

Departmental Quarterly Monitoring Report

Directorate: Children and Young People

Department: Learning and Achievement

Period: Quarter 1 2010 -11

1.0 Introduction

This quarterly monitoring report covers the Universal & Learning Services Department first quarter period up to 30th June 2010. It describes key developments and progress against all objectives and performance indicators for the service. The way in which traffic lights symbols have been used to reflect progress to date is explained within Appendix 7.

2.0 Key Developments

2.1 Early Years Foundation Stage

Communication, Language and Literacy (CLL) continues to be an area of focus during Early Years. Also to be taken into consideration is the transition between Reception and Year 1. In this area there will be work undertaken to support the management of Early Years Foundation Stage and how it links to Key Stage 1.

2.1 Primary Schools

A key focus continues to be on development of writing, including more able writers. Halton is about to embark on the Every Child a Writer (ECaW) project aimed at 15 Primary schools and involving Years 3 and 4. Every Child Counts (ECC) will begin in September in 3 schools – aimed at Year 2. The Improving Schools Programme is incorporated into school improvement and will continue to focus upon tracking data/pupil progress meetings.

2.3 Every Child a Writer

The ECaW programme aims to ensure faster progress at the beginning of Key Stage 2. It provides a three-tier model for all children through, improving quality first teaching for the whole class, improving guided writing to meet group needs and providing one-to-one teaching for those children who need it most.

2.4 Every Child counts

The ECC is now in the second year of a two-year development phase before rolling out nationally in academic year 2010-11. The programme is aimed at Year 2

pupils who have fallen behind their peers and aims to enable the lowest attaining children to make sufficient progress to reach expected levels of attainment at Key Stage 1 and beyond. It provides training and support for teachers so they can work with children in one-to-one and/or small group intervention sessions. Pupils receive daily intervention sessions for approximately twelve weeks.

2.5 Secondary

Key areas have been identified this quarter to develop for the coming academic year, these include:

- Narrowing the gap for attainment especially for those who are eligible for free school meals.
- Assessment for Learning, this is a coherent framework for assessment, in which evidence of learning can be gathered and interpreted to best meet the needs of learners, their parents and teachers, as well as school managers.
- Assessing Pupil Progress in English, Maths, Science and Information Communication and Technology will be a priority area.
- English and Maths attainment and achievement especially at KS4
- New GCSE specifications from September 2010 are to include functional skills qualifications to give students the practical skills they need to get the most from life, learning and work.

2.6 Inclusion 0-25

The statutory notices process of consultation and approval by Department of Education has been completed for Halton's Early Years I CAN "Early Talk" Project and this is in development. I CAN's *Early Talk* programme supports the communication development of all young children across the UK and especially those with speech, language and communication needs.

In addition approval has been received for the opening of the re-designated resource provision bases. Additional revenue funding has also been identified for this project through the School Forum.

3.0 Emerging Issues

3.1 Funding

The biggest issue facing the service is the current and future budget. We have already seen significant cuts in year to the Area Based Grant budgets (ABG) in addition to the in year cessation of grants.

The Improving School's Programme grant is no longer available, and historically this has been a key resource in supporting schools causing concern. It funds intervention programmes specifically tailored to building capacity in schools around system leadership, pupil tracking, and raising standards in learning and teaching.

The position will be further compounded by the demise of the National strategies in March 2011 and associated grants that come through standards funds. The majority of staff in Learning and Achievement are funded through a range of grants. Where there are Service Level Agreements (SLA's) in place, increasingly schools are having to make choices in the number of services they are able to buy-back. This may have implications for a range of areas that are currently funded through SLA's.

We are currently working with the Learn Together Partnership to explore the feasibility of establishing a shared service for schools to purchase school improvement support. However, we retain statutory functions around schools causing concern and associated intervention so there is a need to guarantee some level of central support.

Increasingly there will be an expectation around school to school support and the development of system leadership through school's access to leading teachers and good / outstanding head teachers including National Leaders in Education (NLE's) and Local Leaders in Education (LLE's). There will be resource implications associated with this support.

3.2 Inclusion 0-25

3.2.1 Green Paper

The government has announced it will publish a green paper on children with special educational needs (SEN) and disabilities in the autumn. Children and Families minister Sarah Teather is working with the voluntary sector and parents to form the questions that the green paper would cover. It is understood that the paper will cover parental choice regarding where children go to school. The green paper will also look at the issues around transitions into adulthood.

