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Local Government Performance  
Improvement Framework 2016-17

## **Public Accountability Measures**

Guidance for local authorities

**Version 4**

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### **Introduction**

**Public Accountability Measures** consist of a small set of “outcome focussed” indicators. They reflect those aspects of local authority work which local authorities agree are considered to be important in terms of public accountability. For example, recycling, educational attainment, sustainable development, etc. This information is collected and reported nationally, validated, and published annually.

This document describes the Public Accountability Measures that are in place for 2016-17.

Any changes to the dataset are noted in the Supporting Document in [Appendix B](#).

### **Statutory (National Strategic) Indicators**

The Welsh Government recently published a written statement confirming the revocation of the Local Government (Performance Indicators) (Wales) Order 2012. As such, 2015-16 will be the final year of collection of the former National Strategic Indicators (NSIs) by Welsh Government. In order to ensure minimal disruption for local authorities, many of whom will have included these indicators in their improvement plans for the current financial year, the WLGA’s coordinating committee agreed that we should collect them alongside the PAMs for 2016-17.

A local government-led review of national performance indicators will take place during 2016 for introduction from April 2017.

### **Definitional issues, advice and guidance**

This document provides detailed guidance on the Public Accountability Measures in place for 2016-17, including the NSIs. The guidance is available in both Welsh and English. For each indicator you will find detailed definitions and guidance. The guidance will identify specific inclusions and exclusions from the measures and will clearly explain how the indicators should be calculated.

Additional advice and guidance may be obtained from the Data Unit by e-mailing: [pienquiries@dataunitwales.gov.uk](mailto:pienquiries@dataunitwales.gov.uk) or by telephoning 029 2090 9558.

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### **User Guide**

This document contains detailed guidance for all of the Public Accountability Measures that apply from April 2016.

To navigate through the document electronically, please use the hyperlinks that appear throughout the document.

### **Performance Indicator (PI) Profiles**

Each indicator's detailed definition is presented in a format known as a 'PI profile'. The layout of this profile is designed to make the indicator as clear as possible for service providers and service users as well as any other interested parties.

An explanation of the PI profile format is provided below:

Service/policy area	The local authority service area to which the indicator belongs
Domain	Access to Services, Service Quality, Resources or Strategic Outcomes
Reference	This is the identification number of the indicator
Headline	A brief synopsis about the focus of the indicator
Indicator	The actual measure
Guidance	Detailed guidance covering: clarification of definitions, information on what to include/ exclude when collecting the data for the indicator, etc.
Calculation	These are the data items that need to be collected to calculate the indicator along with the formula to use when doing so
Data Source	A cross-reference to other instances of this data e.g. on other forms
Decimal place	The number of decimal places to which the indicator should be reported
Explanation	A clear, concise explanation of what is being collected and why
Disaggregation	Any suggested disaggregation that authorities may choose to apply to the indicator data

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## Public Accountability Measures

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No.	Reference	Indicator	Notes	Page
<b>Affordable and appropriate housing</b>				
1	<a href="#">PSR/002</a>	<i>The average number of calendar days taken to deliver a Disabled Facilities Grant.</i>	Former National Strategic Indicator	9
<b>Sustainable futures</b>				
2	<a href="#">WMT/004(b)</a>	<i>The percentage of municipal waste collected by local authorities sent to landfill</i>	Former National Strategic Indicator	12
3	<a href="#">WMT/009(b)</a>	<i>The percentage of municipal waste collected by local authorities and prepared for reuse and/or recycled, including source segregated biowastes that are composted or treated biologically in another way</i>	Former National Strategic Indicator	13
4	<a href="#">CAM/037</a>	The percentage change in the average Display Energy Certificate (DEC) score within local authority public buildings over 1,000 square metres		15
<b>A clean and safe environment</b>				
5	<a href="#">STS/005b</a>	The percentage of highways inspected of a high or acceptable standard of cleanliness		17
6	<a href="#">THS/012</a>	The percentage of principal (A) roads, non-principal (B) roads and non-principal (C) roads that are in overall poor condition	Aggregated	19
7	<a href="#">PPN/009</a>	The percentage of food establishments which are 'broadly compliant' with food hygiene standards		21
<b>Supporting safe and independent lives</b>				
8	<a href="#">SCA/021</a>	The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	<b>Replaced</b> (see <a href="#">SCA/001</a> )  Social Services performance measure 19	-
	<a href="#">SCA/007</a>	The percentage of clients with a care plan at 31 March whose care plans should have been reviewed that were reviewed during the year	<b>Deleted</b>	
	<a href="#">SCA/018a</a>	The percentage of carers of adults who were offered an assessment or review of their needs in their own right during the	<b>Deleted</b>	

No.	Reference	Indicator	Notes	Page
		year		
	<b>SCA/019</b>	<i>The percentage of adult protection referrals completed where the risk has been managed</i>	<b>Deleted</b>	
<b>Safeguarding children</b>				
9	<a href="#">SCC/004</a>	<i>The percentage of looked after children on 31 March who have had three or more placements during the year</i>	Social Services performance measure 33	-
	<b>SCC/045</b>	The percentage of reviews of looked after children, children on the Child Protection Register and children in need carried out in line with the statutory timetable	<b>Deleted</b>	
	<b>SCC/025</b>	The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations	<b>Deleted</b>	
<b>Educating children</b>				
10	<a href="#">EDU/002i</a>	<i>The percentage of all pupils (including those in local authority care), in any local authority maintained school, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning without an approved external qualification</i>	Former National Strategic Indicator	23
11	<a href="#">EDU/003</a>	<i>The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment</i>	Former National Strategic Indicator	25
12	<a href="#">EDU/004</a>	The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment		27
13	<a href="#">EDU/011</a>	<i>The average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority<sup>1</sup></i>	Former National Strategic Indicator	29
14	<a href="#">EDU/016a</a>	Percentage of pupil attendance in primary schools.		31
15	<a href="#">EDU/016b</a>	Percentage of pupil attendance in secondary schools.		33

<sup>1</sup> From 2016, Welsh Government (WG) will be reporting Key Stage 4 school performance on a year 11 cohort basis rather than for learners aged 15 at the start of the year. For 2015-16 WG will calculate key measures on both the year 11 and age 15 bases. We will therefore make both figures available for EDU/011 and EDU/017.

