
STATUTORY INSTRUMENTS

1999 No. 1439

The Education Development Plans (Wales) Regulations 1999

PART II

FULL PLANS—STATEMENT OF PROPOSALS

Priorities for school improvement

6. The statement of proposals in a full plan shall—
- (a) set out the priorities identified by the authority for raising the standards of education provided for children in the authority's area during the period of the plan and for improving the performance of schools maintained by the authority during that period;
 - (b) specify in respect of each of the priorities identified in accordance with paragraph (a) the basis on which it was identified and how it will contribute to achieving the targets referred to in regulation 8;
 - (c) in respect of each of the priorities identified in accordance with paragraph (a) list the activities the authority propose to undertake during the period of the plan to address that priority; and
 - (d) contain a statement setting out how the authority intend to identify and support schools, the performance of whose pupils is low or is lower than the authority believe should be the case.

Pupils with special educational needs

7. The statement of proposals in a full plan shall—
- (a) set out the authority's policy on the provision of education to pupils with special educational needs;
 - (b) set out the authority's policy for provision of education to such pupils in mainstream schools;
 - (c) specify the authority's proposals for providing and improving support for pupils with special educational needs during the period of the plan; and
 - (d) specify the authority's proposals for promoting their policy on inclusion of pupils with special educational needs in mainstream schools during the period of the plan.

Final, reviewed and provisional targets

- 8.—(1) The statement of proposals in a full plan shall specify targets to be set by the authority in connection with the matters referred to in paragraph (2), as follows—
- (a) final targets for the first school year in the period of the plan;
 - (b) reviewed targets for the second school year in the period of the plan; and
 - (c) provisional targets for the third school year in the period of the plan.

- (2) The matters referred to in paragraph (1) are—
- (a) the achievements of second key stage pupils as set out in regulation 9;
 - (b) the achievements of third key stage pupils as set out in regulation 10;
 - (c) the achievements of pupils who will attain the age of 16 years as set out in regulation 11;
 - (d) the percentage of pupils not entered for examinations as set out in regulation 12;
 - (e) the number of permanent exclusions as set out in regulation 13;
 - (f) where a previous supplementary plan contains targets for fixed term exclusions, the number of fixed term exclusions as set out in regulation 14; and
 - (g) where a previous supplementary plan contains targets for unauthorised absences, the number of unauthorised absences as set out in regulation 15.

Pupils in the second key stage

9.—(1) The achievements of second key stage pupils referred to in regulation 8 are the achievements set out in paragraph (2) in connection with the performance of the relevant group of such pupils in NC tests to be administered to that group at or near the end of each of the school years in respect of which the target is to be set.

- (2) The achievements referred to in paragraph (1) are—
- (a) for each of the core subjects, the percentage of pupils to achieve level 4 or above in such tests in that subject;
 - (b) the percentage of pupils to achieve the core subject indicator in such tests;
 - (c) the percentage of girls to achieve the core subject indicator in such tests; and
 - (d) the percentage of boys to achieve the core subject indicator in such tests.

(3) In this regulation, “the relevant group of such pupils”, in relation to a school year, means all persons who the authority estimate will, in that school year—

- (a) be registered pupils at a school maintained by the authority, and
- (b) be in the final year of the second key stage.

Pupils in the third key stage

10.—(1) The achievements of third key stage pupils referred to in regulation 8 are the achievements set out in paragraph (2) in connection with the performance of the relevant group of such pupils in NC tests to be administered to that group at or near the end of each of the school years in respect of which the target is to be set.

- (2) The achievements referred to in paragraph (1) are—
- (a) for each of the core subjects, the percentage of pupils to achieve level 5 or above in such tests in that subject;
 - (b) the percentage of pupils to achieve the core subject indicator in such tests;
 - (c) the percentage of girls to achieve the core subject indicator in such tests; and
 - (d) the percentage of boys to achieve the core subject indicator in such tests.

(3) In this regulation, “the relevant group of such pupils”, in relation to a school year, means all persons who the authority estimate will, in that school year—

- (a) be registered pupils at a school maintained by the authority, and
- (b) be in the final year of the third key stage.

Pupils who will attain the age of 16 years

11.—(1) The achievements of pupils who will attain the age of 16 years referred to in regulation 8 are the achievements referred to in paragraph (2) in connection with the performance of the relevant group of pupils who will attain the age of 16 years in examinations by the end of each of the school years in respect of which the targets are being set.