3.2.2 Academies

Following agreement by both Houses on the text of the Academies Bill it received Royal Assent on 27 July. The Bill is now an Act of Parliament (law). The Act will enable more schools in England to become academies. The Government expects a significant number of academies to open in September 2010, and for the number to grow each year. Academies would be funded at a comparable level to maintained schools but would also get their share of central funding that local authorities used to spend on their behalf. Schools that apply to become academies would be allowed to keep any surplus balances that they hold. There would be no expansion of selection but grammar schools and other schools which select or partially select pupils would be able to continue to do so.

The current situation is that Academies must have regard to the SEN Code of practice. In effect, in the same position as a maintained school in terms of being named in a statement. With Regard to SEN Admissions and Academies, Ministers have always made it clear that Academies are fully inclusive schools and therefore

must admit pupils with SEN on an equal basis with others and that this should be reflected in their admissions policy.

4.0 Service Objectives / milestones

4.1 Progress against 'key' objectives / milestones

Total	30		20		10		0
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There are 30 indicators, 20 of these have performance that indicates that the objective is on course to be achieved within the appropriate timeframe. There are ten indicators where performance indicates that it is uncertain or too early to say at this stage, whether the milestone/objective will be achieved within the appropriate timeframe. For further details please refer to Appendix 1.

5.0 Performance indicators

5.1 Progress Against 'key' performance indicators

Total	5		5		0		0
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There are five key performance indicators, all of which are anticipated to achieve their annual target. For further details please refer to Appendix 2.

5.2 Progress Against 'other' performance indicators

Total	17		11		6		0
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There are 17 other performance indicators, 11 of which are anticipated to achieve their annual target. There are six indicators which are uncertain or it is too early to say at this stage whether the indicator will achieve the anticipated annual target for more details please refer to Appendix 3.

6.0 Risk Control Measures

Where a Key Service Objective has been assessed and found to have an associated 'High' risk, progress against the application of risk treatment measures will be reported in quarters 2 and 4. For further details please refer to Appendix 4.

7.0 Progress against high priority equality actions

Any high priority equality actions identified by the service will be reported in quarters 2 and 4. For further details please refer to Appendix 5.

8.0 Data quality statement




The author provides assurance that the information contained within this report is accurate and valid and that every effort has been made to avoid the omission of data. Where data has been estimated, sourced externally, or where there are any concerns regarding the limitations of its use this has been clearly annotated.

9.0 Appendices





- Appendix 1 Progress Against 'key' objectives / milestones
- Appendix 2 Progress against 'key' performance indicators
- Appendix 3 Progress against 'other' performance indicators
- Appendix 4 Financial Statement
- Appendix 5 Explanation of use of symbols

Appendix 1: Progress Against 'key' objectives / milestones



Ref	Objective
LAS1	To improve the educational outcomes of all children (milestones to cover early years, primary, secondary)

Milestones	Progress Q1	Supporting Commentary
Demonstrate improved performance at Early Years Foundation Stage and Primary attainment by quality assurance, ECER audits and the implementation of an Early Years Outcome Duty action plan March 2011.		Progress on actions identified in the Early Years Outcomes Duty has been good. Early indications are that the Early Childhood Environmental Rating Scale (ECERS) audit will provide useful information with regard to identifying need and also support Self assessment and improvement for the settings of children in foundation stage.
Implement the Communication, language and literacy development (CLLD) project in the majority of settings by March 2011 to improve standards of literacy at the end of EYFS		Progress in this project is good. 15 schools have been targeted for intensive support during this academic year. Plans are in place to make this a universal offer from Sept. 2010.
Review and evaluate systems for managing and supporting settings and schools at risk of categorisation and reduce the number of schools in Ofsted categories by March 2011		Halton's Strategy for Support and Intervention with Schools Causing Concern was due to be revised inline with the white paper, however, as the Coalition has proposed to abolish this, it is now subject to review. The LA uses its powers of intervention including the issuing of warning notices and also undertakes school reviews as necessary. The Cross Service Monitoring Group (CSMG) provides a 'team around the school' approach and Single School Updates are held to support the planning of collaborative support for schools most in need. The outcome of SIP visits is fundamental to this process. There is currently 1 primary school in special measures. The