No.	Reference	Indicator	Notes	Page
16	<a href="#">EDU/017</a>	<i>The percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics<sup>1</sup></i>	Former National Strategic Indicator	35
<b>Corporate Management</b>				
17	<a href="#">CHR/002</a>	The number of working days/shifts per full-time equivalent (FTE) local authority employee lost due to sickness absence		37

The WLGA's coordinating committee have agreed that we should collect the former National Strategic Indicators (NSIs) alongside the PAMs for 2016-17. We will therefore be including the following indicators in the PAMs data collection form for 2016-17:

No.	Reference	Indicator	Notes	Page
	<b>NSI SCA/001</b>	<i>The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over</i>	<b>Deleted</b>	
	<b>NSI SCA/002a</b>	<i>The rate of older people (aged 65 or over) supported in the community per 1,000 population aged 65 or over at 31 March</i>	<b>Deleted</b>	
	<b>NSI SCA/002b</b>	<i>The rate of older people (aged 65 or over) whom the authority supports in care homes per 1,000 population aged 65 or over at 31 March</i>	<b>Deleted</b>	
1	<a href="#">NSI SCC/002</a>	<i>The percentage of looked after children who have experienced one or more changes of school, during a period or periods of being looked after, which were not due to transitional arrangements, in the year to 31 March</i>	Social Services performance measure 32	-
2	<a href="#">NSI PSR/004</a>	<i>The percentage of private sector dwellings that had been vacant for more than 6 months at 1 April that were returned to occupation during the year through direct action by the local authority</i>	Former National Strategic Indicator	40
3	<a href="#">NSI PLA/006b</a>	<i>The number of additional affordable housing units provided during the year as a percentage of all additional housing units provided during the year.</i>	Former National Strategic Indicator	42

<b>No.</b>	<b>Reference</b>	<b>Indicator</b>	<b>Notes</b>	<b>Page</b>
4	<a href="#">NSI EDU/002ii</a>	<i>The percentage pupils in local authority care in any local authority maintained school, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning without an approved external qualification</i>	Former National Strategic Indicator	45
5	<a href="#">NSI EDU/006ii</a>	<i>The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3</i>	Former National Strategic Indicator	48
6	<a href="#">NSI EDU/015a</a>	<i>The percentage of final statements of special education need issued within 26 weeks including exceptions</i>	Former National Strategic Indicator	50
7	<a href="#">NSI EDU/015b</a>	<i>The percentage of final statements of special education need issued within 26 weeks excluding exceptions</i>	Former National Strategic Indicator	53
8	<a href="#">NSI STS/006</a>	<i>The percentage of reported fly tipping incidents cleared within 5 working days</i>	Former National Strategic Indicator	56
9	<a href="#">NSI THS/007</a>	<i>The percentage of adults aged 60 or over who hold a concessionary bus pass</i>	Former National Strategic Indicator	58
10	<a href="#">NSI LCS/002b</a>	<i>The number of visits to local authority sport and leisure facilities during the year per 1,000 population where the visitor will be participating in physical activity</i>	Former National Strategic Indicator	59
11	<a href="#">NSI LCL/001b</a>	<i>The number of visits to public libraries during the year, per 1,000 population</i>	Former National Strategic Indicator	63



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## **Glossary**

### **Local Authority Municipal Waste**

Local authority municipal waste is waste collected by or on behalf of local authorities under sections 45 and 51(1)(b) and 51(3) of the Environment Protection Act 1990. This includes waste arising from:

- Waste collection rounds (including separate rounds for collections of recyclables)
- Street cleansing and litter collection including leaf falls
- Beach cleansing
- Bulky waste collections
- Hazardous household waste collections
- Garden waste collections
- Drop-off/bring systems
- Rubble and construction and demolition wastes arising from households and deposited by householders at civic amenity sites etc.
- Clearance of fly-tipped waste
- Incinerator Bottom Ash (IBA), provided the input waste is incinerated in a facility that operates an R1 formula compliant operation.
- Air Pollution Control Residues (APCR), commonly referred to as 'fly ash' which is produced from the combustion of other local authority municipal wastes.
- Tyres, (but not tyres collected as constituents from abandoned vehicles)
- Plasterboard
- Household clinical waste collections
- Road and street sweepings
- Chippings, leaves and litter from gully wastes (wastes washed from drainage channels on roads and car parks into underground pots)

Further, local authority collected municipal waste includes wastes collected by third parties for which recycling payments are made or wastes collected by third parties for which there are other formal arrangements with the local authority.

For the purposes of these indicators, items collected from households or commercial premises by local authorities or their agents (where there is a formal agreement between them) that are to be prepared for re-use, may be classed as being local authority collected municipal waste.

For the purposes of calculating the National Strategic Indicators, wastes that were formerly excluded as contributing towards the Indicators, but are now included are; rubble, soil and Incinerator Bottom Ash (IBA), beach cleansing wastes.

