (thirty)	–
Chinese	No – unless * applies	30 (thirty)	–
Any Other Ethnic Group	No – unless * applies	30 (thirty)	–

* Where, in the previous academic year, for a relevant ethnic group, either –

NI 108: Key Stage 4 attainment for Black and minority ethnic groups

	a. the percentage of second key stage pupils who have achieved level 4 or above in NC tests in both English and Mathematics is 10 or more percentage points below the percentage of all second key stage pupils who have achieved level 4 or above in NC tests in both English and Mathematics in the local education authority's maintained schools, or
	b. the percentage of fourth key stage pupils who have achieved the level 2 threshold in approved qualifications including grades A*-C in English and Mathematics GCSE qualifications is 10 or more percentage points below the percentage of all fourth key stage pupils who have achieved the level 2 threshold in approved qualifications including grades A*-C in English and Mathematics GCSE qualifications in the local education authority's maintained schools.
	In addition, there are sub-categories of the main census groups above which LAs may choose to use locally ("extended ethnicity codes").
	Key Stage 2 is the stage of the National Curriculum between ages 8 and 11 years. This indicator relates to tests taken by 11 year olds at the end of KS2. Pupils' attainment is assessed in relation to the National Curriculum and pupils are awarded levels on the National Curriculum scale to reflect their attainment.
	The schools included in the scope for this indicator are all maintained schools, excluding Academies and CTCs. Due to their governance arrangements, Academies and CTCs are included in national calculations, but not in the Local Authority level indicator.
Formula	This indicator requires a separate equation for each ethnic group (see "Definition" above): $$G = \left(\left(\left(\frac{x_1}{y_1} \right) \times 100 \right) - \left(\left(\frac{x_2}{y_2} \right) \times 100 \right) \right)$$ Where: G = achievement gap between pupils in the ethnic group and all pupils achieving at least Level 4 in English and Maths at KS2 X_1 = total number of pupils achieving at least Level 4 in English and Maths at KS2 y_1 = total number of pupils eligible for KS2 assessment X_2 = number of pupils in the ethnic group and achieving at least Level 4 in English and Maths at KS2 y_2 = number of pupils in the ethnic group and eligible for KS2 assessment

NI 108: Key Stage 4 attainment for Black and minority ethnic groups

Worked example	If 700 pupils achieve 5A*-C grades or equivalent including English and Maths at KS4 of 1,000 pupils that are eligible for assessment at KS4; and If 150 Pakistani pupils achieve 5A*-C grades or equivalent including English and Maths at KS4 of 300 Pakistani pupils that are eligible for assessment at KS4; Then the percentage point gap for Pakistani pupils = $$\left(\left(\frac{700}{1,000}\right)\times100\right)-\left(\left(\frac{150}{300}\right)\times100\right)$$ = 20 percentage points	**Good performance**	Good performance is typified by lower percentage point gap between pupils in the ethnic group and all pupils. It is possible for the percentage point gap between an ethnic group and all pupils to be lower without improving the educational attainment of that group. Therefore good performance should also be typified by higher percentage of the ethnic group achieving 5A*-C grades or equivalent including English and Maths at KS4
Collection interval	Annual for the academic year.	**Data Source**	Revised KS4 test results as amended by the schools checking exercise for publication of the Achievement and Attainment Tables Ethnicity data are collected by the Department for Children, Schools and Families (DCSF) as part of the School Census, which contains information on personal characteristics of pupils in maintained schools. The DCSF collates all of the data, enabling it to be matched to the National Pupil Database.
Return Format	Percentage points	**Decimal Places**	One
Reporting organisation	Local Authority		
Spatial level	Single tier and county council		
Further Guidance	Guidance for Local Authorities on setting Education Performance Targets – issued August 2007. Further clarification will be published In March 2008. Information on the National Curriculum http://www.teachernet.gov.uk/management/atoz/n/nationalcurriculum/ Guidance on minority ethnic pupils' attainment http://www.standards.dfes.gov.uk/ethnicminorities/		

NI 109: Delivery of Sure Start Children Centres

Is the data provided by the LA or a local partner?	Y	Is this an existing indicator?	Y

Rationale	To measure progress against the national target to deliver 3,500 Sure Start Children Centres – one for every community – by 2010.
Definition	Total number of Sure Start Children's Centres designated as a percentage of the total number of centres required to reach all under 5s in a local authority area.
	Children Centres provide integrated services for under fives and their families. These services include (depending on local need) integrated full day care and early learning, health and family support services, outreach to the most disadvantaged groups, links with Job Centre Plus, and links to childminder networks. Targets relate to new build/refurbished/existing settings that are designated by Together for Children as Sure Start Children Centres once they meet agreed criteria.
	Local authorities were given targets for the number of centres to be designated by March 2008 and have been given indicative numbers for the remaining centres that are needed, by 2010, in order to reach the remaining children under 5 in their area and to provide a Sure Start Children's Centre for every community.
	Together for Children – a consortium appointed by DCSF – is supporting LAs to help them plan and deliver their children's centre programme. TfC monitor progress on an ongoing basis using an online tracker tool which is updated by LAs and is also accessible by DCSF.
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: x = Number of centres designated y = Total number of centres required to reach all under 5s

Worked example	If of 32 centres required, 26 centres are designated, then (26/32) × 100 = 81%.	**Good performance**	Good performance is typified by higher % of designations against centres required.
Collection interval	TfC submit formal monthly reports to the Department on numbers of centres designated. Progress is also monitored on an ongoing basis via TfC's online tracker tool which is accessible by DCSF.	**Data Source**	DCSF/TfC
Return Format	Percentage	**Decimal Places**	None

Reporting organisation	Local authorities report progress to Together for Children – the consortium appointed by DCSF as the delivery agent working with local authorities on the delivery of Children's Centres.
Spatial level	Single tier and county council
Further Guidance	Planning and Performance Guidance for children's centres can be found at http://www.surestart.gov.uk/publications/?Document=1852

NI 110: Young people's participation in positive activities			
Is the data provided by the LA or a local partner?	Y	**Is this an existing indicator?**	N

Rationale	To measure and drive improved performance around the participation of young people in positive activities.
	What young people do, or don't do, out-of-school matters. Research demonstrates that the activities young people participate in out-of-school have a significant bearing on their later life outcomes. Positive activities are a good use of young people's time because they provide opportunities to:
	• acquire, and practice, specific social, physical, emotional and intellectual skills • contribute to the community • belong to a socially recognised group • establish supportive social networks of peers and adults • experience and deal with challenges • enjoy themselves
	UK and international evaluations of out-of-school activities find programme participation to be linked to improvements in *academic, preventative* and *development* outcomes. This includes outcomes such as: school performance; avoidance of drug and alcohol use; and increased self-confidence and self-esteem. In this way, positive activities can also help support other indicators for young people.
	Current research suggests participation tends to be higher among those from: higher social groups; living in less deprived areas; and with access to a car. Participation tends to be lower among: Pakistani and Bangladeshi young people; those living in council and housing association rented accommodation; and where household finances are described as 'getting into difficulties'.
	The indicator provides a local measure directly related to the national indicator on positive activities in the DCSF led PSA 14 to *'increase the number of children and young people on the path to success'*.
Definition	The proportion of young people in school year 10 reporting participating in any group activity led by an adult outside school lessons (such as sports, arts, music or youth group) in the last four weeks based on the analysis of the weighted Tellus survey data.
	The Tellus survey is voluntary and the data are weighted and grossed up to match local area profiles based on school censes data.
	Positive activities include a wide range of sporting, cultural and recreational activities and opportunities for volunteering. The key is that activities are structured, good quality, adult led and support development towards the ECM outcomes. Activities can take place in a wide variety of settings including youth clubs, sports clubs, outdoor recreation centres, museums and libraries. The 2006 Education and Inspections Act sets out a local authority's duties in respect of securing access to activities.
	The indicator will be calculated for all local authorities and at a national level. The indicator will be made available to all Local Authorities.
	The DCSF is also developing additional contextual measures, using CCIS survey data, to enable individual Authorities to triangulate their indicator.

NI 110: Young people's participation in positive activities			
Formula	Using Tellus survey data which has been weighted and grossed up to match local area profiles based on School Census data. $$\left(\frac{x}{y}\right) \times 100$$ Where: x = the number of young people (according to the weighted Tellus data) in school year 10 answering 'yes' to the question *'In the last 4 weeks, have you participated in any group activity led by an adult outside school lessons (such as sports, arts or a youth group)?'* **and/or** claiming they participated (In the last 4 weeks) at one or more of the following structured activities: • sports club or class (where I've done sport not just watched it) • a youth club or youth group with organised activities run by adults • Art, craft, dance, drama, film/video-making group or class (not in school lessons) • Music group or lesson (not in school lessons). These responses are captured under the Tellus question: "Which of these have you been to in the last 4 weeks? (Don't count things that were part of school lessons.)". and y = the number of young people in School Year 10 responding to one or more of the relevant questions, based on the weighted Tellus data. The above figures must be found from the pupil level Tellus data set.			
Worked example	In a given local authority, using the weighted and grossed up Tellus survey data, we estimate there are 4,000 young people in school year 10 responding to one or more of the relevant questions and 2,000 of these young people answered yes to the question 'In the last 4 weeks, have you participated in any group activity led by an adult outside school lessons (such as sports, arts or a youth group)?' and a additional 950 claim that they have participated in one or more of the following activities, in the last 4 weeks: • sports club or class (where I've done sport not just watched it) • a youth club or youth group with organised activities run by adults • Art, craft, dance, drama, film/video-making group or class (not in school lessons)	**Good performance**	Good performance is typified by a high and increasing percentage of young people participating in activities - statistically significant improvements will be considered.

NI 110: Young people's participation in positive activities			
	• Music group or lesson (not in school lessons). So: X = 2000+950 This would equate to: $$\left(\frac{2,900}{4,000}\right) \times 100 = 74\%$$ This gives an indicator value of 74%.		
Collection interval	Financial yearly	**Data Source**	The Tellus survey.
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	DCSF		
Spatial level	Single tier and county council		
Further Guidance	The Tellus survey is voluntary and the data are grossed up and weighted to match local area profiles based on School Census data.		

NI 111: First time entrants to the criminal justice system aged 10-17

Is the data provided by the LA or a local partner?	N	Is this an existing indicator?		N
Rationale	The Government is determined to tackle youth crime and has set an ambitious target to reduce the number of first-time entrants over the next 12 years. Reducing the number and rate of first-time entrants to the criminal justice system aged 10-17 is not only a national indicator (NI 111) but is also an indicator under PSA 14: **increase the number of children and young people on the path to success**. Success in reducing first-time entrants will also support the delivery of the Home Office's Safer Communities PSA 23: **to tackle anti-social behaviour**. The most relevant indicator in PSA 23 is the number of people perceiving ASB to be a problem and in particular the strand concerning the high-level perception of 'young people hanging around the streets' as a problem in the local area. While NI111 is a directional indicator, the Youth Crime Action Plan, published on 15 July 2008, articulated a goal to reduce, by 2020, the number of first time entrants by **one fifth**.			
Definition	The rate of first time entrants to the criminal justice system per 100,000, where first time entrants are defined as young people (aged 10 – 17) who receive their first substantive outcome (relating to a reprimand, a final warning with or without an intervention, or a court disposal for those who go directly to court without a reprimand or final warning).			
Formula	Local targets to be set as a **rate** per 100,000 therefore the number of FTE per 100,000 = $x/y \times 100{,}000$ Where: x = number of first time entrants in a local area y = local 10 – 17 population based on ONS stats			
Worked example		**Good performance**		Good performance is typified by falling rates
Collection interval	Twice yearly (by the end of the month after the end of the quarter – i.e. February and July)	**Data Source**		Police National Computer
Return Format	Rates	**Decimal Places**		Rounded to the nearest ten
Reporting organisation	DCSF			
Spatial level	Single tier and county council			
Further Guidance	Further information on this indicator including any corrections or clarifications please consult the APACS technical guidance which is available at: http://police.homeoffice.gov.uk/performance-and-mearsurement/assessment-methods-technical-guidance/			

NI 115: Substance misuse by young people			
Is the data provided by the LA or a local partner?	Y	**Is this an existing indicator?**	N

Rationale	To measure progress in reducing the proportion of young people frequently misusing substances – including illegal drugs, alcohol and volatile substances such as glue, gas or solvents. Substance misuse by young people is strongly linked with involvement in crime or anti-social behaviour, increased risk of failing at school and damage to both mental and physical health. The indicator provides a local measure directly related to the national indicator on young people's substance misuse in the DCSF led PSA to *'increase the number of children and young people on the path to success'*.
Definition	The percentage of young people reporting either frequent misuse of drugs/volatile substances or alcohol, or both in the Tellus survey. Tellus is a school survey, so this is a schools based indicator. It collects data from maintained schools, special school, PRU's and academies. The Tellus survey is voluntary and the data are weighted to match local area profiles based on school census data. • "Young people" – the measurement of this indicator will cover young people pupils in years 6, 8 and 10, aged from 10 years up to, and including, 15 years old • "Frequently" – frequent use is defined as being drunk twice or more in the last 4 weeks and/or have taken illegal drugs or volatile substances twice or more in the last 4 weeks or by both being drunk once and taking illegal drugs or volatile substances once in the last 4 weeks • "Misuse" – frequent use of any substance, or use which may result in harm (e.g. poor outcomes such as school exclusion, criminal involvement, health problems) • "Substances" – this refers to all illicit drugs, consumption of alcohol and volatile substances such as solvents, glue or gas
Formula	The Tellus survey is voluntary and the data are weighted to match local area profiles based on school census data. $$\left(\frac{x}{y}\right) \times 100$$ x = the number of young people in years 6, 8 and 10 that the Tellus survey estimates have either used drugs/volatile substances and/or been drunk at least twice in the last 4 weeks or have used drugs/volatile substances once and been drunk once from the local population. y = the Tellus estimate of the total number of young people in years 6, 8 and 10 responding to these questions in the local population, based on the school census data.

NI 115: Substance misuse by young people

Worked example	Worked example of the calculation:	Good performance	Good performance is typified by lower numbers [given that there is likely to be significant local and regional variation, the best performance is where the prevalence rate reduces over time].
	• Tellus estimates a total of 9000 young people in the relevant school year groups responding to the relevant substance use questions in a given local authority (based on school census data).		
	• Tellus estimates that 900 young people in the LA have been drunk more than once in the last 4 weeks, Tellus estimates that 200 young people in the LA have taken drugs more than once in the last 4 weeks, Tellus estimates that an additional 120 young people in the LA have been drunk once and also taken drugs once in the last 4 weeks, Tellus estimates that an additional 76 young people in the LA have been drunk more than once and also taken drugs more than once in the last 4 weeks'		
	• This would equate to $$\left(\frac{900 + 200 + 120 + 76}{9000}\right) \times 100 =$$ 14% of young people frequently misusing substances (actual figure is 14.4%, but shown here with no decimal point as the indicator will be reported). The above figures must be found from the pupil level Tellus dataset.		
Collection interval	Financial yearly	Data Source (if external)	Tellus survey of pupils
Return Format	Percentage	Decimal Places	One
Reporting organisation	Ofsted		
Spatial level	Single tier and county council		

NI 115: Substance misuse by young people	
Further Guidance	Currently the Tellus survey does not ask pupils in year 6 about their use of drugs therefore the year 6 data contributing to this indicator will only consider alcohol misuse.
	When the Department looks at these indicators other factors will also be considered, such as the non-response rate, statistical neighbours and other locally available data sources about substance misuse and closely related issues. This will build a more complete local picture of young people's substance misuse.
	The Tellus survey is voluntary and the data are weighted to match local area profiles based on school census data.

NI 116: Proportion of children in poverty

Is the data provided by the LA or a local partner?	N	Is this an existing indicator?	N

Rationale	The Government has set itself a challenging target to half the number of children in poverty by 2010-11, and end child poverty by the year 2020. Local Authorities have a key role to play in helping to achieve this ambition. This role includes the delivery of the key public services that are critical to improving poor children's life chances; coordination of activities by key players to reduce worklessness and poverty; the tailoring of solutions to meet needs of local people; and ensuring engagement of individuals and groups at risk of being marginalized.
Definition	**The proportion of children who live in families in receipt of out of work benefits and working families whose income is below 60% of the median income.** The national PSA target to half the number of children in poverty is measured by the number of dependent children who live in households whose equivalised income is below 60% of the contemporary national median. The data for the national indicator is collected through the annual Family Resources Survey. The sample size is not large enough at local authority level; therefore alternative sources of data for an income based measure are being developed for use from April 2009. The new local level measure is the proportion of children who live in families in receipt of out of work benefits and working families whose income is below 60% of the median income. Out of work benefits include: Means-tested Job Seekers Allowance and Income Support Children are defined as individuals under the age of 16. The count of children is established from Child Benefit/Child Tax Credit claims, which cover c98% of children. The source of data for this interim measure is from administrative records from Department of Work and Pensions and HM Revenue and Customs.
Formula	The percentage of children who are satisfied with parks and play areas is calculated as follows: $$\left(\frac{x}{y}\right) \times 100$$ where: x = number of children in poverty (households receiving out-of-work benefits or in working families with incomes below 60% of the median income) y = Total number of children.