Appendix 1: Progress Against 'key' objectives / milestones




		most recent Ofsted monitoring report was very positive and it is anticipated that the school will come out of measures by the end of December 2010.
Review and implement target setting and monitoring arrangements for all schools by March 2011.		School Improvement Partners (SIP's) have arranged meetings with Governors and Head teachers to agree individual school targets that should be set at a minimum of Fischer Family Trust academic level D.
Assessment for Learning strategies, including 'Assessing Pupil Progress', developing in all schools as part of quality first teaching by March 2011		Assessment for learning strategies are progressing well in all secondary schools, including Assessing Pupil Progress in English implemented in all schools. Also Assessing Pupil Progress in Maths, Science and ICT is developing well in all of Halton's schools.
Work with schools to improve attainment at 5+ A*-C GCSE including English and Maths with specific focus on the achievement gap by November 2010		Latest assessment information from schools indicates approximately 50% of pupils across the Authority will attain this benchmark. Children & young people eligible for Free School meal attainment gap has narrowed by 4.2 percentage points in 2009 compared to 2008 (30.7 in 2008, 26.5 in 2009). We are hoping for a further narrowing of the gap in 2010.
Review the LA's school improvement processes in light of the demise of National Strategies by March 2011, and work with School Improvement Partners in their enhanced role		The Local Authority was to be a Priority Learning Local Authority (PLLA) for SIP work in light of our recognised good practice nationally, however, the new Government has discontinued this programme. We are reviewing our school improvement approach, taking account of the government cuts, and looking to enhance the role of the SIP and how they broker support to schools in conjunction with the LA.

Appendix 1: Progress Against 'key' objectives / milestones


<p>Plan to realign services in line with the 2009 White Paper by March 2011 considering aspects such as commissioning, financial planning, staffing and transition to the new structures</p>	<p>Refer to Comment</p>	<p>The White Paper is no longer current – it was a pre-election paper. As a result of the pace of change and recent budget announcements a comprehensive review of services is taking place. This includes the exploration of the feasibility of working as a 'sub-region' to deliver school improvement services to schools. The cessation of national strategies standards funds and a number of other grants will impact dramatically upon the current capacity of the service, and future workforce.</p>
<p>To develop a proposal for school improvement services across the Learn Together partnership by November 2010 with the objective of creating and implementing a trading company by March 2011.</p>	<p></p>	<p>We are currently working with the Learn Together Partnership to explore the feasibility of establishing a shared service for schools to purchase school improvement support. However, we retain statutory functions around schools causing concern and associated intervention so there is a need to guarantee some level of central support.</p>
<p>Develop, in conjunction with Building Schools for the Future (BSF), Primary Capital Programme (PCP) and Team around the Family (Locality Services), inspirational learning environments considering the integration of learning 0-19, extended schools and post 16 delivery by March 2011</p>	<p>Refer to Comment</p>	<p>Recent government legislative proposals may impact in the achievement of this milestone as regards Building Schools for the Future programme and funding arrangements.</p>
<p>Undertake a review of Primary School Provision in the Borough by March 2011.</p>	<p></p>	<p>Further work will be undertaken on this new milestone in quarter 2 given the recent changed demography. Primary pupil numbers have increased in September 2010 will fall in September 2011 but will increase again in September 2012.</p>

Appendix 1: Progress Against 'key' objectives / milestones

Ref	Objective
LAS2	To narrow the gap in educational outcomes for vulnerable groups






Milestones	Progress Q1	Supporting Commentary
Review effectiveness of capacity building in the mainstream sector in light of reinvestment by March 2011		Too early to assess impact
Evaluate the provision of learning difficulties and disabilities (LDD) service for young people in light of reorganisation by March 2011		The Executive Board has approved the proposals for Primary SEN Unit provision in line with the response to the formal consultation. Implementation of the restructured primary resourced provision is due September 2011.
The learning and achievement service to evaluate their service providing a service proportionate to need, whilst supporting the most vulnerable children to achieve the best outcomes by March 2011.		<p>Secondary - all schools and settings have been supported with a targeted approach to achieve the best possible outcomes for young people eligible for FSM. Impact will be assessed following publication of 2010 results in August.</p> <p>A multi-agency, multi-stranded, holistic approach project designed to focus on narrowing the gaps for vulnerable groups is in it's infancy of development. At the present time the LA is undertaking both a needs and a performance data analysis in order to identify the targeted schools. It is hoped that this project will be implemented within the next academic year.</p>