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Service/ policy area	<b>Housing - Private Sector Renewal</b>
Domain	Service Quality
Reference	PSR/S/F/002/05-001 (PSR/002)
Headline	<b>Timing of Disabled Facilities Grants</b>
Indicator	<i>The average number of calendar days taken to deliver a Disabled Facilities Grant.</i>
Guidance	<p>DFGs are issued by the local authority, under Part 1 of the Housing Grants, Construction and Regeneration Act 1996, to help towards the cost of providing adaptations and facilities to give disabled people better freedom of movement into and around their home and to access essential facilities within it.</p> <p>Include any DFGs that are issued to help towards the cost of providing adaptations and facilities in respect of the yard, garden, outhouses and appurtenances belonging to the dwelling or usually enjoyed with it.</p> <p>This indicator measures all mandatory DFGs delivered during the financial year and should cover the payment of these DFGs in all sectors – not just owner-occupiers.</p> <p>The number of calendar days taken to deliver a DFG should be counted from the date of the client's first recorded contact with the local authority, relating specifically to an adaptation, for which DFG is subsequently offered, to the 'certified date'. Alternatively, in the case of an existing client, the starting point should be the date on which the need for an adaptation for which DFG is subsequently offered is first raised, either by the client or the authority.</p> <p>Where multiple works are identified as being required as part of a DFG, the count should start at the date on which the need for an adaptation is required, to the date that all works are completed – i.e. the 'certified date'.</p> <p>Local authorities must include the number of calendar days taken to complete all the stages of the DFG process from the first recorded contact with the client relating to the DFG. Where applicable, this should include the following:</p> <ul style="list-style-type: none"> <li>• Occupational Therapist assessment</li> <li>• Sending grant application to client</li> <li>• Completed application being received by grants section</li> <li>• Formal approval notice being sent to client</li> </ul> <p>This list is not exhaustive.</p> <p>DFGs that have not been certified at year end should be excluded from both the numerator and the denominator for the current year of this NSI. This includes DFGs that cannot be certified due to a permanent change in the client's circumstances (for instance, clients who leave the area or die). Equally, DFGs for clients who fail to put in applications within stated timescales and subsequently have their case closed, should be excluded.</p>

	<p>If any case is reopened at some future date, it should be classified as a new DFG.</p> <p>Subject to the above, the time from first contact to the certified date should be calculated as a single period, without exceptions. No periods of time should be excluded from the calendar days calculation for a certified DFG for any reason, including those resulting from long hospital stays of a person receiving the DFG, periods of bad weather, or bankruptcy of a contractor. This replaces any previous guidance on this issue. If they occur, such issues can be quoted as reasons for data queried as part of validation.</p>		
Calculation	<p><b>Numerator:</b> The total number of calendar days taken to deliver all DFGs certified during the financial year</p> <p>The numerator is the sum of the number of calendar days taken to deliver each DFG</p> <p><b>Denominator:</b> The number of DFGs delivered during the financial year</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}}</math></p>		
Validation	<p>The denominator should be close to the number of DFGs delivered during the financial year from table 1 of the Disabled Facilities Grant (DFG) return. There could be small differences due to DFGs being certified in one year and completed in another.</p> <p>If the denominator differs by more than 10 per cent from the data in table 1 of the Disabled Facilities Grant (DFG) return for the previous year, this will require an explanation for the change.</p> <p>Numerators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p> <p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p>		
Data source	-	Decimal place	0
Explanation	<p>This indicator measures the quality of the service provided when authorities utilise mandatory DFGs in order to complete adaptation works.</p> <p>The indicator should provide an accurate representation of how long the process takes from the client's perspective, and this is why no periods of time are to be excluded from the calendar days calculation as stated above. These are issues that the authority has to deal with routinely, just as they might a problem with the build itself, as part of delivering the service. Unless particularly remarkable, such issues should not overly affect calculation of the indicator, but in cases where this happens an opportunity to add</p>		

	context should fall out of the validation process.
Disaggregation	Disaggregation should be considered to suit local context and knowledge.

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Service/ policy area	<b>Environment and Transport – Waste Management</b>		
Domain	Strategic Outcomes		
Reference	WMT/S/F/004/05-002 (WMT/004(b))		
Headline	<b>Local Authority Collected Municipal Waste Sent to Landfill</b>		
Indicator	<i>The percentage of municipal waste collected by local authorities sent to landfill</i>		
Guidance	<p>For a full definition of local authority Municipal Waste please refer to the <a href="#">Glossary</a>.</p> <p>Landfill refers to waste deposited on, or on a structure set into, the surface of the land, or under the surface of the land.</p> <p>Land includes land covered by water that is above the low water mark or ordinary spring tides.</p> <p>Include:</p> <ul style="list-style-type: none"> <li>• Ash sent to landfill from the recovery of energy from local authority collected municipal waste</li> <li>• Any contaminants and/or residues sent to landfill arising from the reuse, recycling and biological treatment of municipal wastes, including where these are sent to landfill following treatment by contractors.</li> </ul> <p>Although entered into WDF, abandoned vehicles are not local authority municipal waste and will not contribute towards the total of local authority municipal waste.</p> <p>Home composting must not be included in this indicator.</p> <p>The data for this indicator is post-populated with data from the year ending 31 March 2017. It is provided by Natural Resources Wales from WasteDataFlow.</p>		
Calculation	<p><b>Numerator:</b> The tonnage of local authority municipal waste sent to landfill by the local authority</p> <p><b>Denominator:</b> The tonnage of municipal waste collected by the local authority</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Data source	WasteDataFlow	Decimal Place	2
Explanation	Reducing the amount and percentage of local authority collected municipal waste sent to landfill is a national priority, as detailed in the Wales Waste Strategy. This indicator will allow us to monitor trends in the diversion of waste away from landfill disposal.		
Disaggregation	Disaggregation should be considered to suit local knowledge and context.		