Worked example	$\left(\dfrac{24,300}{65,200}\right) \times 100 = 37.3\%$	Good performance	Good performance is typified by falling proportion
Collection interval	Annual (in August)	Data Source	DWP and HMRC data services
Return Format	Percentage	Decimal Places	One
Reporting organisation	DWP		
Spatial level	Single tier and county council		

NI 116: Proportion of children in poverty

Further Guidance	Further information on national PSA measure
	The new local measure, which combines low income and workless poverty, replaces the interim measure of the proportion of children who live in families where out of work benefits are received to better reflect the national PSA low income indicator.
	Equivalisation of income, weights household income according to the household composition. This process reflects the common sense notion that a family of several people needs a higher income than a single person in order for both households to enjoy a comparable standard of living.
	For example:
	Three households have the same income (£200/week):
	A single person,
	A couple
	A couple with two children aged fourteen and ten
	Equivalisation gives an income of £299 to the single person, £200 to the couple, but only £131 to the couple with children, to account for the differences in their costs.

NI 117: 16 to 18 year olds who are not in education, employment or training (NEET)			
Is the data provided by the LA or a local partner?	Y	**Is this an existing indicator?**	Y

Rationale	Non-participation in education, employment or training between the ages of 16 and 18 is a major predictor of later unemployment, low income, depression, involvement in crime and poor mental health.
Definition	The percentage of 16 to 18 year olds who are not in education, employment or training (NEET). Data are collected monthly. However, this indicator and NEET targets use an annual result which is based on three one month snapshots at the end of November, December and January each year. Data relates to young people who were aged 16-18 on the day of the count. Young people aged 16 to 18 years are counted as either: Education, employment or training (EET) if they are in: • Education (Including gap year students who have an agreed deferred HE entry date) • Government supported training; • Employment; Not in education, employment or training (NEET) if they are not engaged in one of the EET activities above, including those: • Undertaking a personal development opportunity, voluntary work or activity agreement • Seeking or waiting to start work or learning • Not yet ready for work or learning • Not available to the labour market (including those experiencing ill health, caring for a child, or out of the country) Neither EET or NEET if they are: • currently residing in a custodial institution • a refugee or asylum seeker who has not yet been granted citizenship Young people neither EET or NEET are excluded from the calculation. Current situation not known if: • they are known to have left their last activity, but it is not known what they are now doing • they cannot be contacted • they refuse to disclose their current activity • their records are no longer current An adjustment is made to the numbers EET and NEET to allow for young people whose records are no longer current. This is described below. More detailed definitions of the activities above can be found in the CCIS requirement and data catalogue http://www.everychildmatters.gov.uk/search/IG00229/

NI 117: 16 to 18 year olds who are not in education, employment or training (NEET)	
Formula	Raw NEET figures are adjusted to allow for young people whose records (currency) have expired using the formula below: $x_1 = (x_2 + (x_3 \times 0.58) + (x_4 * 0.08))$ where: x_2 = number of young people known to be NEET x_3 = number of young people who were previously known to be NEET, but whose record (currency) has expired x_4 – number of young people who were previously known to be EET, but whose record (currency) has expired. NEET is monitored using the average % NEET at the end of November, December and January of each year. **The average number of 16-18 year old NEET (adjusted) between November to January is calculated as follows;** $$x = \frac{(x_5 + x_6 + x_7)}{3}$$ Where: x_5 = number of 16-18 year olds NEET (adjusted) in November x_6 = number of 16-18 year olds NEET (adjusted) in December x_7 = number of 16-18 year olds NEET (adjusted) in January The number of young people EET is calculated as follows: $y_1 = (y_2 + (y_3 * 0.42) + (y_4 \times 0.92))$ where: y_2 = number of young people known to be EET y_3 = number of young people who were previously known to be NEET, but whose record (currency) has expired y_4 – number of young people who were previously known to be EET, but whose record (currency) has expired. NB Local CCIS systems may perform this adjustment.

NI 117: 16 to 18 year olds who are not in education, employment or training (NEET)			
Formula	The average number of 16-18 year olds in education, employment and training (EET) (adjusted) between November to January is calculated as follows; $$y = \frac{(y_5 + y_6 + y_7)}{3}$$ Where: y_5 = number of 16-18 year olds NEET (adjusted) in November y_6 = number of 16-18 year olds NEET (adjusted) in December y_7 = number of 16-18 year olds NEET (adjusted) in January The percentage of NEET is calculated as follows: $$\left(\frac{x}{y+x}\right) \times 100$$ Where: x = average number of 16-18 year olds NEET (adjusted) between November to January y = average number of 16-18 year olds in EET (adjusted) between November to January		
Worked example	To calculate NEET (adjusted) Nov 1,000 Dec 800 Jan 1,200 $$\frac{(1,000 + 800 + 1,200)}{3}$$ Average NEET = 1,000 To calculate EET (adjusted) Nov 8,000 Dec 7,000 Jan 6, 000 Average EET = 7,000 So to calculate the % NEET = $$\left(\frac{1,000}{7,000 + 1,000}\right) \times 100$$ = 12.5%	**Good performance**	A lower percentage of NEET shows better performance. Areas with a historically high level of NEET should be expected to make significantly greater reductions than those starting from a low baseline.
Collection interval	Data are collected monthly. However, this indicator uses an annual result which is based on three one month snapshots at the end of November, December and January each year.	**Data Source**	Client Caseload Information System (CCIS) maintained by local authorities/connexions providers.
Return Format	Percentage	**Decimal Places**	One

NI 117: 16 to 18 year olds who are not in education, employment or training (NEET)	
Reporting organisation	DCSF based on aggregate of data received from local authorities/Connexions providers.
Spatial level	Single tier and county council
Further Guidance	CCIS requirement and data catalogue http://www.everychildmatters.gov.uk/search/IG00229/ Ward and constituency level data may be available locally.

NI 199: Children and young people's satisfaction with parks and play areas				
Is the data provided by the LA or a local partner?	N	**Is this an existing indicator?**		N
Rationale	To ensure that local authorities invest in safe and stimulating play facilities, leading to an increase in satisfaction (and take-up amongst children) in local authorities.			
Definition	The indicator is one of the questions asked in Ofsted's Tellus survey. It was asked in the first year of the survey, and in this year's version it is question 17, as follows: **17. What do you think of the parks and play areas in your area** PLEASE TICK **ONE** BOX ONLY ☐ Very good ☐ Fairly good ☐ Neither good nor poor ☐ Fairly poor ☐ Very poor ☐ Don't know The Tellus survey is completed by a sample of children in years 6, 8 and 10, and it provides data at local authority level. We think that this question will provide a good indication of whether the investment that we are making in play areas is making a difference.			
Formula	The percentage of children who are satisfied with parks and play areas is calculated as follows: $$\left(\frac{x}{y}\right) \times 100$$ where, x = the number of pupils in the weighted Tellus survey data estimates who reported that parks and play areas were very good or fairly good; y = the number of pupils in the weighted Tellus survey data estimates who responded to question 17. Responses of "neither good nor poor" and "don't know" are not included in the numerator, though they are in the denominator.			

NI 199: Children and young people's satisfaction with parks and play areas			
Worked example	In this illustrative example, for a particular local authority, 200 pupils were surveyed, 190 of whom answered question 17, 100 of whom responded that parks/play spaces were either 'fairly good' or 'very good', with the remainder of respondents giving other responses from those detailed above. As such, applying the above formula to these responses gives: $$\left(\frac{100}{190}\right) \times 100 = 53\%$$ This gives an indicator value of 53% (Note that the worked example uses unweighted numbers for simplicity but weighted data is used in the actual calculations).	**Good performance**	A statistically significant increase in the percentage of children and young people who rate the parks and play areas in their local area as good or fairly good.
Collection interval	Financial yearly	**Data Source**	The Tellus survey
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	Ofsted for 2008 (Tellus3) DCSF from 2009 (Tellus4)		
Spatial level	Single tier and county council		
Further Guidance	The TellUs survey is voluntary and the data are grossed up and weighted to match local area profiles based on School Census data. See www.ofsted.gov.uk for full guidance on the Tellus3 survey.		

Annex 3: Adult Health & Well-being and Tackling Exclusion and Promoting Equality

NI 120: All-age all cause mortality rate			
Is data provided by the LA or a local partner?	**N**	**Is this an existing indicator?**	**Y**

Rationale	All Age All Cause Mortality (AAACM) supports the following national PSA targets: By 2010, increase the average life expectancy at birth in England to 78.6 years for men and to 82.5 years for women. Reduce health inequalities by 10% by 2010 as measured by infant mortality and life expectancy at birth i.e. • Starting with Local Authorities, by 2010 to reduce by at least 10% the gap in life expectancy between the fifth of areas with the 'worst health and deprivation indicators' ('the Spearhead Group') and the population as a whole • Starting with children under one year, by 2010 to reduce by at least 10% the gap in mortality between the 'routine and manual' so • Starting with children under one year, by 2010 to reduce by at least 10% the gap in mortality between the "routine and manual" socioeconomic group and the population as a whole Ultimate success against the national targets will be measured by the life expectancy at birth and infant mortality measures but AAACM is being used in NHS Operational Plans as a proxy to measure progress. AAACM is a more locally relevant measure, closely related to life expectancy and based on the same deaths data, and having the same risk factors and 'drivers' for progress.
Definition	The directly age standardised mortality rate per 100,000 population, from all causes at all ages (directly standardised to the European Standard Population). The indicator is reported and monitored as two separate mortality rates – one for males and one for females. Each of these rates is a single figure for all causes and all ages combined. Single year rates are used to enable timely reporting. (The associated national target is assessed using 3-year average figures). Components of calculation are: Deaths including all causes classified by underlying cause of death (ICD-10 A00-Y99, equivalent to ICD-9 001-999), registered in the respective calendar year(s). Neonatal deaths are included in the age groups that contain those aged less than 1 year. 2001 Census based mid-year population estimates for the respective calendar years.

NI 120: All-age all cause mortality rate

Formula	Direct age-standardisation is a method which enables comparison of mortality rates between different years and across different geographical areas, while taking account of differences in population age structure.
	The formula for standardised death rates is given by:
	$$\frac{\sum_{I}\left(N_{I}\ \dfrac{d_{I}}{n_{I}}\right)\times 100{,}000}{N}$$
	where:
	d_i is the number of deaths in age group i;
	n_i is the population of age group i;
	N_i is the population of age group i in the standard population;
	N is the total number of people in the standard population.
	Standard population is the European Standard Population. Rates are calculated for males and females separately (the same Standard population is used for males and females).
	See below for links to methodology and further guidance on statistical methods used in calculation.
	Disease classifications based on International Statistical Classification of Diseases and Related Health Problems version 10 (ICD-10 codes).

Worked example	See link below for methodology and worked example.	**Good performance**	'Good' performance is typified by a reduction in rates. For Spearhead areas 'good' performance is typified by a reduction in rates that results in a reduction in the inequality gap with England.
Collection interval	Annual (Calendar year) Eg: 2008 reported for 2008/09 period.	**Data Source**	ONS: death registrations and population statistics (data published by National Centre for Health Outcomes Development). Data for 2008 expected to be available in late 2009.
Return Format	Directly age standardised rate per 100,000 population	**Decimal Places**	None
Reporting organisation	Data are published by National Centre for Health Outcomes Development (http://www.nchod.nhs.uk), based on data supplied by The Office for National Statistics.		
Spatial level	Single tier and district council (NHS organisations will use data at Primary Care Trust level)		

NI 120: All-age all cause mortality rate	
Further Guidance	This indicator was previously one of the LAA mandatory indicators.
	See Annex 3 and Annex 5 of Compendium annex for indicator methodology – http://www.nchod.nhs.uk
	For further explanation of relevant national targets, including definition of Spearhead Group, see PSA Technical Note (http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_065226).
	For Spearhead local authorities, indicative trajectories (expected to deliver required progress against the national life expectancy inequalities target) will be provided.

NI 123: Stopping smoking

Is data provided by the LA or a Local Strategic Partner?	Y	Is this an existing indicator?	Y

Rationale	Smoking is the principal avoidable cause of premature death and ill health in England today. It kills an estimated 83,000 people a year in England (one-fifth of all deaths) and leads to an extra 445,000 admissions to hospital. Reducing prevalence is therefore a key priority in improving the health of the population. Stop Smoking Services are a key NHS intervention to reduce smoking in all groups, with particular focus on routine and manual groups. They are part of a programme of action needed to meet the national target to tackle the underlying determinants of ill health and health inequalities by reducing smoking rates to 21% or less by 2010, with a reduction in prevalence among routine and manual groups to 26% or less. They are currently monitored through assessment of 4-week smoking quitters.
Definition	Comparable, comprehensive, good quality data on smoking prevalence are not currently available at local level. Such data will be available for forthcoming years through the Integrated Household Survey. Until these data become available, figures for the **rate of self-reported 4-week smoking quitters per 100,000 population aged 16 or over** are to be used. This indicator relates to clients receiving support through the NHS Stop Smoking Services. A client is counted as a self-reported 4-week quitter if they have been assessed 4 weeks after the designated quit date and declares that he/she has not smoked even a single puff on a cigarette in the past two weeks. The indicator is a count of treatment episodes rather than people: so, if an individual undergoes two treatment episodes and has quit at four weeks in both cases, they are counted twice. See DH guidance (NHS Stop Smoking Services: service and monitoring guidance, October 2007/08) for detailed definitions: http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_079644 As indicated in the DH Statistical Bulletin April 2003 – March 2004 (http://www.dh.gov.uk/en/Publicationsandstatistics/Statistics/StatisticalWorkAreas/Statisticalpublichealth/DH_4097650) and communications to SHA tobacco leads and regional tobacco managers, the NHS smoking cessation services referred to in the 2001 guidance are now defined as the 'NHS Stop Smoking Services'. Further technical aspects remain as originally defined in the guidance of 2001/02. The population estimates used to calculate the number per 100,000 people aged 16 or over relate to an earlier time point than the period covered by the smoking quitters data. This is necessary because of the time lag in the availability of local population estimates. For example, the figures on the number of smoking quitters for the four quarters in 2006/07 are used in conjunction with the mid-2005 population estimates to produce the "2006/07" indicator values. http://www.statistics.gov.uk/StatBase/Product.asp?vlnk=601
Formula	$$\left(\frac{x}{y}\right) \times 100{,}000$$ where: x = number of self-reported 4-week smoking quitters. y = population aged 16 or over.

NI 123: Stopping smoking			
Worked example	Suppose that the number of self-reported 4-week smoking quitters = 330 And the population aged 16 or over = 41,250 Then the rate of quitters per 100,000 population = (330/41,250) × 100,000 = 800	**Good performance**	Good performance is typified by maintenance of the number of four-week smoking quitters who have attended NHS Stop Smoking Services per 100,000 population at least the average level achieved in the period 2004/5 – 2006/07.
Collection interval	Numerator (number of self-reported 4-week quitters) collected quarterly: Q1 = April – June Q2 = July – September Q3 = October – December Q4 = January – March Denominator (latest population estimates) produced annually (end-June)	**Data Source**	The information is published by the Information Centre: (http://www.ic.nhs.uk/statistics-and-data-collections/health-and-lifestyles/nhs-stop-smoking-services)
Return Format	Rate per 100,000 population	**Decimal Places**	Zero
Reporting organisation	Information Centre for health and social care		
Spatial level	Primary Care Trust		
Further Guidance	http://www.nice.org.uk/page.aspx?o=502517 http://www.dh.gov.uk/assetRoot/04/07/81/16/04078116.pdf		

NI 124: People with a long-term condition supported to be independent and in control of their condition

Is data provided by the LA or a local partner?	N	Is this an existing indicator?	N

Rationale	This indicator focuses attention on patient experience against exact national policy aims for people with long-term conditions. Long-term conditions describe people who suffer from a health condition that remains with them for the rest of their life, such as diabetes, asthma or dementia. People with long-term conditions want greater control of their lives, to be treated sooner before their condition causes more serious problems and to enjoy a good quality of life. This means transforming the lives of people with long-term conditions to move away from the reactive care based in acute settings toward a more systematic patient-centred approach, where care is rooted in primary and community settings and underpinned by strong partnerships across the whole health and social care spectrum.
Definition	The percentage of people with a long-term condition who 'had enough support from local services or organisations to help manage their long-term health condition(s)'. Baseline data for 2007-08 was taken from the Healthcare Commission Primary Care Trusts patient survey. This is a random sample of adults registered with GP practices in England (which covers around 99 per cent of the population nationally). Expectation is for an achieved sample of around 540 people in each Primary Care Trust. The maximum 95% confidence interval for a Primary Care Trust with a sample of this size is +/– 6%. Data from 2009-10 is taken from the GP patient survey. This will be includes in Quarters 3 and 4 of the survey each year. Expectation is to get around 260 responses for each GP practice in England. The smallest PCT area is Bassetlaw. Based upon responses to the 2007-08 survey, there were 2787 responses. Assuming the same numbers, including the question for two quarters would give a confidence level of +/-2.8% on a estimate of 50% satisfied. Most PCTs would have a confidence interval of +/- 1%. The attached link gives further details of the survey methodology
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: y = the number of people in the survey who define themselves as having one or more long-term conditions listed below using survey question 'Do you have any of the following long-standing conditions?' • deafness or severe hearing impairment, • blindness or partially sighted, • a long-standing physical condition, • a learning disability, • a mental health condition, • a long-standing illness, such as cancer, HIV, diabetes, chronic heart disease or epilepsy x = the number of people in the survey with a long-term condition as defined above that said they 'had enough support from local services or organisations to help manage their long-term health condition(s)" (those saying "yes, definitely" and "yes, to some extent").