Appendix 1: Progress Against 'key' objectives / milestones

<p>Improve outcomes for Children In Care by March 2011 by working closely with Learning and Achievement Service to maximise the role and function of the workforce.</p>		<p>This work will become part of the project outlined above. In addition to this there will be a conference within the next academic year focusing on different strategies for working with children in care.</p>
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Appendix 1: Progress Against 'key' objectives / milestones






Ref	Objective
LAS3	To improve outcomes post-16

Milestones	Progress Q1	Supporting Commentary
Review and implement learning from pilot to inform local provision by March 2011		Systems and procedures in post 16 institutions including recruitment and retention strategies have been embedded to improve standards
Fully implement a demand led commissioning process for local provision based on need, quality of provision and funding agreement by March 2011 in conjunction with the Organisation and Provision Service		A draft interim post 16 commissioning statement is currently being prepared. This will be completed for consultation with partners by the end of July 2010.
Expand the range of available diplomas at levels 1, 2 & 3 as identified by national guidance by March 2011		2 Diplomas available at Level 1 5 Diplomas available at Level 2 2 Diplomas available at Level 3 Change to government policy and a removal of the entitlement to diplomas has led to uncertainty about the future of diploma qualifications. The result is a lower than expected enrolment for September 2010
Commission a range of quality post-16 provision in Halton to reduce the numbers of young people accessing provision outside the borough by March 2011		Development of an interim post 16 provision commissioning statement is a target for the end of July 2010.
Work with settings to encourage an increase in the numbers in employment, education or training		Close monitoring of the September Guarantee and piloting of flexible roll on roll off provision has made a significant


Appendix 1: Progress Against 'key' objectives / milestones

		contribution to the reduction in NEET. 90 % of 16 years have an offer of place in learning for September 2010 and the range of flexible provision has been expanded.
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Ref	Objective
LAS4	To improve levels of school attendance and behaviour for all children

Milestones	Progress Q1	Supporting Commentary
Review attendance strategy in conjunction with Head teachers and key staff by March 2011		Review to be undertaken during the Autumn term as part of service level arrangements with all schools
Ensure all children identified in the persistent absence cohort have a multi agency intervention plan by September 2010		Support network has been established. A Multi agency intervention plans in place to support persistent absence pupils.
Provide targeted support to schools to tackle attendance issues by March 2011		All schools have a named Education Welfare Officer. Targeted support discussed and agreed through SLA
Establish a framework to redirect resources from Pupil Referral Unit (PRU) provision for excluded pupils to early intervention in mainstream settings to prevent exclusion by September 2010		(KS4) Excellent progress being made at The Bridge (KS3 PRU) and recognised by Ofsted as Outstanding.
To ensure that all provision offered through the PRU system is integrated into the 14-19 framework by September 2010		Through the joint working of 14-19 curriculum officer, PRU management and provider network, the pre 16 Foundation Learning directory has been set up and will be operational by September in it's initial form. This will be a live document over the next twelve months as qualifications are migrated to QCDA



Appendix 1: Progress Against 'key' objectives / milestones

		and will continue to grow. Providers will be delivering courses in Foundation learning and Functional Skills as their staple offer from September 2010.
To continue to increase the accredited outcomes for pupils in all alternative provision by September 2010		This areas performance is increasing slowly. Learners are leaving with an average of seven accredited qualifications each this year. Considering the vulnerability of the group and barriers to learning the outcomes they achieve is good. Performance for vulnerable groups including CiC is also good. GCSE results in August and destination available from November 10 will confirm predicted outcomes.

Ref	Objective
LAS5	To embed safeguarding throughout the Learning and Achievement Service

Milestones	Progress Q1	Supporting Commentary
Establish a baseline of staff required to attend training in Safeguarding by March 2011		A baseline in the child protected designated person role has been established and will be refreshed September 2010. Schools will be required to inform of any subsequent changes to the list.
Commission relevant Safeguarding training by March 2011		Priority training will be Halton Children Safeguarding Board Child Protection training agenda as identified. This will be identified through single agency designated person's roles and



Appendix 2: Progress Against 'key' performance indicators

Ref	Description	Actual 2009/10	Target 2010/11	Quarter 1	Current Progress	Direction of Travel	Supporting Commentary
							responsibilities within each department or partner service.
	Review Social, Emotional Aspects of Learning (SEAL) Programmes by March 2011						Primary audit underway and Secondary SEAL Partnership progressing.
	Further promote Safeguarding through early intervention and prevention delivered through the team around the family by March 2011, in accordance with the action plan.						<p>A multi-agency, multi-stranded, holistic approach project designed to focus on narrowing the gaps for vulnerable groups is in it's infancy of development. It is hoped that this project will include partnership working with some of the Team around the Family (Locality Services) in order to meet the children and young people's needs.</p> <p>Halton Safeguarding Children's Board have completed a Section 11 audit on all partner agencies – the Team around the Family (Locality Services) Services were part of this process.</p>