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Service/ policy area	<b>Environment and Transport – Waste Management</b>
Domain	Strategic Outcomes
Reference	WMT/S/F/009/02-003 (WMT/009(b))
Headline	<b>Local Authority Collected Municipal Waste Prepared for Reuse, Recycling and Composting</b>
Indicator	<i>The percentage of municipal waste collected by local authorities and prepared for reuse and/or recycled, including source segregated biowastes that are composted or treated biologically in another way</i>
Guidance	<p>For a full definition of local authority Municipal Waste please refer to the <a href="#">Glossary</a>.</p> <p>Prepared for reuse means items removed from the local authority collected municipal waste stream (e.g. furniture from households including that collected on behalf of a local authority by third parties) for the purposes of checking, cleaning or repairing recovery operations, by which products or components of products that have become waste are prepared so that they can be reused without any other pre-processing.</p> <p>Recycling of local authority collected municipal waste means any recovery operation by which waste materials are reprocessed into products, materials or substances whether for the original or other purposes. It does not include energy recovery and the reprocessing into materials that are used as fuels of backfilling operations.</p> <p>Composted and biologically treated local authority collected municipal waste includes only biodegradable local authority collected municipal wastes that are segregated at source, continue to be segregated during collection and treatment and whose solid residues are treated aerobically to produce a stable product that is fit for use as a soil conditioner or growing medium.</p> <p>Composting is the controlled biological decomposition and stabilisation of biodegradable local authority collected municipal wastes under conditions that are predominantly aerobic and that allow the development of thermophilic organisms.</p> <p>Other biological treatments include anywhere degradation of source-segregated wastes is achieved through microbial activity.</p> <p>Local authorities may include waste collected for preparation for reuse, recycling, composting or biological treatment by private, community or voluntary bodies where they have formal arrangements in place with such bodies.</p> <p>Although entered into WDF, abandoned vehicles are not local authority municipal waste and will not contribute towards the total of local authority municipal waste.</p> <p>Home composting must not be included in this indicator.</p> <p>The data for this indicator is post-populated with data from the year</p>

	ending 31 March 2017. It is provided by Natural Resources Wales from WasteDataFlow.		
Calculation	<p><b>Numerator:</b> The tonnage of local authority municipal waste prepared for reuse, recycled and/or collected as source segregated biowastes and composted or treated biologically in another way by the local authority</p> <p><b>Denominator:</b> The tonnage of municipal waste collected by the local authority</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Data source	WasteDataFlow	Decimal Place	2
Explanation	Waste reduction, recycling, re-use and composting are key national priorities, as detailed in the Wales Waste Strategy. This indicator measures how well authorities are performing overall in these areas.		
Disaggregation	Disaggregation should be considered to suit local knowledge and context		

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Service/ policy area	<b>Asset Management</b>
Domain	Service Quality
Reference	CAM/C/F/037/01-004 (CAM/037)
Headline	<b>Energy Efficiency</b>
Indicator	The percentage change in the average Display Energy Certificate (DEC) score within local authority public buildings over 1,000 square metres
Guidance	<p>The European Performance of Buildings Directive (Regulation 16) states that from 1st October 2008 a Display Energy Certificate (DEC) is required for public authority buildings, of a specified size, providing public services to a large number of persons and frequently visited by those persons.</p> <p>A DEC must be prominently displayed to provide information to the public about the energy usage of the building. The building is given an Operational Rating (OR) which relates to the buildings energy usage and CO2 emissions over a period of 12 months. The Operational Rating translates to a building category from A to G, with A being the best performing and G being the worst.</p> <p>To enable buildings to be compared the performance ratings are measured by carbon dioxide (CO2) emissions which is a common unit that can be calculated for each type of fuel using standard conversion rates.</p> <p>Local authority public buildings will be premises over 1,000 square metres which are frequently accessed by members of the public and where the local authority has responsibility for the energy costs and use.</p> <p>The average DEC operational rating score is the sum of the 'OR' scores for each local authority public buildings over 1,000 square metres where a DEC has been lodged on the Non Domestic Energy Performance Certificate Register divided by the number of these buildings.</p> <p>For the purposes of this indicator, the 'current' year should be reported as the previous financial year.</p> <p><b>Please note that a reduction in the average DEC rating will be presented as a positive figure to indicate improvement.</b></p>
Calculation	<p><b>Numerator:</b> The difference in the average operational rating score for local authority public buildings over 1,000 square metres where a DEC has been lodged on the Non Domestic Energy Performance Certificate Register between the previous financial year and the current financial year</p> <p>This data is calculated as <math>X - Y</math>, where:  <math>X</math> = The average DEC rating score in local authority public buildings over 1,000 square metres in the previous year  <math>Y</math> = The average DEC rating score in local authority public buildings over 1,000 square metres in the current year</p>



	<p><b>Denominator:</b> The average DEC rating score in local authority public buildings over 1,000 square metres in the previous year</p> <p><b>Formula:</b> <math>\frac{\text{Numerator} \times 100}{\text{Denominator}}</math></p>		
Data source	-	Decimal Place	1
Explanation	This indicator measures the improvement in the energy efficiency in local authority public buildings over 1,000 square metres.		
Disaggregation	Disaggregation should be considered to suit local context and knowledge.		

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Service/ policy area	<b>Environment and Transport - Street Scene</b>
Domain	Service Quality
Reference	STS/C/F/005b/04-005 (STS/005b)
Headline	<b>Cleanliness of highways</b>
Indicator	The percentage of highways inspected of a high or acceptable standard of cleanliness
Guidance	<p>'High or acceptable standard of cleanliness' is defined as achieving Grades A, B+ or B of the Code of Practice on Litter and Refuse (2007), namely:</p> <ul style="list-style-type: none"> <li>• Grade A No litter or refuse</li> <li>• Grade B+ No more than 3 small pieces of litter</li> <li>• Grade B Predominately free of litter and refuse apart from some small items</li> </ul> <p>To calculate the indicator, the following surveys need to be undertaken:</p> <ul style="list-style-type: none"> <li>• 6 bi-monthly surveys based on inspections of 2% of adopted highways of an authority, undertaken by the Local Authority or an organisation contracted to undertake the work on their behalf</li> <li>• Annual independent survey/s based on a minimum 6% overall sample of adopted highways of an authority undertaken by Keep Wales Tidy</li> </ul> <p>Include all roads for which the local authority is the highway authority, i.e. all roads excluding:</p> <ul style="list-style-type: none"> <li>• Motorways</li> <li>• Trunk roads</li> <li>• Private and/or unadopted roads</li> </ul> <p>Exclude land under the control of a local authority-maintained school or its board of governors, or land under the control of a housing association.</p> <p>Dog faeces is to be treated as refuse.</p> <p>Surveys should cover transects/streets for the following types of land use:</p> <ul style="list-style-type: none"> <li>• Retail, office and commercial</li> <li>• Housing land</li> <li>• Industrial areas</li> <li>• Roads</li> </ul> <p>Further guidance can be found in Annex A of the Code of Practice on Litter and Refuse 2007.</p> <p>For the bi-monthly surveys:</p> <ul style="list-style-type: none"> <li>• At least 2% of streets should be inspected every two months. This random sample may cover the same streets in different months (i.e. the samples can overlap), or may even involve two inspections at different points on the same street within the same month, where this is thought to be appropriate for longer or busier streets. But the number of inspections should be</li> </ul>