NI 124: People with a long-term condition supported to be independent and in control of their condition

Worked example	If from the results of the survey, the number of people who say they are supported to manage their condition (X) = 100, and the number of people who define themselves as having a long-term condition (Y) = 160, then the percentage of people with a long-term condition who are supported = (100/160)×100 = 63%	**Good performance**	Good performance is typified by a higher percentage.
Collection interval	No data collected for 2008-09. Annual from 2009-10, provisional data in February, final data in June/July.	**Data Source**	Baseline from Healthcare Commission Primary Care Trusts Patient Survey. From 2009-10, GP patient survey
Return Format	Percentage	**Decimal Places**	Zero
Reporting organisation	Department of Health		
Spatial level	Primary Care Trust and Local authority		
Further Guidance	Further details of the GP patient survey methodology can be found at the link http://www.ic.nhs.uk/webfiles/publications/gppatientsurvey2008/GP%20Patient%20Survey%20Access%20Technical%20Report.pdf		

NI 125: Achieving independence for older people through rehabilitation/intermediate care			
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**N**

Rationale	This indicator measures the benefit to individuals from intermediate care and rehabilitation following a hospital episode. It captures the joint work of social services and health staff and services commissioned by joint teams. The measure is designed to follow the individual and not differentiate between social care and NHS funding boundaries. The measure covers older people aged 65+ on discharge from hospital who: 1. Would otherwise face an unnecessarily prolonged stay in acute in-patient/community hospital care, or be permanently admitted to long term residential or nursing home care, or potentially use continuing NHS in-patient care; 2. Have a planned outcome of maximising independence and enabling them to resume living at home; 3. Are provided with care services on the basis of a joint multi-disciplinary assessment resulting in an individual support plan that involves active therapy, treatment or opportunity for recovery 4. Are to receive short-term interventions, typically lasting no longer than 6 weeks, and frequently as little as 1-2 weeks or less.
Definition	The proportion of older people aged 65 and over discharged from hospital to their own home or to a residential or nursing care home or extra care housing bed for rehabilitation, with a clear intention that they will move on/back to their own home (including a place in extra care housing or an adult placement scheme setting) who are at home or in extra care housing or an adult placement scheme setting three months after the date of their discharge from hospital. Those who are in hospital or in a registered care home (other than for a brief episode of respite care from which they are expected to return home) at the three month date and those who have died within the three months are not reported in the numerator. 3 months is defined as 91 days. In 2008/09 the collection of the denominator will be over a three month period with a three month follow-up for the numerator. From 2009/10, the collection of the denominator will be over a six month period, with the collection of the numerator beginning three months in.
Formula	$$\left(\frac{x}{y}\right) \times 100$$ where: x = Number of those people discharged aged 65+ and benefiting from intermediate care/rehabilitation/re-enablement still living at home (including in extra care housing or an adult placement scheme setting) three months after discharge from hospital. (Those temporarily in hospital or in a care home for respite/short term care with a clear plan for their return home at the 3 month point should be counted as being still 'at home'. Those who have died within the three months are not reported in the numerator). y = Number of people discharged from hospital aged 65+ on discharge date entering joint 'intermediate care' or a 'rehabilitation/re-enablement service' which includes input from the CASSR and/or health in the period (including those who are in hospital or in a registered care home at the three month date and those who have died within the three months).

NI 125: Achieving independence for older people through rehabilitation/intermediate care

Worked example	Suppose the number of people aged 65+ on discharge and who were discharged and benefited from intermediate care/ rehabilitation still living at home 3 months after discharge in 2006 = 2,848. And if the total number people discharged from hospital aged 65+ and entering into joint 'intermediate care' or a 'rehabilitation service' for 2006 = 4,297 Therefore the percentage achieving independence = $(2848/4297) \times 100$ = 66.3%	Good performance	Good performance is typified by a higher percentage.
Collection interval	Financial Year	Data Source	Social Care Keystats Collection (KS1) (NHS collection still being finalised)
Return Format	Percentage	Decimal Places	One
Reporting organisation	NHS Information Centre Health and Social Care derived from information supplied by Councils with Adult Social Services Responsibilities.		
Spatial level	Single tier and county council		
Further Guidance	NHS Information Centre for health and social care: http://www.ic.nhs.uk/our-services/improving-social-care-information/social-care-collections		

NI 126: Early Access for Women to Maternity Services				
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**		**N**

Rationale	All women should access maternity services for a full health and social care assessment of needs, risks and choices by 12 completed weeks of their pregnancy to give them the full benefit of personalised maternity care and improve outcomes and experience for mother and baby. Reducing the percentage of women who access maternity services late through targeted outreach work for vulnerable and socially excluded groups will provide a focus on reducing the health inequalities these groups face whilst also guaranteeing choice to all pregnant women.
	Completion of the assessment empowers women, supporting them in making well informed decisions about their care throughout pregnancy, birth and postnatally. The national choice guarantees:
	• choice of how to access maternity care; • choice of type of antenatal care; • choice of place of birth; • choice of place of postnatal care.
Definition	The percentage of women who have seen a midwife or a maternity healthcare professional, for health and social care assessment of needs, risks and choices by 12 completed weeks of pregnancy
	This is a new data collection.
	Pregnancy – Pregnancy is defined as all maternities that extend past the first trimester, this would include still births and miscarriages and terminations after 12 weeks where known. It excludes pregnancies where care is provided outside an NHS setting or that have been terminated before 12 weeks.
	Midwife – To qualify as a midwife in this definition the person must hold current registration with the nursing and midwifery council and being in active employment as a midwife with the NHS.
	Maternity healthcare professional – This is a description which covers obstetricians and general practitioners with current registration with the General Medical Council and working for the NHS providing maternity services.
	12 completed weeks – 12 completed weeks relates to the measured gestation of the pregnancy. The cut-off point for measurement against the Indicator is 12 weeks and six days. The most valid approach is to use gestational age as calculated by ultrasound assessment. Where PCTs cannot link ultrasound calculation of gestation to the date of an earlier assessment of needs, risks and choices, the gestational age at completion of assessment will be estimated from the clinical history. Therefore, capturing data on a cohort of pregnant women within any calendar quarter may be derived either by reviewing ultrasounds conducted within a three-month period, or by reviewing assessment completion dates, as the start point of data review.

NI 126: Early Access for Women to Maternity Services

	Health and Social Care assessment of needs, risks and choices – This must include: • Information provided on the choice of type of antenatal care as in 'Maternity Matters'; • Antenatal information described in the NICE antenatal care guidance of March 2008 as follows: – vitamin D stores – screening for risk factors of gestational diabetes – maternal height and weight; body mass index calculated – screening questions for depression and other mental disorders – offer of screening for anaemia – risk factors for pre-eclampsia • Assessment of incidence of domestic abuse **Seen** – This means completion of a full assessment, this may occur over multiple sessions but will be measured by the completion of the final session not the initiation of the first.
Formula	N = Numerator/Denominator x 100 Numerator – Number of women whose pregnancies were not terminated during the first trimester and who have seen a midwife or a maternity healthcare professional, for health and social care assessment of needs, risks and choices by 12 completed weeks of pregnancy. Denominator – Number of pregnant women who have an assessment of risks, needs and choices: before 12 weeks and six days (including cases of subsequent miscarriages at any stage but excluding cases of subsequent terminations before the end of the first trimester) and those pregnant women assessed after 12 weeks and six days (including cases of subsequent miscarriages and terminations).

Worked example	If 950 women have completed an assessment by 12 weeks and six days out of 1000 women who are assessed, the calculation is = (950/1000) × 100 = 95.0%, and therefore 5% of women will have been assessed after 12 weeks and six days	**Good performance**	Increasing. Note that 100% achievement may not be plausible because of circumstances such as women moving into the PCT from other areas.
Collection interval	LDPR Collections occur on an FY Quarterly basis. HES reports on a financial year quarterly basis based on providing a snapshot of monthly Secondary User Survey monthly collections An end of year refresh will occur which will consolidate all data for the year this is normally reported late in the calendar year and will form the yearly statistic.	**Data Source**	The information will be collected by the DH Information Centre and will be provided through Hospital Episode Statistics collection. This is a new collection which will not be in place for April 08, DH Local Delivery Planning Return (LDPR) will be used to collect key summary data in the first year.
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	In the first year this data will be collected by Local Delivery Plan Returns held and reported by DH. From April 09 it is intended to report using Hospital Episode Statistics reported by The Information Centre		

NI 126: Early Access for Women to Maternity Services	
Spatial level	Primary Care Trust, single tier and county council
Further Guidance	**Consult NICE guideline at** www.nice.org.uk As this is a new indicator DH is seeking feedback on data quality. The data collection template out to the service will invite areas to feedback on the coverage of their data collection and provide three options for feedback: 1. The data return represents actual numbers of women from across the whole PCT 2. The data return represents actual numbers of women from only parts of the PCT able to report patient numbers (i.e. a sample) 3. Data returned is an estimate derived from more informal feedback than the methods in 1. or 2. above. (Please specify the data source).

NI 127: Self reported experience of social care users

Is data provided by the LA or a local partner?	LA	Is this an existing indicator?	No

Rationale	Social Care users' perceptions of services they receive are an essential aspect of assessing whether the personal outcomes that people want from care and support services are being delivered.
Definition	On an ongoing basis the measure will be based on a survey, from questions to be asked of a random sample of social care service users. A question(s) will be included in each year's survey within the programme of social care user experience surveys. **The numerator:** Number of individuals responding positively to self-reported experience question/s within User Experience Surveys Source: The programme of social care user experience surveys. **The denominator:** The number of individuals responding to the relevant questions in the User Experience Surveys Source: The programme of social care user experience surveys.
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: x = The number of individuals responding positively to the relevant questions in the User Experience Surveys y = The number of individuals responding to the relevant questions in the User Experience Surveys

Worked example	For 2009/10: If from the results of the survey, 857 (x) individuals respond positively to the relevant questions out of a total of 1258 (y) individuals who responded to the questions then the indicator = 100×857/1258 = 68.1%	**Good performance**	Good performance is typified by a higher percentage

Data Source	Social Care User Experience Surveys
Collection Interval	Annual

Return Format	Percentage	**Decimal Places**	One

Reporting organisation	NHS Information Centre for Health and Social Care
Spatial level	Single tier and county council
Further Guidance	

NI 128: User reported measure of respect and dignity in their treatment

Is data provided by the LA or a local partner?	LA	Is this an existing indicator?	N

Rationale	The dignity of service users is fundamental to the provision of good services in both health and social care settings. This measure seeks to provide a high level understanding of whether service users feel that they are receiving care that respects their dignity. It is vital that dignity is measured both in health and social care settings and so the measure will be part of the monitoring framework for both Primary Care Trusts and Local Authorities. This is a key priority articulated by the Department of Health, the Dignity in Care Campaign and Lord Darzi's NHS Next Stage Review that dignity should be at the heart of care received. The existing measure of dignity asked by the Patient Experience Questionnaire in a variety of settings is being expanded to take in social care settings.
Definition	The measure will be based on a survey, from questions to be asked of a random sample of social care service users. A question will be included in each year's survey within the programme of social care user experience surveys. **The numerator:** Number of individuals responding positively to respect and dignity question/s within User Experience Survey Source: The programme of social care user experience surveys. **The denominator:** The number of individuals responding to the relevant questions in the User Experience Surveys Source: The programme of social care user experience surveys.
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: x = The number of individuals responding positively to the relevant questions in the User Experience Surveys y = The number of individuals responding to the relevant questions in the User Experience Surveys

Worked example	For 2009/10: If from the results of the survey, 728 (x) individuals respond positively to the relevant questions out of a total of 983 (y) individuals who responded to the questions then the indicator = $100 \times 728/983 = 74.1\%$	**Good performance**	Good performance is typified by a higher percentage

Data Source	Social Care User Experience Surveys		
Collection Interval	Annual		
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	NHS Information Centre for Health and Social Care		

NI 128: User reported measure of respect and dignity in their treatment	
Spatial level	Single tier and county council
Further Guidance	

NI 130: Social care clients receiving Self Directed Support

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N

Rationale	Self-directed support means that people are able to design the support or care arrangements that best suit their specific needs. LAC (DH) (2008) 1 *Transforming social care* states that "**In the future, all individuals eligible for publicly-funded adult social care will have a personal budget (other than in circumstances where people require emergency access to provision); a clear, upfront allocation of funding** to enable them to make informed choices about how best to meet their needs, including their broader health and well-being…. A person will be able to take all or part of their personal budget as a direct payment… Councils will need to develop their own monitoring systems to understand how the change is experienced by the population."

From 2009/10 NI130 will count people who are directing their own community support using a personal budget. Under the new definition, any form of personal budget can be counted. The indicator will continue to include everyone who has a direct payment. The denominator will also change in 2009/10; NI130 will be expressed as a percentage instead of a rate per 100,000 population.

No changes have been made to the definition for 2008/09. In this year, only people with direct payments can be counted.

NI130 is based on the RAP P2 data collection, and so only people receiving community-based services are included. This is not changing. |
| **Definition** | **Definition for 2008/09**

Number of adults, older people and carers receiving social care through a Direct Payment in the year to 31st March per 100,000 population aged 18 or over (age standardised) (for population 18 – 64 and 65-74, 75-84 and 85+)

Number of adults, older people and carers receiving social care through a Direct Payment in the year to 31st March is taken from the Referrals, Assessment and Packages of Care Data (RAP) and Personal Social Services Expenditure (PSSEX1) data http://www.ic.nhs.uk/pss/returns/2007

Part 1 – RAP Table P2f (Number of clients receiving community-based services during the period, provided or commissioned by the CASSR, by components of service, primary client type and age group) (1) Page 2 line 11 (Total of above) column 2 (Direct Payments) (2) Page 5 box 1 (3) Page 5 box 2 (4) Page 5 box 3,

Plus

Part 2 – PSSEX1 Activity sheet number of carers receiving direct payments during the year (1) aged 16-17 (2) aged 18-64 (3) aged 65-74 (4) aged 75-84 (5) aged 85 and over

Age refers to the age of the carer.

The first reference relates to the RAP return forms for 2006/07; however, the 3 data items on P2f page 5 will be new items recorded from 2008/09 onwards. References to PSSEX1 return are new items that will be recorded from 2008/09 onwards.

Denominator: ONS latest mid year population estimates |

NI 130: Social care clients receiving Self Directed Support

Definition for 2009/10 onwards

Number of adults, older people and carers receiving self-directed support in the year to 31st March as a percentage of clients receiving community based services and carers receiving carer's specific services aged 18 or over.

To be counted, the person (adult, older person or carer) must:

- be getting a direct payment; or
- have in place another form of personal budget which meets all the following criteria:

1. The person (or their representative) has been informed about a clear, upfront allocation of funding, enabling them to plan their support arrangements; and

2. There is an agreed support plan making clear what outcomes are to be achieved with the funding; and

3. The person (or their representative) can use the funding in ways and at times of their choosing.

Councils will need to evidence that these criteria are met, for example through local monitoring of outcomes and satisfaction, as outlined in paragraph 69 of *Transforming social care*.

Numerator: Number of adults, older people and carers receiving self-directed support in the year to 31st March is taken from the Referrals, Assessment and Packages of Care Data (RAP) proformas P2f and S3

The data collections will record for each category;

a) for people who have been through a self-directed support process;

- people receiving a personal budget in the form of a direct payment for all or some of the package
- people receiving a personal budget (based on the above definition), and who do not receive a direct payment

b) or people who have not been through a self-directed support process;

- people receiving an existing or new direct payment (they may also be receiving other services)

Denominator: Number of service users receiving community based services plus the number of carers receiving carer's specific services (Source: RAP P2f column 1 plus RAP C2 column 1)

NI 130: Social care clients receiving Self Directed Support			
Formula	**Formula for 2008/09** $$\sum_j \left(\frac{x_j}{y_j} \right) \times \left(\frac{Pop_j}{Pop_{Tot}} \right) \times 100{,}000$$ Where: j is age groups 18-64, 65-74, 75-84, 85+ xj = For 2008-09: Those in each particular age group j who received a direct payment in the year to March 31, including carers. (Age as at 31 March). yj = Local population in age group j. $Popj$ = National population in age group j. Pop_{Tot} = Total adult national population, aged 18 and over. **Formula for 2009/10 onwards** $$\left(\frac{x}{y} \right) \times 100$$ Where: x = Number of adults aged 18+ who received a direct payment plus those whose financial affairs were managed within a personal budget in the year to March 31, including carers. (Age as at 31 March). y = Number of service users receiving community-based services plus the number of carers receiving carer's specific services			
Worked example	2008/09: Suppose the total number of people aged 18-64 who received a direct payment in the year 2008/09 to March 31 = 560 and the local mid-year population estimate aged 18-64 = 495,568 and if people aged 18-64 comprise 75% of England's adult population, the indicator value for that age group is [(560/495,568) × (0.75) ×100,000] = 84.8 for age group 18 to 64 **The overall indicator value is found by repeating the calculation for each age group and summing over the four age groups.**	**Good performance**	Good performance is typified by a higher rate.