Appendix 2: Progress Against 'key' performance indicators



Ref	Description	Actual 2009/10	Target 2010/11	Quarter 1	Current Progress	Direction of Travel	Supporting Commentary
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Corporate Health

<u>LAS LI1</u>	Percentage of relevant staff having attended Safeguarding training	N/A	100%	100%			All Halton education settings have at least 1 designated person who has up to date training. Also as a back up there is a deputy designated person to cover, all have attended relevant safeguarding training.
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Appendix 2: Progress Against 'key' performance indicators

Ref	Description	Actual 2009/10	Target 2010/11	Quarter 1	Current Progress	Direction of Travel	Supporting Commentary
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Fair Access							
LAS LI2	Number of requests for support moderated by the Early Intervention Panel to meet children's needs earlier	111	115	73			<p>The 73 in Quarter 1 are broken as follows:</p> <ul style="list-style-type: none"> • 36 requests to the STAMP panel • 9 new requests to the Early Years Private and Voluntary Panel • 28 requests to the Early Years Transition Panel <p>At the Enhanced Provision Review Panel held during this quarter it was decided that 13 pupils were no longer in need of additional support, as evidenced by information provided by schools that outcomes had been achieved. Each pupil was sent a certificate and a gift voucher in recognition of their achievement.</p>

Appendix 2: Progress Against 'key' performance indicators


Ref	Description	Actual 2009/10	Target 2010/11	Quarter 1	Current Progress	Direction of Travel	Supporting Commentary
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Quality							
<u>LAS LI3</u>	Percentage of Early Years settings graded good or better	63%	75%	67%		N/A	This figure is higher than the regional and national average. The Child Place Planning team are working with local providers to continually improve the quality of their provision and the most recent inspections show an increase in good grades.
<u>LAS LI4</u>	Percentage of settings achieving enhanced ICAN "a training programme to enhance speech and language" accreditation	14%	20%	30%			Five settings have achieved enhanced. This is the more in depth accreditation.


Appendix 2: Progress Against 'key' performance indicators



Ref	Description	Actual 2009/10	Target 2010/11	Quarter 1	Current Progress	Direction of Travel	Supporting Commentary
Service Delivery							
<u>LAS LI5</u>	Percentage of schools involved in the Communication, Language & Literacy Development Project.	29%	85%	30%			This is longer term measure and covers a two year period and therefore has a varying impact dependant on which year of the programme the school is in. Overall the improvement is expected where the school is in year 2 of the project.
<u>LAS LI7</u>	Number of Early Childhood Environmental Rating Scales (ECERS) audits completed of settings	N/A	15	15			The first round of ECERS audits have been completed with more scheduled for next term. The audits are providing useful information with regard to identifying need and also support Self assessment and improvement for the settings.
<u>NI081</u>	Inequality gap in the achievement of level 3 qualification by age 19	Awaited	16%	Data available in August	N/A	N/A	Official reporting is in November to provide validated information.

Appendix 2: Progress Against 'key' performance indicators

Ref	Description	Actual 2009/10	Target 2010/11	Quarter 1	Current Progress	Direction of Travel	Supporting Commentary
<u>LAS LI9</u>	Number of schools with good or better for Safeguarding	N/A	100%	100%		N/A	Under the new framework a total of 12 schools have been inspected from Sept 2009 have been assessed as follows. outstanding – 4 = 33%, good – 8 = 67% There is no judgement lower than this. Of the 12 schools inspected all found to be good or outstanding.