	<p>equivalent to 2% of the total number of streets in the authority</p> <ul style="list-style-type: none"> <li>The sample programme must be representative of the whole authority in terms of the location of the streets and the balance of streets. Inspections should be carried out at random times - this excludes monitoring carried out after cleansing solely for the purpose of monitoring a street-cleansing contract. However, random monitoring of an output-based contract would be acceptable</li> </ul> <p>'An inspection' is a visual examination of a 50 metre length of street (transect) against the photographic standards in the Code of Practice for Litter and Refuse (2007) or any subsequent revised version of the Code. Streets are graded as either Grade A, Grade B+, Grade B, Grade C or Grade D.</p> <p>For the independent surveys:</p> <ul style="list-style-type: none"> <li>Local Authorities will be expected to provide Keep Wales Tidy with a current list of all adopted highways for the above types of land use by 1 April each year. This list should indicate which land use type the highways falls into</li> <li>Keep Wales Tidy will undertake unannounced survey/s of 6% of the highways.</li> <li>A report will be provided by Keep Wales Tidy to the relevant Local Authority of the survey/s within one month of completion</li> </ul>			
Calculation	<p><b>Numerator:</b> The number of inspections of highways undertaken that had a high or acceptable level of cleanliness</p> <p><b>Denominator:</b> The total number of inspections of highways</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>			
Data source	<table border="1"> <tr> <td data-bbox="443 1234 1010 1283">-</td> <td data-bbox="1010 1234 1262 1283">Decimal Place</td> <td data-bbox="1262 1234 1375 1283">1</td> </tr> </table>	-	Decimal Place	1
-	Decimal Place	1		
Explanation	This indicator measures the proportion of streets within a local authority boundary that are of acceptable cleanliness			
Disaggregation	Disaggregation should be considered to suit local context and knowledge.			

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Service/ policy area	<b>Environment and Transport – Transport and Highways</b>
Domain	Service Quality
Reference	THS/C/F/012/01-006 (THS/012)
Headline	<b>Condition of Roads</b>
Indicator	The percentage of principal (A) roads, non-principal/classified (B) roads and non-principal/classified (C) roads that are in overall poor condition
Guidance	<p>The figure for this indicator represents the percentage of the road network length that is equal to or above the RED threshold i.e. that is in poor overall condition and will require planned maintenance soon i.e. within a year or so on a 'worst first' basis.</p> <p>Local authorities are advised to aim to have surveys carried out at approximately the same time each year, to minimise variations due to seasonal effects and the impact of the works programme.</p> <p>Local authorities should insist that survey contractors fully comply with the requirements of the Scanner Quality Assurance and auditing procedures that form part of the Scanner Specification.</p> <p>Only data collected using survey equipment possessing a valid Scanner Acceptance Certificate, which explicitly states that the survey vehicle has been approved for use in the production of Best Value Performance Indicators, may be used in the calculation of this indicator.</p> <p>Detailed guidance on how to produce the information required to report this indicator can be found in the relevant UKPMS Technical note.</p> <p>The figures are to be derived from Scanner surveys (formerly known as SCANNER surveys) carried out in the financial year.</p> <p>The following provisions apply for the programming and reporting of Scanner surveys of principal (A) roads:</p> <ul style="list-style-type: none"> <li>• Target - 100% of the surveyable network to be surveyed in one direction or 50% in both directions. Principal roads not surveyed in the previous year must be surveyed in the present year</li> <li>• The surveys must be Scanner accredited surveys and a UKPMS accredited pavement management system used to produce the report</li> <li>• The indicator must be derived from surveys covering a minimum of 90% of the 'possible survey lane length' (as defined in Technical Note 43) over the last two financial years. All road surface types are included</li> </ul> <p>The following provisions apply for the programming and reporting of Scanner surveys of non-principal/classified (B) roads:</p> <ul style="list-style-type: none"> <li>• Target - 100% of the surveyable (B) network to be surveyed in one direction or 50% in both directions. Non-Principal/classified (B) roads not surveyed in the previous year must be surveyed in the present year</li> </ul>

	<ul style="list-style-type: none"> <li>• The surveys must be Scanner accredited surveys and a UKPMS accredited pavement management system used to produce the report</li> <li>• The indicator must be derived from surveys covering a minimum of 90% of the 'possible survey lane length' over the last two financial years for B classified roads. 'Possible survey lane length' is as defined in Technical Note 43.</li> <li>• All road surface types are included</li> </ul> <p>The following provisions apply for the programming and reporting of Scanner surveys of non-principal/classified (C) roads:</p> <ul style="list-style-type: none"> <li>• Target – 50% of the surveyable (C) network to be surveyed in one direction or 25% in both directions. Non-principal/classified (C) roads not surveyed in the previous year must be surveyed in the present year.</li> <li>• The surveys must be Scanner accredited surveys and a UKPMS accredited pavement management system used to produce the report</li> <li>• The indicator must be derived from surveys covering a minimum of 80% of the 'possible survey lane length' over the last four financial years for C classified roads. 'Possible survey lane length' is as defined in Technical Note 43.</li> <li>• All road surface types are included</li> </ul>		
Calculation	<p><b>Numerator:</b> The total length of principal (A), non-principal (B) roads and non-principal (C) roads greater than or equal to the RED threshold (Kms)</p> <p>The numerator is calculated as (X+Y+Z), where:  X = The total length of principal (A) roads greater than or equal to the RED threshold (Kms) (Formerly, THS/011aN)  Y = The total length of non-principal (B) roads greater than or equal to the RED threshold (Kms) (Formerly, THS/011bN)  Z = The total length of non-principal (C) roads greater than or equal to the RED threshold (Kms) (Formerly, THS/011cN)</p> <p><b>Denominator:</b> The total length of principal (A), non-principal (B) and non-principle (C) roads surveyed (Kms)</p> <p>The denominator is calculated as (A+B+C), where:  A = The total length of principal (A) roads surveyed (Kms) (Formerly, THS/011aD)  B = The total length of non-principal (B) roads surveyed (Kms) (Formerly, THS/011bD)  C = The total length of non-principal (C) roads surveyed (Kms) (Formerly, THS/011cD)</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Data Source	-	Decimal Place	1
Explanation	To give an indication of the proportion of road that requires planned maintenance soon.		
Disaggregation	Disaggregation should be considered to suit local context and knowledge.		