NI 130: Social care clients receiving Self Directed Support

	2009/10: Suppose the total number of people aged 18+ who received an existing/new direct payment or personal budget in the year 2009/10 to March 31 = 600 and the total number of people receiving community based services and carers receiving carer specific services aged 18+ = 2,000 the indicator value is $[(600/2000)\times100] = 30\%$		
Collection interval	Financial year	**Data Source**	2008/09: Referrals, Assessment and Packages of Care Data (RAP) and Personal Social Services Expenditure and Unit Costs: England (PSS EX1) And ONS latest mid year population estimates. 2009/10: Referrals, Assessment and Packages of Care Data (RAP)
Return Format	2008/09: Rate per 100,000 2009/10: Percentage	**Decimal Places**	One
Reporting organisation	NHS Information Centre for Health and Social Care, based on information supplied by Councils with Adult Social Services Responsibilities.		
Spatial level	Single tier and county council		
Further Guidance	NHS Information Centre for Health and Social Care http://www.ic.nhs.uk/pss/returns/2007		

NI 132: Timeliness of social care assessment (all adults)				
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**		**N**
Rationale	Users and carers should expect practical help and other support to arrive in a timely fashion soon after their problems have been referred to social services. Timeliness of assessment is of importance in policy terms, recognised as crucial by Councils with Adult Social Services Responsibilities and significant for people who use services.			
Definition	Acceptable waiting times for assessments: For new clients (aged 18+), the percentage from where the time from first contact to completion of assessment is less than or equal to four weeks			

Definition (continued)

Sources: Referrals, Assessment and Packages of Care Data (RAP) (reference year).

(Table A7, Length of time from first contact to completed assessment for new clients whose assessments were completed during the period in time bands, by referral category, age group and primary client type)

Numerator – RAP Table A7 Page 1

(1) All new clients aged 18-64 sum of lines 1 to 3 (less than or equal to 2 days, plus more than 2 days and less than or equal to 2 weeks, plus more than 2 weeks and less than or equal to 4 weeks)

Plus

(2) All new clients aged 65 and over sum of lines 1 to 3 (less than or equal to 2 days, plus more than 2 days and less than or equal to 2 weeks, plus more than 2 weeks and less than or equal to 4 weeks)

Denominator – RAP Table A7 Page 1

(1) All new clients aged 18-64 sum of lines 1 to 5 (less than or equal to 2 days, plus more than 2 days and less than or equal to 2 weeks, plus more than 2 weeks and less than or equal to 4 weeks, plus more than 4 weeks and less than or equal to 3 months; plus more than 3 months)

Plus

(2) All new clients aged 65 and over sum of lines 1 to 5 (less than or equal to 2 days, plus more than 2 days and less than or equal to 2 weeks, plus more than 2 weeks and less than or equal to 4 weeks, plus more than 4 weeks and less than or equal to 3 months, plus more than 3 months)

NI 132: Timeliness of social care assessment (all adults)			
Formula	$\left(\dfrac{x}{y}\right) \times 100$ Where: x = Of new clients for whom the assessment process was completed, the number for whom the length of time from first contact to completion of assessment was less than or equal to 4 weeks (that is 28, calendar days). y = The total number of new clients aged 18 and over whose assessments were completed in the year regardless of which year the first contact was made.			
Worked example	Suppose the number of new clients for whom length of time from first contact to completion of assessment is less than or equal to 28 calendar days = 3,289. And if the total number of new clients whose assessment was completed = 5,026. Therefore the percentage of assessments completed on time = 3,289/5,026)×100 = 65.4%	**Good performance**	Good performance is typified by a higher percentage.	
Collection interval	Financial year	**Data Source**	Referrals, Assessment and Packages of Care Data (RAP), Table A7.	
Return Format	Percentage	**Decimal Places**	One	
Reporting organisation	NHS Information Centre for Health and Social Care based on information provided by Councils with Social Services Responsibilities.			
Spatial level	Single tier and county council			
Further Guidance	NHS Information Centre for health and social care http://www.ic.nhs.uk/pss/returns/2007 This indicator is similar to that previously collected as PSS PAF indicator D55 part (ii), but extended to all ages.			

NI 133: Timeliness of social care packages following assessment

Is data provided by the LA or a local strategic partner?	Y	Is this an existing indicator?	Y

Rationale	Users should expect practical help and other support to arrive in a timely fashion soon after their problems have been referred to social services. Timeliness of the delivery of care packages following social care assessment is of importance in policy terms, recognised as crucial by Councils with Adult Social Services Responsibilities and significant for people who use services for whom long delays in delivering the help and support they need can be detrimental.
Definition	Acceptable waiting times for delivery of care packages following assessment: For new clients **(For 2008/09: Adults aged 65+, from 2009/10 Adults all ages 18+)** the percentage for whom the time from completion of assessment to provision of all services in the care package is less than or equal to 4 weeks. In 2008/09 data are only available for those aged 65+. From 2009/10 data will be available for all ages although the indicator can still continue to be calculated for the 65+ age group separately if required locally. The data for this indicator is taken from Referrals, Assessment and Packages of Care Data (RAP) http://www.ic.nhs.uk/pss/returns/2007 Numerator – RAP Table A8, Page 1, lines (1+2) ((Less than or equal to 2 weeks) plus (More than 2 weeks and less than or equal to 4 weeks)) Denominator – RAP Table A8, Page 1, lines (1 to 4) ((Less than or equal to 2 weeks) plus (More than 2 weeks and less than or equal to 4 weeks) plus (More than 4 weeks and less than or equal to 6 weeks) plus (More than 6 weeks)) References relate to the returns for 2006/07. Use equivalent for subsequent years. This indicator was previously collected as PAF indicator AO/D56 and BVPI 196 in 2007/08.
Formula	$$\left(\frac{x}{y} \right) \times 100$$ Where: x = Of the number of new clients (aged 65+ for 2008/09 and all ages from 2009/10) in the denominator, the number for whom length of time from completion of assessment to provision of all services in a care package is less than or equal to four weeks (28 calendar days). y = The total number of new clients whose assessment was completed and who went on to receive all services in the reporting year.

NI 133: Timeliness of social care packages following assessment			
Worked example	Suppose the number of new clients (65+) for whom length of time from completion of assessment to provision of all services in a care package is less than or equal to 28 calendar days = 1,930. And if the total number of new clients (65+) whose assessment was completed and who went on to receive all services in the reporting year = 2,378. Therefore the percentage of care packages on time = (1,930/2,378)×100 = 81.2%	**Good performance**	Good performance is typified by a higher percentage
Collection interval	Financial year	**Data Source**	Referrals, Assessment and Packages of Care Data (RAP), Table A8
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	NHS Information Centre for Health and Social Care based on information supplied by Councils with Adult Social Services Responsibilities.		
Spatial level	Single tier and county council		
Further Guidance	NHS Information Centre for health and social care http://www.ic.nhs.uk/pss/returns/2007		

NI 134: The number of emergency bed days per head of weighted population			
Is data provided by the LA or a local partner?	Y	**Is this an existing indicator?**	Y

Rationale	This is a measure of improved pro-active care of patients, particularly those with chronic conditions. Reducing the number of emergency bed days requires input from a range of stakeholders to avoid admissions and to ensure appropriate time in hospital. There is a clear measure of success and it requires improvements in performance from a range of organisations in health and social care to achieve it.
Definition	Emergency bed days per head of weighted population (all ages) Emergency bed days are defined as in-year bed-days of Finished Consultant Episodes (FCEs) where the admission method is reported as emergency (HES admission method field admimeth, codes 21, 22, 23, 24, 28). Data is on a commissioner basis. *Exclusions* The indicator excludes emergency bed-days with the following: *Primary diagnosis codes –* A00-B99, relating to infectious and viral diseases. O00-Q99, relating to abortion and complications and abnormalities arising in labour, delivery and the neonatal and perinatal periods. *External cause codes –* V01-V99, relating to vehicular accidents
Formula	Number of emergency bed days per Local Authority area.

Worked example	N/A	**Good performance**	Good performance is typified by a lower number
Collection interval	Annual (financial year)	**Data Source**	Hospital Episode Statistics – Information Centre for Health and Social care.
Return Format	Number	**Decimal Places**	None

Reporting organisation	Department of Health
Spatial level	Primary Care Trust, single tier and county council
Further Guidance	http://www.dh.gov.uk/assetRoot/04/08/69/19/04086919.pdf gives the current set of technical notes defining the PSA target on emergency bed days and reporting progress against it. http://www.hm-treasury.gov.uk/media/3/A/pbr_csr07_psa19.pdf gives the Better care for all delivery agreement. This gives a delivery plan for this indicator and some technical notes.

NI 135: Carers receiving needs assessment or review and a specific carer's service, or advice and information

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N

Rationale	Support for carers is a key part of support for vulnerable people. Support for carers also enables carers to continue with their lives, families, work and contribution to their community. This measure provides a measurement of engagement with, and support to, carers.
Definition	The number of carers whose needs were assessed or reviewed by the council in a year who received a specific carer's service, or advice and information in the same year as a percentage of people receiving a community based service in the year.
	The indictor is based on the Referrals, Assessment and Packages of Care Data (RAP) http://www.ic.nhs.uk/pss/returns/2007
	Numerator: Number of carers receiving a 'carer's break' or other specific carers service, or advice or information, during the year following a carer's assessment or review.
	Taken from Table C2 – Number of carers receiving different types of services provided as an outcome of an assessment or review by age group of carer (page 1).
	Line 5 (all ages) Sum of columns 1 (Services including respite for the carer and/or other carers' specific services) and 2 (information and advice only).
	Denominator: the number of adults receiving a community- based service during the year.
	Taken from Table P2f (Number of clients receiving community-based services during the period, provided or commissioned by the CASSR, by components of service, primary client type and age group) pages 1 and 3, line 11 ('Total of above'), column 1 (Total of clients).
	References relate to the RAP return forms for 2006/07. Please use equivalent for subsequent years.
Formula	$$\left(\frac{x}{y}\right) \times 100$$ Where: x = the number of carers receiving a 'carer's break' or other specific carers service, or advice or information, during the year following a carer's assessment or review; y = the number of adults receiving a community-based service during the year.

Worked example	1,672 carers receiving a carer's break or a specific carers' service, or advice or information; 4,890 adults receiving a community-based service. The number of carers receiving a 'carer's break' or a specific carers' service, or advice or information, as a percentage of clients receiving community based services, is therefore: $$\left(\frac{1672}{4890}\right) \times 100 = 34.2\%$$	**Good performance**	Good performance is typified by higher percentages

NI 135: Carers receiving needs assessment or review and a specific carer's service, or advice and information

Collection interval	Financial year	Data Source (if external)	Referrals, Assessment and Packages of Care Data (RAP)
Return Format	Percentage	Decimal Places	One
Reporting organisation	NHS Information Centre Health and Social Care based on information supplied by Councils with Adult Social Services Responsibilities.		
Spatial level	Single tier and county council		
Further Guidance	NHS Information Centre for Health and Social Care: http://www.ic.nhs.uk/pss/returns/2007		

NI 136: People supported to live independently through social services (all adults)			
Is data provided by the LA or Local Strategic Partner?	**Y**	**Is this an existing indicator?**	**N**
Rationale	This provides a high-level indicator that signals the importance of cost-effective, evidence-based, innovative approaches to supporting people to live independently in the community. The indicator covers all adults receiving any amount of care/support to live independently, both through care packages provided directly by the local authority, and including that provided through organisations that are Grant Funded. It includes both intensive support in the community and lower levels of care/support and is consistent with the wider direction and development of *Our health, our care, our say* of providing treatment and support in community settings and preventing or postponing the need for more intensive care packages or residential care. While not in itself outcome focused, it can be seen as offering a proxy for quality of life, and to some extent choice and control in that it indicates the proportion of adults supported to live as independently as possible.		
Definition	This indicator will measure the number of adults all ages per 100,000 population that are assisted directly through social services assessed/care planned, funded support to live independently, plus those supported through organisations that receive social services grant funded services. The indicator will be age standardised and adjusted for likely needs for social care services using needs-weighted population data produced from Relative Needs Formula (RNF) allocation calculations. There is the potential for double counting between assessed services and grant funded services but this gives a broader picture of the overall level of services which are supporting people to live independently. Where there is concern and where necessary, it should be possible to look underneath the headline figure with other linked data to get a clearer understanding of what's happening – for example the number of different organisations LAs fund in GFS and the change from year to year. The information for this indicator is taken from the Referrals, Assessment and Packages of Care Data (RAP), and Grant Funded Services (GFS1) data. More information on these returns is available from Information Centre for health and social care at: http://www.ic.nhs.uk/services/social-care/social-care-collections		

NI 136: People supported to live independently through social services (all adults)

The numerators:

Part 1 – Adults and older people helped to live at home at 31 March

(i) aged 18-64. Source: RAP Table P2s Page 1 line 11 (Total of above) column 1 **plus**

(ii) aged 65 and over. Source: RAP Table P2s Pages 3 and 5 line 11 (Total of above) column 1.

Source: RAP Table P2s (Number of clients on the books to receive community based services on the last day of the reporting period which are provided or commissioned by Councils with Adult Social Services Responsibilities (CSSR))

Part 2 – Adults and older people receiving grant funded services during a sample week

(i) aged 18-64. Source: GFS1 Summary sheet line B2.1 (This authority: social services) columns 2-5 **plus**

(ii) aged 65 and over. Source: GFS1 Summary sheet line B2.1 (This authority: social services) column 1.

Source: GFS1 Summary sheet table B2 (Estimated number of people supported by funding source)

The numerator is made up of the sum of Part 1 (i plus ii) and Part 2 (i plus ii) as described above.

Note: Line and table references refer to the returns for 2006/07. Please use the equivalent for subsequent years.

The denominator:

Population figures are based on the latest mid year population estimates from ONS.

An explanatory document providing further detail on needs weighting has been developed and is available at:

http://www.ic.nhs.uk/webfiles/Services/Social%20care/Collections/2007%20to%2008/2008-02-28%20Options%20for%20the%20NI%20136.pdf

and a worked example is available at:

http://www.ic.nhs.uk/webfiles/Services/Social%20care/Collections/2007%20to%202008/NI136%20worked%20example%20and%202006-07%20data%20to%20publish.xls

NI 136: People supported to live independently through social services (all adults)

Formula	$$\sum_{j}\left(\frac{x_j}{y_j}\right)\times\left(\frac{Pop_j}{Pop_{Tot}}\right)\times 100{,}000$$ Where: j is age groups 18-64, 65+ $x_j =$ Number of adults assisted directly through social services assessed/care planned, funded support to live independently, *plus* those supported through organisations that receive Local Government grant funded services (carers assisted via grant funded services should be excluded). $y_j =$ Local need-weighted population in age group j (need-weighted using the RNF allocation formulae) Pop_j = National population in age group j. Pop_{Tot} = Total adult national population, aged 18 and over.		
Worked example	Suppose the total number of adults aged 18-64 that were assisted through social services to live independently for 2007/08 = 130, that the total of adults aged 18-64 supported through grant funded services = 41 and the need-weighted population estimate for 2007 (aged 18-64) = 478,026 and if people aged 18-64 comprise 75% of England's adult population, the indicator value for that age group is [(130+41)/478,026) * 0.75 *100,000] = **26.83** for age group 18 to 64 (hypothetical data) **The overall indicator value is found by repeating the calculation for each age group (18-64, 65+) and summing the final result over the two age groups.**	**Good performance**	In general, good performance is typified by maintaining the current rate. However, there will be local reasons why some areas would want to increase the rate.