Appendix 3: Progress Against 'other' performance indicators

Ref	Description	Actual 2009/10	Target 2010/11	Quarter 1	Current Progress	Direction of Travel	Supporting Commentary
LAS LI10	GCSE achievement gap: Percentage achieving 5+ A*-C including English and Maths	13.7%	9.75%	Awaiting data for 2010	?		Attainment gap between FSM pupils and their peers narrowed by 4.2 percentage points in 2009 compared to 2008. We are hoping for a further narrowing of the gap in 2010.
NI092	Achievement gap at Early Years Foundation Stage	31.4%	27.7%	N/A	?	N/A	The target for 2009 / 10 was not met and as a result the gap has not been narrowed between the bottom 20% and the median score of the cohort – although the threshold did rise. The target for July 2010 is 27.7%. This validated data is not yet available.
NI093	Proportion progressing by 2 levels at KS2 in English	Awaited	89%	N/A	?	N/A	Data not available for 2010 SATs
NI094	Proportion progressing by 2 levels at KS2 in Maths	Awaited	87%	N/A	?	N/A	Data not available for 2010 SATs
NI102a	Achievement gap FSM and peers at KS2	Awaited	12%	N/A	?	N/A	Data not available for 2010 SATs

NI117	16 to 18 year olds who are not in education, employment or training (NEET)	13.4% (Nov 2008 to Jan 09 average figure)	7.7%	10.3% (Nov 2009 to Jan 10 average figure)			10.3%, a 3% reduction on the 2008 figure. Halton has seen over a 5% reduction in NEET during 2009; August figures indicated that 15.3% of the Halton 16-18 cohort was NEET. For the Halton 14-19 Strategic Partnership to have seen a reduction to 10.3% by January 2010 shows the extent of the challenge and the achievement. (The national NEET performance target is the average percentage NEET in November, December and January each year. The data shows a large reduction in NEET for those months in 2009/10 compared with 2008/09 however there is still some way to go to reach the national target. This was a stretch target based on Halton's best year's performance).
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Appendix 4 Financial Statement

Learning & Achievement Department

Revenue Budget as at 30th June 2010

	Annual Budget £'000	Budget To Date £'000	Actual To Date £'000	Variance To Date (overspend) £'000	Actual Including Committed Items £'000
Employees	7,003	1,750	1,633	117	1,656
Premises	271	3	3	0	3
Supplies & Services	1,910	654	366	288	450
Transport	58	14	11	3	11
Agency Related Expenditure	7,263	4,084	3,912	172	3,912
Central Support Service Recharges	789	1	1	0	1
Independent School Fees	1,493	491	491	0	491
Inter Authority Special Needs	764	0	0	0	0
Speech Therapy	46	0	0	0	0
Total Expenditure	19,597	6,997	6,417	580	6,524
Reimbursements & Other Grant Income	-7,047	-5,164	-4,593	(571)	-5,204
Schools SLA Income	-97	-89	-97	8	-97
Inter Authority Income	-578	0	0	0	0
Total Income	-7,722	-5,253	-4,690	(563)	-5,301
Net Expenditure	11,875	1,744	1,727	17	1,223

Comments on the above figures

In overall terms, revenue spending at the end of Quarter 1 is slightly below budget profile.

The Employee budget is currently under profile due to a large number of vacancies across the department.




The Supplies & Services budget is also below budget profile, due in the main to an under spend on 'Professional Fees'. It is likely that this under spend relates to the timing of invoices and payments.

The Agency Related Expenditure budget is currently below budget profile, mainly due to an under spend by Early Years Intervention & Support provision. Again this is likely to relate to the timing of invoices and payments.

The income budget is currently below budget profile due to the timing of income collection. It is expected to be within planned budget by the financial year-end.




Appendix 5 Explanation of Symbols

Symbols are used in the following manner:

Progress	<u>Objective</u>	<u>Performance Indicator</u>
Green	 Indicates that the <u>objective is on course to be achieved</u> within the appropriate timeframe.	<i>Indicates that the annual target <u>is on course to be achieved</u>.</i>
Amber	 Indicates that it is <u>uncertain or too early to say at this stage</u> , whether the milestone/objective will be achieved within the appropriate timeframe.	<i>Indicates that it is <u>uncertain or too early to say at this stage</u> whether the annual target is on course to be achieved.</i>
Red	 Indicates that it is <u>highly likely or certain</u> that the objective will not be achieved within the appropriate timeframe.	<i>Indicates that the target <u>will not be achieved</u> unless there is an <u>intervention or remedial action</u> taken.</i>

Direction of Travel Indicator

Where possible performance measures will also identify a direction of travel using the following convention

Green	 Indicates that performance is better as compared to the same period last year.
Amber	 Indicates that performance is the same as compared to the same period last year.
Red	 Indicates that performance is worse as compared to the same period last year.
N/A	Indicates that the measure cannot be compared to the same period last year.