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Service/ policy area	<b>Planning and Regulatory Services – Public Protection</b>
Domain	Strategic Outcomes
Reference	PPN/C/F/009/01-007 (PPN/009)
Headline	<b>Broadly compliant food premises</b>
Indicator	The percentage of food establishments which are 'broadly compliant' with food hygiene standards
Guidance	<p>The assessments of food establishments' level of compliance with food law are based on the risk rating system set out in Annex 5 of the Food Law Code of Practice (Wales 2008).</p> <p>For a food business to be "broadly compliant" in terms of food hygiene it must attain a score of no more than 10 points for each of the following three factors:</p> <p>(a) Level of current compliance with statutory obligations on:</p> <ul style="list-style-type: none"> <li>(i) hygiene requirements (<i>including food handling practices and procedures and temperature controls</i>), and</li> <li>(ii) structural requirements (<i>including cleanliness, layout, condition of structure, lighting, ventilation, facilities etc.</i>); and</li> </ul> <p>(b) Confidence in management/control systems</p> <p>In terms of food hygiene and structure a rating score of 10 is defined as - "...some non-compliance with statutory obligations and industry codes of recommended practice. Standards are being maintained or improved."</p> <p>For confidence in management/control procedures a score of 10 is defined as - "satisfactory record of compliance. Access to and use of technical advice either in-house, from trade associations and/or from Guides to Good Practice. Understanding of significant hazards and control measures in place. Making satisfactory progress towards a documented system/procedures commensurate with type of business."</p> <p>Factors that will influence the inspector's judgement in terms of confidence in management include:</p> <ul style="list-style-type: none"> <li>• the "track record" of the company, its willingness to act on previous advice and enforcement and the complaint history;</li> <li>• the attitude of the previous management towards hygiene and food safety; and</li> <li>• hygiene and food safety technical knowledge available to the company (internal or external), including hazard analysis/HACCP and the control of critical points;</li> <li>• satisfactory HACCP based procedures.</li> </ul> <p>For both the numerator and denominator, the total number of food establishments refers to the total number of food establishments for which the authority is responsible, not just those which received an intervention in the year.</p> <p>To ensure consistency with the Food Standards Agency, the following <b>should be excluded</b> from both the numerator and</p>

	denominator: <ul style="list-style-type: none"> <li>• premises which have been assessed as “outside the programme” because they have no or insufficient inspectable risk</li> <li>• premises that are unrated as of 31<sup>st</sup> March</li> <li>• premises closed during the financial year</li> <li>• Premises registered outside the area, which visit for trading purposes</li> </ul>		
Calculation	<p><b>Numerator:</b> The number of food establishments within the local authority deemed to be ‘Broadly Compliant’ during the year and are still trading as of 31 March</p> <p><b>Denominator:</b> The total number of food establishments trading as of 31 March</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Data Source	-	Decimal Place	2
Explanation	<p>To protect public health by ensuring food is safe and fit to eat by monitoring local authorities’ performance in increasing compliance in food establishments with food law.</p> <p>This indicator measures the effectiveness of local authority food safety interventions on food safety compliance as opposed to measuring inputs such as inspections.</p>		
Disaggregation	Disaggregation should be considered to suit local context and knowledge.		

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Service/ policy area	<b>Education</b>
Domain	Strategic Outcomes
Reference	EDU/S/F/002/08-009 (EDU/002i)
Headline	<b>Pupils leaving compulsory education without an approved external qualification who do not continue in full time education, training or work based learning</b>
Indicator	<i>The percentage of pupils (including those in local authority care) in any local authority maintained school, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning without an approved external qualification.</i>
Guidance	<p>Approved external qualifications are any qualification approved by the Welsh Government under section 99 of the Learning and Skills Act 2000, for the purposes of section 96 of that Act. A complete list of the approved external qualifications can be found on the Qualifications in Wales (QiW) <a href="#">website</a>.</p> <p>Work based learning is defined as “a process of planned activities delivered in the workplace which are specifically designed for developing the knowledge, skills and competencies relevant to particular occupations in the labour market, or generally relevant to effective participation in that market”. This includes both full and part-time work based learning.</p> <p>Include pupils in;</p> <ul style="list-style-type: none"> <li>• Secondary schools;</li> <li>• Middle schools;</li> <li>• Special Schools, and;</li> <li>• Pupil Referral Units (PRUs).</li> </ul> <p>Pupils who have been identified as having arrived from a non-English or non- Welsh based education system may be excluded. The criteria used to identify “eligible” pupils is that:</p> <ul style="list-style-type: none"> <li>• the pupil’s first language is not English or Welsh</li> <li>• the pupil has arrived from a non-English or non-Welsh-based education system; and</li> <li>• arrived in the UK on or after the start of the previous school year.</li> </ul> <p>For example, pupils reaching the end of a key stage in summer 2016 could be eligible for this status if they arrived in the UK on or after 1 September 2014.</p> <p>Registering pupils as having arrived from a non-English or non-Welsh based education system remains the responsibility of headteachers. Those pupils registered as such will not be included in the results for any subject. I.e. once a pupil is registered as having arrived from a non-English or non-Welsh based education system, their results will be discounted from any local authority level performance while that status is applicable.</p> <p>These pupils should be excluded from both the numerator and denominator</p>