NI 136: People supported to live independently through social services (all adults)			
	An explanatory document providing further detail on needs weighting has been developed and is available at: http://www.ic.nhs.uk/webfiles/ Services/Social%20care/ Collections/2007%20to%20 08/2008-02-28%20Options%20 for%20the%20NI%20136.pdf and a worked example is available at: http://www.ic.nhs.uk/webfiles/ Services/Social%20care/ Collections/2007%20to%2008/ NI136%20worked%20example%20 and%202006-07%20data%20 to%20publish.xls		
Collection interval	Collected annually during the financial year.	**Data Source**	Referrals, Assessment and Packages of Care Data (RAP) + Grant Funded Services (GFS1) data.
Return Format	Rate per 100,000	**Decimal Places**	Two
Reporting organisation	Information Centre for Health and Social Care based on information supplied by Councils with Social Services Responsibilities.		
Spatial level	Single tier and county council		
Further Guidance	Information Centre for health and social care http://www.ic.nhs.uk/pss/returns/2007		

NI 137: Healthy life expectancy (HLE) at age 65			
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**N**
Rationale	PSA Indicator – People are living longer but HLE is not increasing at the same rate. It is clearly desirable for increased life expectancy to be spent in good health. The measure looks at self-reported health, which captures the effects of the full range of interventions to improve objective health status on subjective states of health, and thus whether efforts are being appropriately targeted at conditions or behaviours that improve people's lives. The methodology is well-established, with a baseline for local areas of 2001 from census data.		
Definition	*Years of life expectancy spent in self-reported good health.* A written description of how it is calculated is given below with links supplied for the formulas. Life expectancies are calculated by constructing life tables. Life expectancy at age 65 in 2007 would be worked out using the mortality rate for age 65 in 2007, for age 66 in 2008, for age 67 in 2009, and so on. Life tables are constructed in order to calculate national-level life expectancies for each age. A description of the methodology employed to produce the Interim Life Tables can be found at: http://www.gad.gov.uk/Life_Tables/methodology.htm. See http://www.gad.gov.uk/Life_Tables/notation.htm for an explanation of the notation. To obtain healthy life expectancy, a standard survey question on self-reported health is asked of those over 65. Results from this are then applied to life expectancy projections at 65 to show how many of the years to be expected will be spent in good health. The survey question has been used in the GHS for many years and is on the 2001 Census. Please note on the 2011 Census the question the standard survey question on self-reported health will move from the original 3 category answer to a five category answer. ONS are doing work to ensure the series is consistent when the question changes.		
Formula	See ONS references below		
Worked example	**For example, we know that in recent years HLE at 65 has on average grown at 0.15 years every year. We might expect this to continue so a local authority with HLE at 65 of say 14.2 years on the Census 2001 might expect a target of 14.2 years + 0.15*10 = 15.7 years for 2011 to be measured by the Census.**	**Good performance**	Higher numbers are better.
Data Source	**2001 and 2011 Census data.** **Baselines and targets will be set on the basis of healthy life expectancy from the Census 2001. This will then be uprated using national average trends in HLE from the annual General Household Survey to obtain baselines and targets.**		
Collection Interval	The next Census is the Census 2011.		
Return Format	Number	**Decimal Places**	One

NI 137: Healthy life expectancy (HLE) at age 65	
Reporting organisation	DWP
Spatial level	Single tier, district and county council
Further Gidance	ONS reference http://www.statistics.gov.uk/cci/nugget.asp?id=934 http://www.statistics.gov.uk/downloads/theme_health/hsq33web.pdf

NI 145: Adults with learning disabilities in settled accommodation

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N

Rationale	The indicator is intended to improve settled accommodation outcomes for adults with learning disabilities – a key group at risk of social exclusion.
Definition	The percentage of adults with learning disabilities known to Councils with Adult Social Services Responsibilities (CASSRs) in settled accommodation at the time of their assessment or latest review. **Adults with learning disabilities known to CASSRs: Learning disabled clients aged 18-64** who are assessed or reviewed in the financial year and who have received a service, as well as those who are assessed and/or reviewed but who have not received a service. **Settled accommodation**: Refers to accommodation arrangements where the occupier has security of tenure/residence in their usual accommodation in the medium- to long-term, or is part of a household whose head holds such security of tenure/residence. The accommodation types that represent settled accommodation for the purpose of this indicator are: • Owner Occupier/Shared ownership scheme (where tenant purchases percentage of home value from landlord) • Tenant – Local Authority/Arms Length Management Organisation/Registered Social Landlord/Housing Association • Tenant – Private Landlord • Settled mainstream housing with family/friends (including flat-sharing) • Supported accommodation/Supported lodgings/Supported group home (accommodation supported by staff or resident caretaker) • Adult placement scheme • Approved premises for offenders released from prison or under probation supervision (e.g., Probation Hostel) • Sheltered Housing/Extra care sheltered housing/Other sheltered housing • Mobile accommodation for Gypsy/Roma and Traveller community **Non-settled accommodation**: Refers to accommodation arrangements that are precarious, or where the person has no or low security of tenure/residence in their usual accommodation and so may be required to leave at very short notice. The accommodation types that represent non-settled accommodation for the purpose of this indicator are: • Rough sleeper/Squatting • Night shelter/emergency hostel/direct access hostel (temporary accommodation accepting self referrals) • Refuge • Placed in temporary accommodation by Local Authority (including Homelessness resettlement) – e.g., Bed and Breakfast • Staying with family/friends as a short term guest • Acute/long stay healthcare residential facility or hospital (e.g., NHS or Independent general hospitals/clinics, Long stay hospitals, specialist rehabilitation/recovery hospitals) • Registered Care Home • Registered Nursing Home • Prison/Young Offenders Institution/Detention Centre • Other temporary accommodation Data for this indicator is to be reported by gender. Further guidance on the indicator can be found at the following link: http://www.cabinetoffice.gov.uk/social_exclusion_task_force/psa.aspx

NI 145: Adults with learning disabilities in settled accommodation

Formula	$\left(\dfrac{x}{y}\right) \times 100$ where: x = the number of adult learning disabled clients known to CASSRs in settled accommodation in their *usual* accommodation at the time of their assessment or latest review. y = the number of adult learning disabled clients known to CASSRs (i.e., those who are assessed or reviewed in the financial year and who have received a service, as well as those who are assessed and/or reviewed but who have not received a service). In addition, include in the denominator learning disabled clients who should be reviewed by the CASSR in a financial year but are not. Notes for x: • In 2008/09 the data will relate to the period 1st October 2008 to 31st March 2009. The numerator will be grossed to provide data on the full 12 month financial year period for 2008/09. The grossing will be performed centrally by the Information Centre for Health and Social Care. Notes for y: • Learning disabled clients who should be reviewed by the CASSR in a financial year but are not *should also be counted* in the denominator. • Those who are detained under the Mental Health Act should be *excluded* from the denominator.

Worked example	Adults with learning disabilities known to CASSRs = 122,155 Adults with learning disabilities known to CASSRs in settled accommodation = 85,510 Proportion = (85,510/122,155) $\times$ 100 = 70.0%	**Good performance**	Good performance is typified by a positive increase in percentage
Collection interval	Annual on a financial year basis	**Data Source**	Key Statistics 1 (collected by the Information Centre).
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	The Information Centre for Health and Social Care		
Spatial level	Single tier and county council		
Further Guidance	http://www.cabinetoffice.gov.uk/social_exclusion_task_force/psa.aspx		

Annex 4: Local Economy and Environmental Sustainability

NI 167: Congestion – average journey time per mile during the morning peak			
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**Y**

Rationale	To monitor the level of congestion during morning peak times.
	Congestion is one of the four shared transport priorities. It impacts on people's quality of life, imposes significant and increasing economic costs as identified in the Eddington Report, and relates to other important priorities including air quality and climate change. The indicator contributes to the evidence about how well an authority is performing its network management duties.
	Congestion is a consequence of high volumes of traffic on particular roads at particular times of day, and is typically most acute going into towns during the morning peak. This means that congestion is a local phenomenon, experienced and perceived locally by a majority of people across the country.
	This indicator takes advantage of recent technological developments to obtain an unprecedented level of detail about traffic conditions. It is an outcome based indicator, since it directly measures journey times. It can be tracked over time to see how an authority is managing the road network, and how well it is managing the impact of changing demand for travel, and to assess the impact of its planned improvement. Consequently, the indicator enables an evidence-based, targeted approach to tackling congestion.
	However, the congestion indicators for different areas are not directly comparable. This is partly due to the methodology used, but partly because different areas have very different road networks and performance on them cannot easily be compared. The key use of the congestion indicator is to track an individual authority's performance.
	The indicator, as calculated by authorities in the largest urban areas, forms the national Public Service Agreement (PSA) target for urban congestion.
Definition	This indicator measures the average journey time per mile, during the morning peak *(excluding weekends and school holidays)*, on major routes in the authority. Each authority reporting the indicator should do so using one of three methodologies:
	(1) Person journey time per mile during the morning peak on major inbound routes in the larger urban centres.
	This is reported by Transport for London, metropolitan councils (where the spatial scale is each former metropolitan county), Bristol, Nottingham and Leicester[3]. The methodology is as agreed between the Department for Transport (DfT) and the local authorities for the purposes of monitoring the DfT's PSA urban congestion target. Basically the methodology is the same as methodology (2), with additional weighting information collected by the local authorities to calculate a person journey time indicator and to include service buses.
	(2) Vehicle journey time per mile during the morning peak on major inbound routes in the larger urban centres, weighted by the relative traffic flow on those different routes.
	This is the Department's preferred method for all authorities (excluding those reporting methodology 1 above) where there are sufficient data available. Details are as follows:
	• The indicator applies at local authority area level – County or Unitary Authority as appropriate. Authorities are free (and encouraged) to set up joint indicators with neighbouring authorities where this makes sense – so that a more full congestion picture can be captured by the indicator.

3   Other local authorities that are partners in joint local transport plans with Bristol, Leicester and Nottingham City Councils may also report this as a joint indicator at their discretion.

NI 167: Congestion – average journey time per mile during the morning peak

- The urban centres chosen should be the largest economic centres in the local authority. The indicator does not need to cover all centres, or all routes into or around each centre, but it should capture the more important ones.
- Local authorities will identify a network of routes into their major urban centres, reflecting a selection of the most important and congested urban routes managed by the authority. Routes chosen will generally be principal 'A' roads, although 'B' and minor roads may be considered where appropriate. Roads managed by the Highways Agency are outside the scope of this indicator.
- Routes selected should be those most important to the functioning of the local economy. They will tend to be the main orbital and inbound arterial roads in the area, with high traffic flow, and possibly be relatively congested.
- Sufficient routes should be selected to provide a representation of the network, whilst bearing in mind the necessity to conduct surveys for each of the selected routes to weight the data.
- Journey time data will be provided to local authorities, calculated using anonymised data from vehicles equipped with global positioning system devices. Local authorities will be able to use these data to help manage traffic flow on their networks, and calculate and monitor the journey time indicator. All other data is supplied by the local authority.
- The journey time data cover all motorised road vehicles, except motor cycles and service buses. This includes cars, taxis, LGVs, HGVs, minibuses and coaches.
- The morning peak varies between local authorities, depending on local conditions. Authorities may choose between three definitions of the peak period: 07:00 – 10:00, 07:30 – 09:30, and 08:00 – 09:00.

Each route will be weighted within the indicator by relative traffic flow. These data must be collected by the local authority for each route making up the local authority indicator. It is expected that local authorities will already be conducting traffic flow surveys in order to help them manage their networks and meet the Network Management Duty. It is not necessary that all local authorities use the same traffic measurement methodology, only that the methodology used is consistent over time for, and within, an authority and adequately reflects the relative traffic flow on each route. Traffic flow surveys need only be conducted once for weighting the indicator, although authorities may wish to conduct further surveys in the future, for example if traffic flows are expected to change substantially on some of the routes.

(3) Vehicle journey time per mile during the morning peak on all major 'A' roads across the local authority.

This is for generally smaller or less urban authorities that do not yet have the capacity to calculate the indicator, for example because they are not able to handle large databases of link level journey time data. This should only apply to authorities where congestion is less of a problem. In such cases, a simplified version of the indicator will be used.

This is journey time per mile during the morning peak on all major A roads across the local authority. In this case the indicator includes both urban and rural A roads where there are sufficient data to calculate reliable journey times, and each included road has the same weight; no traffic surveys are used to increase the weight of busy roads. For this version of the indicator, DfT will calculate the indicator on behalf of the local authority.

DfT will check that this version of the indicator is sufficiently robust to represent a meaningful return and, where it is not, they will instruct the local authority to file a 'nil' return.

NI 167: Congestion – average journey time per mile during the morning peak			

Formula	DfT will make available for download journey time data sets for local authorities, where sufficient data are available to calculate these robustly. Similarly, DfT intend to make available database queries and/or spreadsheets for local authorities to customise for their own purposes, to calculate route journey times and the overall indicator. Work is under way to establish when these will be delivered and how.
	
	 Each route is divided up into a series of 'links' – a section of road between two junctions. The average vehicle journey time for a route is simply the total of the link journey times divided by the total length of the route (vehicle flow is assumed to be constant along the route).
	
	 To calculate the overall indicator, that is, average vehicle journey time across all the routes, vehicle flow weights for each route and peak hour are used:
	
	 Total journey time =
	
	     total journey time for route 1 x flow weight for route 1 +
	
	     total journey time for route 2 x flow weight for route 2 + etc…
	
	 Total distance travelled =
	
	     length of route 1 x flow weight for route 1 +
	
	     length of route 2 x flow weight for route 2 + etc…
	
	 Average journey time across all routes =
	
	     total journey time/total distance travelled
	
	 Authorities in the ten largest urban areas in England are already working with a version of this indicator that uses person flows rather than vehicle flows for weighting purposes, to produce person journey times. Since those authorities who produce this version of the indicator are already familiar with it, the formula is not reproduced here.
	
	 In cases where authorities use a simpler version of the indicator, looking at un-weighted vehicle journey times across all A roads for which journey time data are robust, the indicator will be calculated centrally by DfT.			

Worked example	The methodology for variant 1 of the indicator has previously been provided to the areas using it. An example of variant 2 of the indicator is shown on a separate spreadsheet. DfT will produce variant 3.		**Good performance**	Good performance is determined by looking at change over time for each authority, rather than by comparing authorities with one other. Good performance is where the impact on journey times of an increase in traffic is minimised, and where the impact of a planned improvement has a demonstrably positive impact on journey times. In cases where traffic does not increase, or where it increases by a small amount, decreases in journey time would represent good performance.

NI 167: Congestion – average journey time per mile during the morning peak

Collection interval	Annual, on an academic year basis (September to August)	Data Source	Journey time data are collected centrally for DfT by an independent contractor, through GPS devices in around 50,000 vehicles which record speed and location. These are then collated, digitally mapped and matched to the road network. Traffic flows, used for weighting, to be collected once by local authorities for weighting routes within the indicator, as described under definition.
Return Format	Number, average journey time per mile, minutes and seconds	Decimal Places	Minutes and seconds
Reporting organisation	Transport for London; metropolitan district councils; county councils; and single tier authorities		
Spatial level	As above, except in metropolitan areas the spatial level is the former metropolitan county[4]		
Further Guidance	To assist authorities, DfT will make available database queries and/or spreadsheets for local authorities to implement within their own systems; in order to calculate journey times. The majority of local authorities will be able to report against this indicator. Journey time data will be processed and provided by DfT to around 75% of top/single tier local authorities, based on the current work programme' rolling out the data to authorities. This includes: • 39 authorities who will report in groups in the six metropolitan areas, Bristol, Nottingham and Leicester. These are already monitoring the indicator using methodology (1) as part of the PSA urban congestion target. • a second tranche of around 15 authorities, who have already received processed journey time data. These authorities were identified in the Local Transport Planning Guidance as the next largest urban areas in England. • a third tranche of around 35 top tier authorities, which have asked for journey time data for local purposes to assist them with managing their road network, who will shortly be receiving processed journey time data. • Journey time data for London has already been made available to Transport for London. Together, these authorities constitute the set of authorities where traffic and congestion are most likely to be a problem. This is the approximate extent of the authorities for which the Department for Transport anticipates that there will be sufficient data for the indicator to be reported in 2008/09. Variants 1 and 2 of this indicator could, in theory, produce perverse incentives if an authority concentrated efforts on the nominated routes, achieving success in terms of the indicator but making conditions elsewhere worse. In practice other evidence would be available (including variant 3 of the congestion indicator), which could guard against this happening. Similarly, like any other indicator, progress against this indicator has to be balanced against other local authority priorities, such as provision of public transport and road safety.		

4   Outside metropolitan areas information may also be collected following Local Transport Plan geography if partner councils agree to this and subject to agreement with DfT about data and reporting continuity and robustness

NI 170: Previously developed land that has been vacant or derelict for more than 5 years			
Is data provided by the LA or a local partner?	N	**Is this an existing indicator?**	N

Rationale	To gauge the success of local authorities in facilitating the re-use of brown field land as a contribution to regeneration and economic growth.
Definition	This indicator measures the proportion of the area of developed land that is vacant or derelict for more than 5 years.

The total area of developed land is the area recorded for the relevant local authority for 2001 in the urban land figures published in the Urban Settlements report by DCLG.

The National Land Use Database of Previously-Developed Land (NLUD-PDL) contains a typology of previously developed land covering a number of different categories including vacant and derelict land:

The information needed to make the calculation is included in the NLUD-PDL reflecting information collected annually based on site returns made by local authorities. The most recent data is for 2007.

All of the information is available to the local authority.

'Previously developed land which is now vacant is land that could be developed without treatment. Treatment includes any of the following: demolition, clearing of fixed structures or foundations and levelling. Land previously used for mineral extraction or waste disposal which has been or is being restored for agriculture, forestry, woodland or other open countryside use is excluded.

"Vacant buildings" are buildings that have been unoccupied for one year or more, that are structurally sound and in a reasonable state of repair (i.e. capable of being occupied in their present state). Includes buildings that have been declared redundant or where re-letting for their former use is not expected. Includes single residential dwellings where they could reasonably be developed or converted into 10 or more dwellings.

"Derelict land and buildings" is land so damaged by previous industrial or other development that it is incapable of beneficial use without treatment. Treatment includes any of the following: demolition, clearing of fixed structures or foundations and levelling. Includes abandoned and unoccupied buildings (including former single residential dwellings) in an advanced state of disrepair i.e. with unsound roof(s).

It excludes land damaged by development which has been or is being restored for agriculture, forestry, woodland or other open countryside use. It also excludes land damaged by a previous development where the remains of any structure or activity have blended into the landscape in the process of time (to the extent that it can reasonably be considered as part of the natural surroundings), and where there is a clear reason that could outweigh the re-use of the site – such as its contribution to nature conservation – or it has subsequently been put to an amenity use and cannot be regarded as requiring redevelopment.