(2) The achievements referred to in paragraph (1) are—

- (a) the percentage of pupils to achieve the core subject indicator;
- (b) the percentage of girls to achieve the core subject indicator;
- (c) the percentage of boys to achieve the core subject indicator;
- (d) the percentage of pupils to achieve any grade from A* to C in five or more subjects in GCSE examinations;
- (e) the percentage of pupils to achieve any grade from A* to G in five or more subjects in GCSE examinations; and
- (f) the percentage of pupils to leave school without either achieving any grade from A* to G in GCSE examinations or passing any CoEA examinations.

(3) The references to pupils achieving particular grades in GCSE examinations in paragraph (2) (d), (e) and (f) shall be construed for the purpose of those provisions so as to include references to pupils achieving corresponding awards in an equivalent number of vocational qualifications or GCSE short course examinations.

(4) The Schedule shall have effect for determining, for the purposes of this regulation, questions as to—

- (a) which vocational qualification award corresponds to which GCSE examination grade;
- (b) the equivalency between GCSE examination results and vocational qualifications; and
- (c) the equivalency between GCSE examination results and GCSE short course examination results.

(5) In this regulation and in regulation 12, “the relevant group of pupils who will attain the age of 16 years”, in relation to a school year, means all persons who the authority estimate—

- (a) will on the Schools' Census enumeration date in that school year be registered pupils at a school maintained by the authority, and
- (b) will attain the age of 16 during that school year.

12. The percentage of pupils not entered for examinations referred to in regulation 8 is the percentage of the relevant group of pupils who will attain the age of 16 years, as defined in regulation 11, in the authority’s area who are not to be entered for any GCSE examination, GCSE short course examination, vocational qualification award or CoEA.

Targets for permanent exclusions

13.—(1) The number of permanent exclusions referred to in regulation 8 is the maximum number of pupils which the authority estimate will be permanently excluded from schools maintained by the authority, other than any school situated in a hospital.

(2) In this regulation and in regulation 14, “excluded” shall be interpreted in accordance with section 64(4) of the 1998 Act⁽¹⁾.

(1) As at the date these Regulations are made, sections 64 to 68 of the School Standards and Framework Act 1998, which make provision in relation to exclusions from schools, are not in force.

Targets for fixed term exclusions

14. The fixed term exclusions referred to in regulation 8 are–

- (a) the maximum total number of days for which, and
- (b) the maximum total number of occasions on which,

the authority estimate that pupils will be excluded for a fixed term from schools maintained by the authority, other than any school situated in a hospital.

Targets for unauthorised absences

15.—(1) The unauthorised absence rate referred to in regulation 8 is the unauthorised absence rate for each of the school years in respect of which the target is being set, in schools maintained by the authority which provide secondary education, other than special schools and any school situated in a hospital.

(2) In this regulation–

- (a) “the unauthorised absence rate”, in relation to an authority and to any school year, means the total number of unauthorised absences from schools maintained by the authority in the applicable period during that year, expressed as a percentage of the total number of possible attendances in that period;
- (b) “unauthorised absence” means an occasion on which a relevant day pupil is registered as absent from school without authority pursuant to the Education (Pupil Registration) Regulations 1995⁽²⁾;
- (c) “the total number of possible attendances”, in relation to an authority and to any school year, means the number produced by multiplying the number of relevant day pupils at schools maintained by the authority by the number of school sessions in the applicable period in that year;
- (d) “relevant day pupil”, in relation to a school and to a school year, means a pupil registered at that school apart from–
 - (i) a boarder, or
 - (ii) a pupil who, before the beginning of that school year, either has not attained the age of ten years and six months, or has attained the age of sixteen years;
- (e) “the applicable period”, in relation to a school year, means the period starting with the beginning of that year and finishing with the end of the school day falling on the Friday before the last Monday in May in that year; and
- (f) “secondary education” has the meaning given to it in section 2(2) of the 1996 Act.

Information used by an authority in the setting of targets

16. The statement of proposals in a full plan shall–

- (a) describe the way in which each of the targets for any year set by the authority by virtue of regulation 8 relate to any corresponding targets for that year set by the governing bodies of schools maintained by that authority by virtue either of the 1998 Regulations or of regulations made under section 63 of the 1998 Act⁽³⁾;
- (b) describe the way in which the authority engages with schools maintained by the authority to assist the governing bodies of such schools to set the targets they are required to set

(2) [S.I. 1995/2089](#), as amended by [S.I. 1997/2624](#).

(3) No such regulations have yet been made in relation to Wales.

- by virtue of the 1998 Regulations, including a description of the information given by the authority to such governing bodies to assist them to set those targets;
- (c) describe the way in which each of the targets for any year set by the authority by virtue of regulation 8 relate to any national targets which the Secretary of State or (after 30th June 1999) the Assembly has set for maintained schools in Wales; and
 - (d) summarise the information used by the authority in setting the targets referred to in regulation 8.