	Pupils in local authority care are children who have been looked after at any time during the academic year. Exclude pupils who have been looked after under a series of short term placements (respite care), unless they have been looked after for 120 consecutive days in a single placement.		
Calculation	<p><b>Numerator:</b> The number of pupils aged 15 on 31 August and on roll in any local authority maintained school on the day of the annual School Census in January, who leave compulsory education without an approved external qualification and do not continue in education, training or work based learning.</p> <p><b>Denominator:</b> The total number of pupils aged 15 on 31 August and on roll in any local authority maintained school on the day of the annual school census in January</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data source	<b>Denominator (part i):</b> Welsh Government's Education and Skills Analytical Team (Schools)	Decimal Place	1
Explanation	<p>The new approach to education for 14-19 year olds will allow for greater variation in what is taught and should reduce the number of pupils, especially those in local authority care, leaving education without a recognised qualification.</p> <p>This indicator measures the effectiveness of this new agenda from the educating authority's perspective. The influence of the corporate parent on education will be picked up in the Social Care – Children's Services indicators.</p>		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge. These are some areas to consider:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Language</li> <li>• Ethnicity</li> <li>• Special Educational Needs (SEN)</li> <li>• School</li> <li>• Pupils entitled to free school meals</li> </ul>		

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Service/ policy area	<b>Education</b>
Domain	Strategic Outcomes
Reference	EDU/C/F/003/07-010 (EDU/003)
Headline	<b>Key Stage 2 Assessments</b>
Indicator	<i>The percentage of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment</i>
Guidance	<p>A school is responsible for reporting the end of Key Stage 2 results for all pupils on their school roll as at the second Tuesday in May and taught in national curriculum year 6; this is known as the 'specified date on roll'.</p> <p>To achieve the Core Subject Indicator, pupils must achieve level 4 or above in each of the core National Curriculum subjects of English or Welsh (first language), Mathematics and Science in combination.</p> <p>Schools are required to assess pupils at the end of Key Stage 2 in either English first language and Welsh second language, or Welsh first language and English, according to the language through which the pupil is taught, or their 'statutory language'. This is defined as part of the PLASC return. At Key stage 2, if results are available for both English and Welsh first language, the higher of the two is used to calculate the Core Subject Indicator.</p> <p>Exclude pupils who have been identified in the National Data Collection (NDC) as having arrived from a non-English or non-Welsh based education system. The criteria used to identify "eligible" pupils is that:</p> <ul style="list-style-type: none"> <li>• the pupil's first language is not English or Welsh;</li> <li>• the pupil has arrived from a non-English or non-Welsh-based education system; and</li> <li>• arrived in the UK on or after the start of the previous school year.</li> </ul> <p>For example, pupils reaching the end of a key stage in summer 2016 could be eligible for this status if they arrived in the UK on or after 1 September 2014.</p> <p>Registering pupils as having arrived from a non-English or non-Welsh based education system remains the responsibility of headteachers. Those pupils registered as such will not be included in the results for any subject. i.e. once a pupil is registered as having arrived from a non-English or non-Welsh based education system, their results will be discounted from any local authority level performance while that status is applicable.</p> <p>These pupils should be excluded from both the numerator and denominator</p> <p>All other pupils including those from Special schools and pupil referral units should be included in this PI regardless of the</p>

	<p>outcome.</p> <p>The data for this indicator is pre-populated from data collected by the Welsh Government's Education and Skills Analytical Team (Schools) for the preceding year.</p>		
Calculation	<p><b>Numerator:</b> The number of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment</p> <p><b>Denominator:</b> The total number of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data source	Welsh Government's Education and Skills Analytical Team (Schools)	Decimal Place	1
Explanation	<p>Educational attainment is an important national priority, linking as it does to many other strategic objectives such as reducing unemployment and social exclusion.</p> <p>This indicator provides a "snapshot" of performance at the end of primary education in the core National Curriculum subjects.</p> <p>Moderation arrangements are being strengthened over coming years to ensure the consistency and comparability of teacher assessment based data.</p>		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge. These are some areas to consider:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Language</li> <li>• Ethnicity</li> <li>• Special Educational Needs (SEN)</li> <li>• Looked After Children (Educated by the local authority)</li> <li>• School</li> <li>• Pupils entitled to free school meals</li> </ul>		

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Service/policy area	<b>Education</b>
Domain	Strategic Outcomes
Reference	EDU/C/F/004/06-011 (EDU/004)
Headline	<b>Key Stage 3 Assessments</b>
Indicator	The percentage of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core Subject Indicator, as determined by Teacher Assessment
Guidance	<p>A school is responsible for reporting the end of Key Stage 3 results for all pupils on their school roll as at the second Tuesday in May and taught in the national curriculum year 9; this is known as the 'specified date on roll'</p> <p>To achieve the Core Subject Indicator, pupils must achieve level 5 or above in each of the core National Curriculum subjects of English or Welsh (first language), Mathematics and Science in combination.</p> <p>Schools are required to assess pupils at the end of Key Stage 3 in either English first language and Welsh second language, or Welsh first language and English, according to the language through which the pupil is taught, or their 'statutory language'. This is defined as part of the PLASC return. At Key Stage 3, if results are available for both English and Welsh first language, the higher of the two is used to calculate the Core Subject Indicator.</p> <p>Exclude pupils who have been identified in the National Data Collection (NDC) as having arrived from a non-English or non-Welsh based education system. The criteria used to identify "eligible" pupils is that:</p> <ul style="list-style-type: none"> <li>• the pupil's first language is not English or Welsh;</li> <li>• the pupil has arrived from a non-English or non-Welsh-based education system; and</li> <li>• arrived in the UK on or after the start of the previous school year.</li> </ul> <p>For example, pupils reaching the end of a key stage in summer 2010 could be eligible for this status if they arrived in the UK on or after 1 September 2008.</p> <p>Registering pupils as having arrived from a non-English or non-Welsh based education system remains the responsibility of headteachers. Those pupils registered as such will not be included in the results for any subject. I.e. once a pupil is registered as having arrived from a non-English or non-Welsh based education system, their results will be discounted from any local authority level performance while that status is applicable.</p> <p>These pupils should be excluded from both the numerator and denominator</p> <p>All other pupils including those from Special schools and pupil referral units should be included in this PI regardless of the outcome.</p>
Calculation	<b>Numerator:</b> The number of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority, achieving the Core