The information needed to make the calculation is included in the NLUD-PDL reflecting information collected annually based on site returns made by local authorities. The most recent data is for 2007.

All of the information is available to the local authority.

NI 170: Previously developed land that has been vacant or derelict for more than 5 years

Formula	The proportion of the area of developed land that is vacant or derelict is calculated as follows:		
	$$\left(\frac{a+b+c}{d}\right)\times 100$$ where: a = the number of hectares of previously developed land which have been vacant for more than 5 years as recorded on the NLUD database; b = the number of hectares of buildings that have been vacant for more than 5 years as recorded on the NLUD database; c = the number of hectares of land and buildings which have been derelict for more than 5 years as recorded on the NLUD database; d = the area in hectares of developed land within the area of the local authority.		
Worked example	In 2006 there were 14 hectares (ha) of vacant and derelict land on NLUD-PDL for more than 5 years, 15 ha of vacant buildings on the database for more than 5 years, and 5 ha of derelict land and buildings in NLUD-PDL for more than 5 years. The total hectares of developed land within the area of the local authority is 1,158 ha. The proportion of developed land represented by vacant and derelict land is therefore: $$\left(\frac{14+15+5}{1158}\right)=2.94\%$$	**Good performance**	A low and reducing percentage, based on baseline 2008
Collection interval	Annual	**Data Source**	
Return Format	Percentage	**Decimal Places**	Two
Reporting organisation	CLG, using data provided by English Partnerships		
Spatial level	Single tier and district council		
Further Guidance	CLG statistical release 'Previously developed land that may be available for redevelopment: England 2007' National Land Use Database of Previously-Developed Land		

NI 171: New business registration rate

Is data provided by the LA or a local partner?	N	Is this an existing indicator?	N

Rationale	To measure the business start-up rate for each local area. There are clear benefits to local economies of having vibrant start-up markets. It creates competitive pressure and drives up business performances as well as the provision of variety of goods and services.
Definition	**The proportion of business registrations per 10,000 resident population aged 16 and above.** Business registrations are a proxy measure for business start ups. The actual measure is new businesses registering for VAT and PAYE and some smaller businesses reaching the VAT threshold or running a PAYE scheme for the first time. These figures do not, however give the complete picture of start-up and closure activity in the economy. 2.1 million of the estimated 4.7 million enterprises in the UK were registered for either VAT or PAYE at the start of 2007. It is not possible to produce local area estimates for this wider business population. The population denominator is the resident population aged 16 and above, using the mid-year population estimates for the year to which the registrations relate.
Formula	$$\left(\frac{x}{y}\right) \times 10{,}000$$ x = the number of new business registrations. y = the resident population aged 16 and above.

Worked example	Number of business registrations for the year = 6,874 Resident population aged 16 and over = 3 million (6,874/3,000,000) × 10,000 = **22.9** (hypothetical data)	**Good performance**	Good performance is typified by a higher number.
Collection interval	Calendar Year	**Data Source**	Office for National Statistics analysis of the Inter-departmental Business Register – to be made available on the CLG Indicator Hub and the BERR website (http://stats.berr.gov.uk/ed/vat/)
Return Format	Number (rate per 10,000)	**Decimal Places**	One
Reporting organisation	Office for National Statistics		
Spatial level	Single tier and district council		

NI 171: New business registration rate

Further Guidance	This indicator is based on data from a new series produced by the Office for National Statistics (Business Demography) aimed at obtaining the best estimates of new business formations. The new Business Demography series will replace, by 2009, the current VAT registrations and de-registrations publication currently available on the BERR website. The new series measures business births in a different way to VAT registrations statistics and as a result will be extended to include businesses registered for PAYE. The new methodology conforms to a European definition and excludes businesses registering due to restructuring of existing businesses and re-activations of dormant units from the count of new business formations. The new Business Demography series will not be revised in the same way as the current VAT registration series. The VAT registrations series is subject to back revision every year, whereas the new Business Demography enterprise births series will not be revised once published. The new statistics were published for the first time on 28 November 2008 and contained the number of business registrations occurring in 2007.
	Business registration rates by local authority will be produced by ONS shortly after the publication and will be made available via the CLG Indicator Hub: https://www.hub.info4local.gov.uk/DIHWEB/Logon/default.aspx?SignOut=true
	And on the BERR website: http://stats.berr.gov.uk/ed/vat/
	Current VAT registrations statistics are available at: http://stats.berr.gov.uk/ed/vat/
	Office for National Statistics Business Demography statistics: http://www.statistics.gov.uk/StatBase/Product.asp?vlnk=15186

NI 172: Percentage of small businesses in an area showing employment growth				
Is data provided by either the LA or a local partner?	N	**Is this an existing indicator?**		N
Rationale	To show the strength of the small business sector by monitoring employment growth within existing small businesses. Existing indicators measure new business formation and survival rates of businesses, but there is no current measure of the performance within surviving businesses. This indicator looks at the proportion of small businesses that have achieved some employment growth within the year. It is a measure of dynamism within firms and not an indicator of the overall change in employment.			
Definition	**Percentage of small registered businesses showing year-on-year employment growth.** This indicator includes those businesses registered for VAT and/or PAYE with fewer than 50 employees (around 98% of all VAT registered enterprises). It measures the proportion of those businesses showing year on year employment growth, where employment is measured as the number of employees (full and part-time) plus the number of self-employed people that run the business. Around 2.1 million of the estimated 4.7 million enterprises in the UK at the start of 2007 were registered for either VAT or PAYE. It is not possible to produce local area estimates for this wider business population.			
Formula	$$\left(\frac{x}{y}\right) \times 100$$ *Please Note: The dataset will only include businesses that are on the register in both calculating years and have fewer than 50 employees in the first year. If this is true the following calculation follows:* Where: x = Total number of registered businesses that reported higher employment numbers in year 2 than in year 1 y = Total number of registered businesses in year 2 that were also registered in year 1			
Worked example	If the total number of VAT/PAYE registered businesses in 2005 = 13,873 And 962 of those businesses reported higher employment numbers in 2006 than in 2005 Then the proportion of VAT/PAYE registered businesses showing growth = 962/13,873 = 6.9% (hypothetical data)	**Good performance**		Good performance is typified by a higher percentage.
Collection interval	Financial Year	**Data Source**		Office for National Statistics analysis of the Inter-departmental Business Register – to be made available on the CLG Indicator Hub and the BERR website (http://stats.berr.gov.uk/ed/vat/).

NI 172: Percentage of small businesses in an area showing employment growth			
Return Format	Percentage	**Decimal Places**	One
Reporting organisation	Office for National Statistics		
Spatial level	Single tier and district council		
Further Guidance	This is a new indicator that will require access to the Inter Departmental Business Register (IDBR). Because of the complications around accessing the IDBR, this data series will be calculated by central government on behalf of all local authorities and will be made available in January 2009 on the CLG Indicator Hub website: https://www.hub.info4local.gov.uk/ DIHWEB/Logon/default.aspx?SignOut=true		
	and BERR website: http://stats.berr.gov.uk/ed/vat/		
	More information on the IDBR:		
	http://www.statistics.gov.uk/idbr/idbr.asp		
	If for example we were calculating the growth from 2005-2006 we would need to exclude from the calculation all businesses newly registered in 2006 and all businesses registered in 2005 no longer registered in 2006. The result of the calculation would then be an indicator of employment growth within existing businesses.		
	The numerator and denominator would include those businesses whose employment grows beyond the 50 employment band between the first and second year, but the calculation would exclude those which had employment in the first year greater than 50, that subsequently fell to fewer than 50.		
	Businesses with no reported employment on the IDBR will have employment figures imputed from turnover. Measures that look at percentage increases/decreases in employment or turnover will be influenced by imputed figures. As we are not looking at absolute values but at whether there has been an increase or decrease, imputation should be less of a problem. We would expect a business with no employment information to have similar imputed employment figures for both years if the reported turnover figures were similar.		

NI 185: CO_2 reduction from local authority operations			
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**N**

Rationale	Action by local authorities is likely to be critical to the achievement of Government's climate change objectives. The public sector is in a key position to lead on CO_2 emissions reduction by setting a behavioural and strategic example to the private sector and the communities they serve. The manner in which the local authority delivers its functions can achieve CO_2 emissions reductions.
	The aim of this indicator is to measure the progress of local authorities to reduce CO_2 emissions from the relevant buildings and transport used to deliver its functions and to encourage them to demonstrate leadership on tackling climate change.
	Measurement against this indicator will require each LA to calculate their CO_2 emissions from analysis of the energy and fuel use in their relevant buildings and transport, including where these services have been outsourced. The Carbon Trust currently provides support to LAs to guide them through the process of calculating carbon footprints and to help them develop carbon reduction plans.
Definition	**Percentage CO_2 reduction from LA operations:**
	The indicator being assessed will be a year on year measured reduction of CO_2 emissions. First year data to be reported in 2009, will be for the financial year April 2008 to March 2009.
	CO_2 emissions: is the total amount of direct and indirect CO_2 emitted as a result of LA operations.
	Direct emissions are emissions from sources that are owned or controlled by the local authority e.g. emissions from the combustion in owned or controlled boilers and vehicles.
	Indirect emissions are emissions that are a consequence of the activities of the local authority, but occur at sources owned or controlled by another entity e.g. emissions from consumption of purchased electricity or heat, transport-related activities in vehicles not owned or controlled by the local authority and outsourced activities.
	LA Operations: The delivery of the relevant functions of a Local Authority which result (either directly or indirectly) in the emissions of CO_2 into the atmosphere. Functions of an authority covers all their own operations and outsourced services. Even if the services are being provided by an external body (e.g. a private company) they remain the function of the authority. This is to include schools, but exclude social housing.
Formula	The indicator is the proportion of CO_2 reduction measured against emissions from the previous year, calculated as follows:
	$$\left(\frac{y-x}{y}\right) \times 100$$
	where:
	x = amount of CO_2 emission in the current year
	y = amount of CO_2 emission in the previous year
	Return a percentage reduction figure (to 1 decimal place) for the last reported year compared to the previous year.

NI 185: CO_2 reduction from local authority operations

Worked example	Take April 2008 to March 2009 calculated emissions of 52 tonnes CO_2. April 2009 to March 2010 emissions totalled 50 tonnes CO_2. Therefore the percentage of CO_2 reduction from LA operations to be reported for 2009 = $$\left(\frac{52 - 50}{52}\right) \times 100 = 3.8\%$$	**Good performance**	Year on year % reduction
Collection interval	Financial year, from 2008/09 onwards	**Data Source**	Single tier, County Council and District Councils are required to report on this indicator. In two-tier authorities, the lower tiers will report to the upper tier on emissions from functions for which they are responsible. The upper tier will then add data on its emissions and submit a single consolidated report to Defra.
Return Format	Annual % CO_2 reduction figure and total tonnage as calculated using agreed spreadsheet methodology	**Decimal Places**	One
Reporting organisation	Local authority to report direct to Defra, using the Excel spreadsheet tool. County Council to report on its emissions and on behalf of lower tiers in a single report to Defra.		
Spatial level	Single tier, district and county council		
Further Guidance	Carbon Trust offers advice to Local Authorities on managing their own operations. http://www.carbontrust.co.uk/default.ct. The analysis to support this indicator, the proposed spreadsheet tool and an FAQ can be found at: http://www.defra.gov.uk/environment/climatechange/uk/publicsector/localauth/index.htm		

NI 187: Tackling fuel poverty – % of people receiving income based benefits living in homes with a low and high energy efficiency rating			
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**N**

Rationale	To measure progress in tackling fuel poverty through the improved energy efficiency of households inhabited by people claiming income based benefits.
Definition	The indicator measures the proportion of households on income related benefits for whom an energy assessment of their housing has been carried out, living in homes with (i) Low energy efficiency (ii) High energy efficiency The energy efficiency of a house can be measured using the Standard Assessment Procedure (SAP). The procedure calculates a number between 1 and 100, low numbers generally indicate a house that has low levels of insulation and an inefficient heating system where as numbers closer to 100 indicate a very energy efficient house. SAP is the Government's recommended system for energy rating of dwellings. SAP is being used as a proxy for fuel poverty in households of people claiming income based benefits, given the link between income poverty and fuel poverty. *Low energy efficiency* A SAP rating of less than 35 *High energy efficiency* A SAP rating of 65 or more. *Fuel poverty* is the requirement to spend more than 10% of household income to maintain an adequate level or warmth and includes non-heating fuel use. *Adequate level of warmth* follows World Health Organisation (WHO) guidelines of 21^0C in main living areas and 18^0C in other areas. A full definition of fuel poverty is available in the Fuel Poverty Strategy (http://www.berr.gov.uk/files/file16495.pdf). *Income based benefits* – the sub-population claiming income related benefits includes all people claiming at least one of the following; Income Support, Council Tax Benefit, Housing Benefit, income based Job Seekers Allowance, Pension Credit or tax credits (with an income below a certain threshold). Include all households which include someone claiming one of the above. *Housing* – all households in both private and social sectors. The survey is based on an annual, random sample SAP survey of 1% of households, inhabited by people claiming income based benefits. This is subject to a minimum sample size of 200 and maximum sample of 2,000.

NI 187: Tackling fuel poverty – % of people receiving income based benefits living in homes with a low and high energy efficiency rating

Formula	$$\left(\frac{x}{y}\right) \times 100$$ where x = number of households assessed who meet the standard (e.g., a SAP rating of below 35); y = number of households on income related benefits for whom a SAP assessment has been carried out. Also to measure the proportion of households on income related benefit for whom an energy assessment of their home has been carried out, and whose SAP rating meets the standard 65 or above. $$\left(\frac{x}{y}\right) \times 100$$ where x = number of households assessed who meet the standard (a SAP rating of 65 or above. y = number of households on income related benefits for whom a SAP assessment has been carried out.

Worked example	Of 1,500 households sampled, 500 reported in receipt of income benefits. Of those, 100 also reported a SAP rating of 35 or below, and 50 reported a SAP rating of 65 or above. Therefore the proportion of households in receipt of income benefits and a low energy efficiency = $$\left(\frac{100}{500}\right) \times 100 = 20\%$$ And the proportion of households in receipt of income benefits and a high energy efficiency = $$\left(\frac{50}{500}\right) \times 100 = 10\%$$	**Good performance**	Good performance is shown over time by a reduction in the proportion of households with a SAP below 35 and an increase in the proportion of households with a SAP of 65 or greater.
Collection interval	Annual (Financial year). Done as a desktop exercise following completion of all surveys as part of a desk top exercise at the LA.	**Data Source**	Local House Conditions Survey and telephone/ postal SAP survey results targeted at households in receipt of income related benefits.
Return Format	Percentage.	**Decimal Places**	Zero.

NI 187: Tackling fuel poverty – % of people receiving income based benefits living in homes with a low and high energy efficiency rating	
Reporting organisation	Local Authority
Spatial level	Single Tier and district council
Further Guidance	**Further guidance for this indicator is available at:** www.defra.gov.uk/environment/localgovindicators/index.htm

NI 190: Achievement in meeting standards for the control system for animal health			
Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N

Rationale	Diseases of farmed animals such as Foot and Mouth Disease, Rabies and Avian Flu have potentially serious consequences for public health and affect both local and national economics as a result of their impact on trade and tourism. In recognition of these risks, statutory powers exist to control and eradicate them. **Local authorities have a major role in the enforcement of these controls in reducing the risk of animal disease outbreaks and responding effectively when they occur by:** • **preparing, maintaining and testing contingency plans in partnership with all relevant partners to ensure the area can respond swiftly and effectively to disease outbreaks when they do occur;** • **developing a sound understanding of the degree of risk that certain premises and businesses present, prioritising activities accordingly and ensuring these businesses are compliant with existing laws; and** • **sharing intelligence on risk with partners and other local authorities to build a risk picture in an area.** This role was fully supported by recent reviews (Rogers, Eves and Hampton) which recognised the importance of the animal health services delivered by local authorities and highlighted the need for a more co-ordinated approach to dealing with animal health. The number and type of farming related businesses within each local authority area can vary greatly. Some urban areas will have only a small number of farms but may have other types of premises within their boundaries, such as markets, which can pose significant risk for disease spread. By contrast, large rural local authorities may have substantial numbers of farm premises, each of which may represent a different risk to the area and to the wider community. This indicator considers and responds to the unique nature of the farming industry within each local authority area, monitoring performance against their ability to manage the risk to achieve national outcomes.
Definition	This indicator measures an authority's ability to manage risk effectively in both its own operations and within the wider area, taking appropriate action where necessary. Local authorities should report their current overall level of performance, taking into account the aspects set out below in discussion with Animal Health (executive agency of Defra). Appropriate evidence, in the form of documentary and statistical records, local management reports from AMES (Animal Health and Welfare Management and Enforcement System) or other recording systems, and locally produced plans and reports should be collected to support the self-assessment process in liaison with Animal Health. Additional guidance is available at http://www.defra.gov.uk/animalhealth/National-Indicator-190/index.htm There are three aspects to the indicator: contingency planning, enforcement action and intelligence sharing. These three aspects of the indicator are regarded as equally important, so the mean average should be recorded to one decimal place. The rate at which an authority progresses will of course be dependent on the degree of risk presented, current performance, and resource available for improvement.

NI 190: Achievement in meeting standards for the control system for animal health

Level 0 – The authority (in the absence of a co-ordinated approach) is approaching risk management of animal health issues on an ad hoc basis. While the authority is taking some action there is significant room for improvement in managing risk, in the areas of monitoring and improving compliance, sharing intelligence and ensuring they are prepared to deal with emergencies. In addition, some areas of legislation are not being enforced to an appropriate level, resulting in lack of effective control.

Level 1 – The area has initiated a proactive and co-ordinated approach to managing risk of disease incursion and spread amongst farmed animals in their area. In discussion with Animal Health, the authority:

- has developed and embedded a generic animal disease plan that includes emergency preparedness guidance, contact details of key internal and external responders and other relevant local intelligence, and reviews it on an annual basis (aspect 1 – contingency planning);
- is enforcing animal health legislation consistently across all relevant premises. The risk status of each premises is identified and profiled. Procedures and systems are in place, based on risk, to identify those premises which are non-compliant as defined below. Of all premises known as or newly identified as non-compliant during the year, at least 60% are brought into compliance. Discussion with Animal Health should take into account the level of business compliance in the area which reflects previous and maintenance work by the local authority, the level and type of enforcement activity engaged in, and other factors which could cause revision of marking of this aspect (aspect 2 – enforcement action);
- has established procedures and protocols necessary to capture and report animal health activities including movements and enforcement action (aspect 3 – intelligence sharing).

Level 2 – Building on level 1, the area has developed, agreed and embedded a comprehensive strategy for managing animal disease risk. As part of this the authority:

- has built on the generic plan and developed plans for specific animal diseases identified as high risk for the local authority area as a result of local intelligence, and these plans are shared and reviewed annually with identified partners (aspect 1 – contingency planning);
- has built on level 1 to ensure that of all premises known as or newly identified as non-compliant during the year, at least 70% are brought into compliance. Local authorities should have plans for year-on-year improvement of the percentage of compliant business premises. Discussion with Animal Health should take into account the level and type of enforcement activity engaged in, and other factors which could cause revision of marking of this aspect (aspect 2 – enforcement action);
- is actively engaged with other local authorities, wider delivery partners (including the Meat Hygiene Service) and/or local industry to build intelligence, carry out joint enforcement work, carry out joint projects or carry out joint communication activities (aspect 3 – intelligence sharing).

NI 190: Achievement in meeting standards for the control system for animal health			
	Level 3 – Building on level 2, the authority has fully implemented its risk management strategy and is in a continuous process of review and improvement. Specifically, the authority: • each year, involves relevant partners/neighbouring authorities in a desk top exercise of one or more of the authority's relevant animal disease plans, **or** is involved in similar exercises led by other authorities, partners or carried out on a regional basis, and uses lessons learnt reports to review their plans (aspect 1 – contingency planning); • has built on level 2 to ensure that of all premises known as or newly identified as non-compliant during the year, at least 90% are brought into compliance, and the authority continues to seek further improvement in business compliance where possible. Discussion with Animal Health should take into account the level and type of enforcement activity engaged in, and other factors which could cause revision of marking of this aspect (aspect 2 – enforcement action); • is developing innovative approaches to improve the effectiveness and range of its knowledge about national priorities and the local farming community. For example this could include being involved with stakeholder groups which contribute to the enhancement of local knowledge, working with farm assurance schemes, or proactive involvement in local authority networks (aspect 3 – intelligence sharing). **Compliance is achieved if an inspector, using professional judgement and experience, is satisfied that the requirements of any relevant animal health and welfare legislation are being met. Further information is available in the guidance** http://www.defra.gov.uk/animalhealth/National-Indicator-190/index.htm		
Formula	N/A		
Worked example	Local authority X has a generic contingency plan for animal disease, and has developed risk based plans for specific diseases which have been agreed and signed off by the appropriate AH representative. **This indicates level 2 for aspect 1.** The authority has carried out 1000 inspections of premises, of which 250 were non-compliant. During the year, 155 premises were brought into compliance giving a percentage of 62%. Discussion of other factors with the appropriate AH representative did not result in any revision. **This indicates level 1 for aspect 2.** On average across the year, the authority inputs data onto AMLS2 and AMES within the minimum standard timescales (as specified in the Framework). **This indicates level 1 for aspect 3**. Local authority X has written evidence supporting all of the above self assessments available for audit if necessary.	**Good performance**	Reasonable year-on-year improvement

NI 190: Achievement in meeting standards for the control system for animal health			
	Averaging the three scores above indicates local authority X is achieving an overall level of 1.3		
Collection interval	Annually in June each year based on the previous financial year.	**Data Source**	Local authority
Return Format	Overall level of operation (0, 1, 2 or 3)	**Decimal Places**	1
Reporting organisation	Local authority.		
Spatial level	Single tier and County Councils		
Further Guidance	Specific guidance on the national indicator is available at http://www.defra.gov.uk/animalhealth/National-Indicator-190/index.htm The Animal Health and Welfare Framework is the document which illustrates the roles, responsibilities and standards that local authorities should be expected to meet when dealing with animal health and welfare matters. Section 4 of the Framework deals with risk assessment and the critical control points for compliance and emergency preparedness are in the Activity Matrix at Section 5. http://www.lacors.gov.uk Local Authorities should seek guidance from Animal Health and LACORS on issues relating to animal disease control. LACORS has produced a generic animal disease contingency plan template for Local Authorities in England to use or adapt. Specific annexes on certain animal diseases are also available. These documents are available via their website: www.lacors.gov.uk The Defra website (www.defra.gov.uk) also provides extensive information on animal health, related to current national disease picture, international disease pictures and a wide variety of other animal health matters, including the legislative framework. Animal health and welfare information is provided via www.defra.gov.uk/animalh/index.htm. Particularly relevant sections may be accessed via links to this page; they include specific sections on animal disease, animal health and welfare strategy and livestock movements, ID and tracing. Defra is also legally obliged to produce an annually updated contingency plan for dealing with outbreaks of notifiable disease; it may be accessed via the website at http://www.defra.gov.uk/animalh/diseases/control/contingency/exotic.htm The Health Protection Agency's website (www.hpa.org.uk) provides extensive information on zoonoses (diseases which affect humans and animals), including those which are notifiable. The relevant link is via www:hpa.org.uk/webw/HPAweb&Page&HPAwebAutoListName/Page/1191942145653?p=1191942145653 The AMES (Animal Health and Welfare Management Enforcement System) database: www.ames.defra.gov.uk/logon.asp is a password-protected system designed to record information on enforcement activity and compliance levels. The system itself provides on-line guidance including comprehensive Q&A information and a best practice guide.		

NI 191: Residual household waste per household			
Is data provided by the LA or a local partner?	**Y**	**Is this an existing indicator?**	**N**

Rationale	In line with the position of waste reduction at the top of the waste hierarchy, the Government wishes to see a year on year reduction in the amount of residual waste (through a combination of less overall waste and more reuse, recycling and composting of the waste that households produce). Local authorities have an important role to play in assisting their residents to reduce waste (as well as encouraging sorting of waste for recycling, re-use, home composting and other forms of home treatment of waste). This indicator monitors an authority's performance in reducing the amount of waste that is sent to landfill, incineration or energy recovery.

Definition	This indicator is the number of kilograms of residual household waste collected per household.
	
	 The Numerator (X) for this indicator is total kilograms of household waste less any household waste arisings sent for reuse, sent for recycling, sent for composting, or sent for anaerobic digestion.
	
	 The Denominator (Y) is the number of households as given by the dwelling stock figures from the Council Taxbase. The number of dwellings in each band at the end of the financial year (March figures) to which the indicator pertains, as provided by the Valuation Office, will be used. These are available from *Local Government Finance Statistics Council Tax and National Non-Domestic Rates, Dwelling numbers on Valuation List at* http://www.local.odpm.gov.uk/finance/stats/ctax.htm
	
	 Residual waste is any collected household waste that is not sent for reuse, recycling or composting.
	
	 'Household waste' means those types of waste which are to be treated as household waste for the purposes of Part II of the Environmental Protection Act 1990 by reason of the provisions of the Controlled Waste Regulations 1992. The amounts deemed to be collected shall include:
	
	 • All waste collected by Waste Collection Authorities (WCAs) under Section 45(1) of the Environmental Protection Act 1990, *plus*
	 • All waste arisings from Civic Amenity (CA) Sites established under Section 51(1)(b) of the Environmental Protection Act 1990, *and*
	 • Waste collected by third parties for which collection or disposal reuse or recycling credits are paid under Section 52 of the Environmental Protection Act 1990.
	
	 For the avoidance of doubt *'Household waste'* includes waste from the following sources:
	
	 • Waste collection rounds (including separate rounds for collection of recyclates)
	 • All waste listed under schedules 1 and 2 of the Controlled Waste Regulations. This includes:
	    • Litter and refuse collected under section 89(1)(f) and waste arising from the discharge by a WCA/WDA of its duty under section 89(2) – this typically comprises street cleaning waste, park litter and gully sweepings
	    • Bulky waste collections, where "bulky waste" is defined as
	        – any article of waste which exceeds 25 kilograms in weight
	        – Any article of waste which does not fit, or cannot be fitted into:
	            (a) a receptacle for household waste provided in accordance with section 46 of the Environmental Protection Act 1990; or
	            (b) where no such receptacle is provided, a cylindrical container 750 millimetres in diameter and 1 metre in length.

NI 191: Residual household waste per household

- • Garden waste collections;
- • Household clinical waste collections
- • Hazardous household waste collections;
- • Re-used waste material from household sources as defined below;
- • Clearance of any waste put out in contravention to section 46 of the EPA 1990 (e.g. 'side waste')
- • Any other household waste collected by the authority

Household waste does **not** include:

- • Beach cleansing wastes (i.e. produced by the specific activity of cleaning up a beach);
- • Rubble (including soil associated with the rubble) ;
- • Clearance of waste deposited in contravention to Section 33 of the EPA 1990 (fly-tipped waste)
- • Vehicles (whether abandoned or not);
- • Grass cuttings, leaves etc in parks.
- • Gully emptyings collected by the authority under the Highways Act
- • Incinerator residues (even if the residues are not landfilled)
- • Home composted waste;
- • Trade waste

Tyres should only be counted if they are 'household waste', i.e. they are collected from a house or Civic Amenity Sites or taken directly from the vehicle. If in doubt, they should not be included.

'Civic Amenity Site' means places provided by the WDA at which persons resident in the area may deposit their *'household waste'* (services provided under Section 51(1)(b) of the Environmental Protection Act or under the Refuse Disposal (Amenity) Act). Please note that materials collected at Civic Amenity Sites are only to be counted by disposal authorities except in the case of those London Boroughs and Metropolitan Districts which are not disposal authorities but which provide civic amenity sites under the Refuse Disposal (Amenity) Act.

Where an authority does not separate waste they collect into household and commercial, figures must be based on a documented survey/study to ascertain the proportionate content of the waste. It is advisable to agree the sampling methodology with an external auditor in advance to ensure agreement on the adequacy of sampling.

The numerator will not include any household waste arisings sent for reuse, sent for recycling, sent for composting as defined below.

Recycling' means the reprocessing in a production process of the waste materials for the original purpose, or for other purposes, but excluding energy recovery.

This *includes* material collected for recycling by waste collection authorities (e.g. from kerbside collection, bring sites or street recycling bins), waste disposal authorities (e.g. from civic amenity sites), and by third party private/voluntary collections sent for recycling on behalf of the WCA/WDA.

It *excludes* material collected for recycling which is subsequently rejected to disposal whilst under the possession or control of the WCA/WDA. Rejects may occur at collection, during sorting (e.g. at a Material Recycling Facility) or at the gate of the reprocessor. All recycling rejects should be excluded from the numerator.

Contamination Rates at MRFs: Where a MRF is used by a number of authorities to calculate the amount of waste sent for recycling, authorities may use the plant's overall contamination rate if there is no more accurate information on the individual authority's waste stream.

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Recycling can *include* material within the residual waste stream that is subsequently separated out and sent for recycling. For example, recyclate taken from residual waste sorted at transfer stations or Material Recycling Facilities (MRFs), recycling outputs from Mechanical Biological Treatment (MBT).

In order to be included in the numerator the waste must be delivered to, and accepted by, a company, individual or organisation which will reprocess waste that is an acceptable form for inclusion in a recycling process. This includes waste that is exported for recycling (compliant with rules on the transfrontier shipment of waste).

'Composting' means, the controlled biological decomposition and stabilisation of organic substrates, under conditions that are permanently aerobic and that allow the development of thermophilic temperatures as a result of biologically produced heat. It results in a final product that has been sanitised and stabilised, is high in humic substances and can be used as a soil improver, as an ingredient in growing media, or blended to produce a top soil that will meet British Standard BS 3882, incorporating amendment No 1. In the case of vermicomposting these thermophilic temperatures can be foregone at the point the worms are introduced. Output from a Mechanical Biological Treatment facility which is sent for composting, as defined above, can also be included in the numerator.

'Anaerobic Digestion' means, the biological decomposition and stabilisation of organic substrates in the absence of oxygen and under controlled conditions in order to produce biogas and a digestate. It results, either directly or after subsequent aerobic treatment, in a final product that has been sanitised and can be used as a soil improver, as an ingredient in growing media or blended to produce a top soil that will meet British Standard BS 3882, incorporating amendment No 1. If it meets the standards referred to above, then it should be included in this indicator.

Only waste delivered to, and accepted by an individual or organisation (including central or community composting or anaerobic digestion facilities) that is an acceptable form for inclusion in a composting or anaerobic digestion process can be included in the numerator. If the material delivered to these facilities needs to be sorted then it is only the material sent into the composting process that is to be reported against this indicator. Where the treatment involves anaerobic digestion followed by composting (or vice versa) the tonnage is based on the quantity entering the first biological process. Home composting is not to be included.

Reused items

Reused means items removed from the municipal waste stream and specifically the household waste element for its original or a different purpose without processing or treatment in a waste recovery operation (other than for repairing or refurbishing).

Items for reuse would come from material which has been discarded as household waste and is in the possession of a WCA/WDA, before being sent for reuse. It may also include items for reuse that are separated from the household waste stream by third parties on behalf of the WCA/WDA and/or for which reuse credits are paid. Reused items may come from:

* items from WCA/WDA bulky waste collections, kerbside collections;
* Items disposed of at civic amenity sites;
* items received and passed on by the WCA/WDA itself
* Items received and passed on by third parties working on behalf of the WCA/WDA.

Any reuse that is not done on behalf of the WCA/WDA should be excluded.

Where weighted tonnages of reused items are not available, the Furniture Reuse Network's set of average weights should be used (see link below):

NI 191: Residual household waste per household

	Where relevant waste is collected in one year and recycled/composted in the next because there is a delay due to the need for further processing, e.g. refrigerators and freezers, count the collection and recycling/composting when they occur, even if they are different years. Any household waste (regardless of the process it has been subject to) that is used for daily landfill cover or roads on landfill sites does not count as recycling/ reuse or composting.
Formula	Data will be acquired using local authorities WasteDataFlow returns. **a) For Waste Collection Authorities (WCAs), number of kilograms of household waste collected per household is calculated as:** $((X/Y) \times 1,000)$, where X = Total tonnage of household waste collected by the WCA (or by third parties on behalf of the WCA) minus the tonnage of household waste collected by the WCA (or by third parties on behalf of the WCA) sent for reuse, recycling, composting or anaerobic digestion Y = Number of households (as given by the dwelling stock figures from the Council Taxbase. The figures relating to the end of the financial year to which the indicator pertains, as provided by the Valuation Office, will be used) **b) For Waste Disposal Authorities (WDAs), number of kilograms of household waste collected per head is calculated as:** $((X/Y) \times 1,000)$, where: X = Total tonnage of household waste collected at Civic Amenity Sites by the WDA (or by third parties on behalf of the WDA) plus total tonnage of household waste collected by constituent WCAs (or by third parties on behalf of the WCA) as given by the denominator of NI192 for WDAs *minus* the tonnage of household waste collected by the WDA (or by third parties on behalf of the WDA) which is sent for reuse, recycling, composting or anaerobic digestion plus tonnage of household waste which is sent for recycling, composting or anaerobic digestion by the constituent WCAs (or by third parties on behalf of the WCAs). Y = Number of households (as given by the dwelling stock figures from the Council Taxbase. The figures relating to the end of the financial year to which the indicator pertains, as provided by the Valuation Office, will be used). **c) For Unitary Authorities, number of kilograms of household waste collected is calculated as:** $((X/Y) \times 1,000)$, where: X = Total tonnage of household waste arisings collected by the authority, as given by the denominator of NI 192. *minus* the tonnage of household waste collected by the authority which is sent for reuse, recycling, composting or anaerobic digestion, as given by the numerator of NI 192. Y = Number of households (as given by the dwelling stock figures from the Council Taxbase. The figures relating to the end of the financial year to which the indicator pertains, as provided by the Valuation Office, will be used).

NI 191: Residual household waste per household

Worked Example	(This example is applicable to all reporting organisations) Total household waste = 100,000 tonnes Total household waste sent for reuse, recycling or composting = 40,000 tonnes Number of households = 90,100 X = 100,000 tonnes -40,000 tonnes Y = 90,100 households X/Y = (60,000 tonnes/90,100 households) Multiply by 1,000 NI 191 = 666 kg/household The methodology employed by WasteDataFlow to calculate the PIs can be downloaded from the WasteDataFlow website (see link below).	Good performance	Good performance is typified by a lower figure per household
Collection interval	Financial year	Data Source	WasteDataFlow
Return Format	Kg per household	Decimal Places	None
Reporting organisation	**All data are reported by Defra based on information provided by local authorities to WasteDataFlow.**		
Spatial level	**The indicator is reported for the following types of authority:** **Waste Collection Authorities:** includes 238 district-shire authorities, 21 London Boroughs, and 14 metropolitan authorities in Manchester/Merseyside area) **Waste Disposal Authorities:** includes 34 county councils, 6 Joint Waste Disposal Authorities). **Waste Collection and Disposal Authorities:** includes 47 English Unitary authorities (including the Council of the Isles of Scilly), 11 London Boroughs, Common Council of the City of London and 22 metropolitan authorities).		

NI 191: Residual household waste per household	
Further Guidance	http://www.wastedataflow.org/htm/datasets.aspx
	http://www.frn.org.uk/statistics.asp
	This indicator is similar to the previous BV indicator on total household waste per head (BV 84). There are, however, two key differences:
	Firstly, NI 191 only measures household waste that is not re-used, recycled or composted. This waste is sometimes referred to as residual or black bag waste. Defra will still publish data on total household waste arisings in the annual Municipal Waste Data statistics.
	Secondly, NI 191 is measured against households and not population. Again, Defra will still publish both sets of figures in the annual Municipal Waste Management Data).
	Waste Strategy 2007 set a new national target to reduce the amount of household waste not re-used, recycled or composted by 29% to 15.8 million tonnes in 2010 with an aspiration to reduce it by 45% in 2020. Each authority should play its part in achieving these targets.
	This indicator is on the household waste stream, which is an element within the municipal waste stream. In 2006/07, household waste comprised 89% of England's municipal waste. The non-household element of Municipal waste includes any other wastes collected by waste collection authorities (or their agents) such as municipal parks and gardens waste, beach cleansing waste, commercial or industrial waste and waste resulting from the clearance of materials deposited in contravention to Section 33 of the EPA 1990.

NI 193: Percentage of municipal waste landfilled

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N

Rationale	To measure the proportion of municipal waste landfilled. The Government's strategy on waste is to move waste management up the waste hierarchy and divert an increasing proportion of waste away from landfill.
Definition	The percentage of municipal waste which is sent to landfill.
	Denominator (Y):
	The scope of municipal waste is the same as the European Union Landfill Directive and Landfill Allowances Trading Scheme (LATS).
	Defra's view is that the definition of municipal waste in the Landfill Directive and LATS encompasses all waste in the possession or under the control of a waste disposal authority or a waste collection authority, or agents acting on their behalf.
	Numerator (X):
	Municipal waste to landfill includes residual waste sent directly to landfill and that which was collected for other management routes (e.g. recycling, composting, reuse, Mechanical Biological Treatment) but subsequently sent to landfill.
Formula	Data will be acquired using local authorities WasteDataFlow returns.
	The percentage rate is calculated as below:
	a) For Waste Disposal Authorities (WDAs), percentage of municipal waste arisings which have been landfilled is calculated as:
	$X/Y \times 100$, where:
	X = Tonnage of municipal waste collected by the WDA (or on behalf of the WDA) which is landfilled plus waste collected for recycling/composting/reuse which was rejected to landfill plus residual waste sent for other waste management processes (e.g. MBT) that was subsequently sent to landfill.
	Y = Total tonnage of municipal waste collected at Civic Amenity Sites by the WDA (or on behalf of the WDA) plus total tonnage of municipal waste collected by constituent WCAs (or on behalf of the WCA).
	b) For Unitary Authorities (UAs), percentage of municipal waste arisings which have been landfilled is calculated as:
	$X/Y \times 100$, where:
	X = Tonnage of municipal waste collected by the authority (or on behalf of the authority) which is landfilled plus waste collected for recycling/composting/reuse which was rejected to landfill plus residual waste sent for other waste management processes (e.g. MBT) that was subsequently sent to landfill.
	Y = Total tonnage of municipal waste collected by the authority (or on behalf of the authority)

NI 193: Percentage of municipal waste landfilled

Worked Example	This example is applicable to all authorities with waste disposal responsibility Total municipal waste = 120,000 tonnes Sent directly to landfill = 50,000 tonnes Collected for recycling but rejected to landfill = 500 tonnes Landfilled after MBT treatment = 1,000 tonnes X = (50,000 + 500 + 1,000) = 51,500 tonnes Y =120,000 tonnes $X/Y \times 100 =$ (51,500 /120,000) x 100 NI 193 = 42.92% The methodology employed by WasteDataFlow to calculate the PIs can be downloaded from the WasteDataFlow website (see link below).	Good performance	Good performance is typified by a lower percentage
Collection interval	Financial year	Data Source	WasteDataFlow
Return Format	WasteDataFlow	Decimal Places	Two
Reporting organisation	**All data are reported by Defra based on information provided by local authorities to WasteDataFlow.**		
Spatial level	**This indicator is reported for the following types of authority:** **Waste Disposal Authorities**: includes 34 County Councils, 6 Joint Waste Disposal Authorities). **Waste Collection and Disposal Authorities**: includes 47 English Unitary authorities (including the Council of the Isles of Scilly), 11 London Boroughs, Common Council of the City of London, 22 Metropolitan Authorities) **Waste Collection Authorities (WCA)** do **not** report against this indicator, but they should provide their WDA with information on total tonnage of municipal waste they have collected, or which has been collected on their behalf.		
Further Guidance	http://www.wastedataflow.org/htm/datasets.aspx For more information on Municipal Waste please view the guidance section the Landfill Allowance Trading Scheme web page: http://www.defra.gov.uk/environment/waste/localauth/lats/index.htm Waste Strategy 2007 set national targets for the recovery of municipal waste: 53% by 2010, 67% by 2015 and 75% by 2020. Each authority should play its part in achieving these targets.		

NI 194: Air quality – % reduction in NOx and primary PM$_{10}$ emissions through local authority's estate and operations

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N

Rationale	The aim of this indicator is to identify authorities that are proactive in minimising air pollution emissions from their estate and operations.
	Local authorities have experience of managing air pollution under Part IV of the Environment Act 1995 in particular areas where air quality objectives are being, or are likely to be, exceeded. However, PM$_{10}$ and NOx are two of the more prevalent pollutants, and the Government needs to do more to tackle these. As with NI185, which targets CO$_2$ emissions from local authority operations, NI194 will enable local authorities to lead by example. It will also encourage them to tackle PM$_{10}$ and NOx at the point of emission in order to improve air quality across their entire area, not just in air quality hotspots (or air quality management areas). The manner in which a local authority delivers its powers and duties can achieve PM$_{10}$ and NOx reductions. Co-benefits, as well as trade-offs, for both this indicator and NI185 can be realised by local authorities through the use of the associated emissions tool.
	Measurement against this indicator will require each local authority to calculate their PM$_{10}$ and NOx emissions from analysis of the energy and fuel use in their relevant buildings and transport, including where these services have been outsourced. The tool to be used to calculate these emissions is available at www.defra.gov.uk/environment/airquality/local/indicator.htm
Definition	The indicator being assessed will be a year on year measured reduction of primary PM$_{10}$ and NOx emission from local authority estate and operations. First year data to be reported in 2009, will be for the financial year April 2008 to March 2009.
	• 'Emission': Total amount of direct and indirect primary PM$_{10}$, and total amount of direct and indirect NOx, emitted from local authority estate and operations. • 'Direct emissions': Emissions from sources that are owned or controlled by the local authority e.g. emissions from the combustion in owned or controlled boilers and vehicles. • Indirect emissions': Emissions that are a consequence of the activities of the local authority, but occur at sources owned or controlled by another entity e.g. emissions from consumption of purchased electricity or heat, transport-related activities in vehicles not owned or controlled by the local authority and outsourced activities. • 'Estate'– buildings and structures used by the local authority to carry out its powers and duties and which result in direct and indirect emissions of primary PM$_{10}$ and NOx into the atmosphere, including: council offices, libraries, community halls, streetlights and schools. Social housing is not included. • 'Operations' – The delivery of powers and duties of a local authority which result (either directly or indirectly) in the emission of primary PM$_{10}$ and NOx into the atmosphere. • 'NOx' – oxides of nitrogen – the sum of nitric oxide and nitrogen dioxide. • 'PM$_{10}$' – airborne particulate matter passing through a sampling inlet with a 50% efficiency cut-off at 10 micrometers aerodynamic diameter and which transmits particles below this size. • 'Primary PM$_{10}$' – PM$_{10}$ emitted directly into the environment. • 'Emission factor' – the rate of release of pollutants from a specific activity, typically expressed as a mass of pollutant emitted per unit time • 'Fuel mix' – the combination of different types of fuel used by a source e.g. diesel, coal, gas etc.

NI 194: Air quality – % reduction in NOx and primary PM$_{10}$ emissions through local authority's estate and operations

Formula	The indicator is the (financial) year on year percentage reductions of primary PM$_{10}$ and NOx, calculated as follows:

1) Emissions of NOx

- Emission factor x distance x no. of vehicles (for each vehicle type) = tonnes NOx
- Average emission factor x fuel mix x energy use = tonnes NOx

This indicator will require local authorities to calculate emissions of NOx from their estates and operations. Defra has developed an easy-to-use tool for calculating emissions of NOx for the purpose of this indicator (see web link above). The tool is a user friendly spreadsheet into which authorities will input data to calculate emissions of NOx. Default options are available where detailed information is missing for any of the emission sources.

For vehicle emissions, additional information on distance travelled, number and type of vehicle and fuel mix will be input into the emissions tool.

2) Percentage reduction in NOx emissions:

$$\left(\frac{x-y}{x}\right)\times 100$$

where:

x = is tonnes of NOx emitted in the local authority estate & operations in the previous year;

y = is tonnes of NOx emitted through local authority estate & operations in the current year.

3) Emissions of PM$_{10}$

Emission factor x distance x no. of vehicles (for each vehicle type) = tonnes PM$_{10}$

Average emission factor x fuel mix x energy use = tonnes PM$_{10}$

This indicator will require local authorities to calculate emissions of PM$_{10}$ from their estates and operations. Defra has developed an easy-to-use tool for calculating emissions of PM$_{10}$ for the purpose of this indicator (see web link above). The tool is a user friendly spreadsheet into which authorities will input data to calculate emissions of PM$_{10}$. Default options are available where detailed information is missing for any of the emission sources.

For vehicle emissions, additional information on distance travelled, number and type of vehicle and fuel mix will be input into the emissions tool.

4) Percentage reduction in PM$_{10}$ emissions:

$$\left(\frac{x-y}{x}\right)\times 100$$

where:

x = is tonnes of PM$_{10}$ emitted in the local authority estate & operations in the previous year;

y = is tonnes of PM$_{10}$ emitted through local authority estate & operations in the current year.

NI 194: Air quality – % reduction in NOx and primary PM$_{10}$ emissions through local authority's estate and operations

Worked example	Calculation method is exactly the same for PM$_{10}$ and NOx. An example is given for NOx.	Good performance	Year on year % reductions
	NOx emissions 2008/09 Local authority estate = 42.5 tonnes;		
	Local authority vehicles = 57.5 tonnes;		
	Total 2008 emissions = 100.0 tonnes.		
	NOx emissions 2009/10		
	Local authority estate = 40.0 tonnes;		
	Local authority vehicles = 55.0 tonnes;		
	Total 2010 emissions = 95.0		
	% reduction for year =		
	$$\left(\frac{100-95}{100}\right)\times100=5.0\%$$		
Collection interval	Annual – financial year from 01 April – 31 March	Data Source	Single tier, County Council and District Councils are required to report on this indicator. In two-tier authorities, the lower tiers will report to the upper tier on emissions from functions for which they are responsible. The upper tier will then add data on its emissions and submit a single consolidated report to Defra.
Return Format	Annual % primary PM$_{10}$ reduction; annual % NOx reduction; total primary PM$_{10}$ tonnes; and total NOx tonnes. All 4 are calculated using agreed spreadsheet methodology.	Decimal Places	One
Reporting organisation	Single tier or county council to report direct to Defra, using the excel spreadsheet tool.		
Spatial level	Single tier, district and county council		
Further Guidance	Emissions tool for this indicator – www.defra.gov.uk/environment/airquality/local/indicator.htm Further guidance will be included in the update of the Local Air Quality Management Technical Guidance (LAQM.TG(08)), available later in 2008.		

NI 197: Improved Local Biodiversity – proportion of Local Sites where positive conservation management has been or is being implemented

Is data provided by the LA or a local partner?	Y	Is this an existing indicator?	N

Rationale	To measure the performance of Local Authorities for biodiversity by assessing the implementation of positive conservation management of Local Sites. There are more than 36,000 Local Sites in England representing a significant proportion of the country's biodiversity. Local Site systems are operated by Local Sites Partnerships of which Local Authorities should be the lead partner. The implementation of positive conservation management serves as a widely accepted and cost effective proxy for assessing improvements in biodiversity. Monitoring by ecological survey would be burdensome and unlikely to identify improvements in biodiversity during the reporting period. The indicator will assess the performance of Local Authorities with regards to Local Sites and consequently their wider performance for biodiversity (in turn contributing to wider environmental quality). This indicator may also have the effect of providing secondary benefits such as by encouraging wider public access to Local Sites and promoting them for educational purposes.
Definition	Performance will be calculated as a percentage of all Local Sites in the local authority area where positive conservation management has taken place up to five years prior to the reporting date (31st March).
	The indicator is assessed by Local Authorities considering whether positive conservation management has been or is being implemented on a Local Site.
	Local site
	A Local Site is a defined area, identified and selected locally for its substantive nature conservation value, taking into consideration the most important and the most distinctive species, habitats, geological and geomorphological features within a national, regional and local context. It may also have an important role in contributing to the public enjoyment of nature conservation. Within each Local Sites System, the criteria for the selection of sites will be derived locally with reference to the national site selection framework of criteria in the Defra Local Sites guidance www.defra.gov.uk/wildlife-countryside/ewd/local-sites/index.htm.
	All sites that meet the selection criteria should be selected as Local Sites.
	The assessment will cover *all Local Sites in the local authority area* and not just those controlled by the local authority.
	Information relating to the positive management of Local Sites selected by the system will be 'owned' by the Local Sites Partnership and will usually be managed by one of the partners such as the local Wildlife Trust, the LA or the Local Record Centre. There is therefore no national dataset to assess the positive management, and assessment must be carried out a local level. The data is expected to be obtained from local records.
	Positive conservation management is management that contributes to maintaining or enhancing the features of interest for which a site has been selected. To show that positive conservation management has been or is being implemented on a Local Site, there must be documented evidence of appropriate management activities. The Local Sites Partnership will verify the evidence. The nature of the management activity appropriate to interest features of a site will commonly be defined within one, or more of the following:

NI 197: Improved Local Biodiversity – proportion of Local Sites where positive conservation management has been or is being implemented

	• site management plan • management schemes – agri-environment or conservation management agreement or scheme • relevant Biodiversity Action Plan (including habitat action plan, species action plan or local biodiversity action plan). Where a site is designated primarily for its geological features, the recommended management activity may be defined within a Geodiversity action plan • management guidance and advice A five year period is appropriate as many sites do not require annual management and the Local Sites guidance recommends monitoring on a 5-10 year rolling programme.		
Formula	The indicator will be a simple percentage calculated as follows: $X/Y \times 100$ X is the number of sites in the Local Authority area where positive conservation management has been or is being implemented during the last five years. Y is the total number of sites in the Local Authority area at the time of reporting.		
Worked example	Total Number of sites in the Local Authority area = 446 Number of sites under positive management = 221 221/446 $\times$ 100 = 50%	**Good performance**	Good performance is indicated by an increase in the percentage of sites under positive conservation management year on year.
Collection interval	Annual. Position reported as at 31st March each year.	**Data Source (if external)**	Local Sites Partnership
Return Format	Percentage	**Decimal Places**	Zero
Reporting organisation	Local authority		
Spatial level	Single tier and county councils		

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Further Guidance	A Local Sites Partnership provides a framework for establishing and administering a Local Sites system. Local Authorities (LAs) should provide leadership in establishing and maintaining these partnerships and systems. Local Sites Partnerships are expected to support LAs in obtaining the evidence to report on the indicator.
	The Local Sites Partnership will verify the evidence showing the site is under positive conservation management. Where LAs have limited involvement in the partnerships Natural England will assist in verifying the data in the short term. Where there is any doubt or insufficient evidence the site should not score. LAs are expected to report evidence from the last five years by 31 March of the reporting year i.e. for reporting 31 March 09 evidence collected between April 04 and March 09 may be used.
	Further detailed guidance including a checklist of activities which would qualify as positive conservation management is available at:
	www.defra.gov.uk/environment/localgovindicators/index.htm.
	National guidance on Local Sites can be found in Defra guidance published in 2006, available at www.defra.gov.uk/wildlife-countryside/ewd/local-sites/index.htm which provides common minimum standards to which all Local Sites systems should operate. Local sites are also known as, amongst others, Wildlife Sites, County Wildlife Sites and Sites of Importance for Nature Conservation (SINCs).