	Subject Indicator, as determined by Teacher Assessment		
	<p><b>Denominator:</b> The total number of pupils assessed at the end of Key Stage 3, in schools maintained by the local authority</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Data Source	Welsh Government's Education and Lifelong Learning Statistics Unit (ELLS1)	Decimal Place	1
Explanation	<p>Educational attainment is an important national priority, linking as it does to many other strategic objectives such as reducing unemployment and social exclusion.</p> <p>This indicator provides the second milestone on a continuum of performance from Key Stage 2 to Key Stage 4. It enables value-added to be gauged during the first phase of secondary education.</p> <p>Moderation arrangements are being strengthened over coming years to improve the consistency and comparability of teacher assessment based data.</p>		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge. These are some areas to consider:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Language</li> <li>• Ethnicity</li> <li>• Special Educational Needs (SEN)</li> <li>• Looked After Children (Educated by the local authority)</li> <li>• School</li> <li>• Pupils entitled to free school meals</li> </ul>		

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Service/ policy area	<b>Education</b>
Domain	Strategic Outcomes
Reference	EDU/S/F/011/06-012 (EDU/011)
Headline	<b>Point score</b>
Indicator	<i>The average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority</i>
Guidance	<p>Include any external qualification approved for pupils under section 99 of the Learning and Skills Act 2000, for the purposes of section 96 of that Act. Include qualifications achieved prior to reaching the age of 15.</p> <p>Details of qualifications approved for use in Wales can be found on the Welsh Government's <a href="#">website</a>.</p> <p>Details of the points value for qualifications can be found using the Database of Accredited Qualifications in Wales (DAQW) <a href="#">website</a>.</p> <p>Each qualification is given a score value that represents both 'size' and 'challenge'. Size is based primarily on the guided learning hours required to complete the course. Challenge is based on the National Qualifications Framework Level and any grade differential within the qualification. For example a GCSE has a points range of between 6 and 58 points depending on the grade achieved (G to A*).</p> <p>Include pupils in;</p> <ul style="list-style-type: none"> <li>• Secondary schools;</li> <li>• Middle schools;</li> <li>• Special Schools, and;</li> <li>• Pupil Referral Units.</li> </ul> <p>Pupils who have been identified as having arrived from a non-English or non-Welsh based education system may be excluded. The criteria used to identify "eligible" pupils is that:</p> <ul style="list-style-type: none"> <li>• the pupil's first language is not English or Welsh;</li> <li>• the pupil has arrived from a non-English or non-Welsh-based education system; and</li> <li>• arrived in the UK on or after the start of the previous school year.</li> </ul> <p>For example, pupils reaching the end of a key stage in summer 2016 could be eligible for this status if they arrived in the UK on or after 1 September 2014.</p> <p>Registering pupils as having arrived from a non-English or non-Welsh based education system remains the responsibility of headteachers. Those pupils registered as such will not be included in the results for any subject. I.e. once a pupil is registered as having arrived from a non-English or non-Welsh based education system, their results will be discounted from any local authority level performance while that status is applicable.</p>

	<p>These pupils should be excluded from both the numerator and denominator</p> <p>The data for this indicator is pre-populated from data collected by the Welsh Government's Education and Skills Analytical Team (Schools).</p>		
Calculation	<p><b>Numerator:</b> The total number of points scored in approved external qualifications by all pupils aged 15 on 31 August and on roll in any local authority maintained school on the day of the annual School Census in January</p> <p><b>Denominator:</b> The total number of pupils aged 15 on 31 August and on roll in any local authority maintained school on the day of the annual School Census in January.</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}}</math></p>		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data source	<p><b>Numerator:</b> Welsh Government's Education and Skills Analytical Team (Schools) (From the Welsh Examinations Database)</p> <p><b>Denominator:</b> Welsh Government's PLASC data collection (Education and Skills Analytical Team (Schools))</p>	<b>Decimal Place</b>	1
Explanation	<p>Educational attainment is an important national priority, linking as it does to many other strategic objectives such as reducing unemployment and social exclusion.</p> <p>This indicator is based on points and recognises the performance of more pupils in a wider range of qualifications</p>		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge. These are some areas to consider:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Language</li> <li>• Ethnicity</li> <li>• Special Educational Needs (SEN)</li> <li>• Looked After Children (Educated by the local authority)</li> <li>• School</li> <li>• Pupils entitled to free school meals</li> </ul>		

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Service/policy area	<b>Education</b>
Domain	Strategic Outcomes
Reference	EDU/C/F/016a/03-013 (EDU/016a)
Headline	<b>Attendance in schools</b>
Indicator	Percentage of pupil attendance in primary schools
Guidance	<p>Attendance is classed as being present or on approved educational activities.</p> <p>Where pupils are dual registered at a mainstream school and a special school or PRU, the school which records the pupil's registration status as 'Dual registered – Main' should record the pupil's attendance at the alternative setting in the attendance register. Subject to the school verifying that the pupil did attend at the alternative setting these sessions may be counted as having a meaning of 'present' for the purposes of this indicator.</p> <p>Exclude:</p> <ul style="list-style-type: none"> <li>• Full time pupils at Pupil Referral Units and Special schools</li> <li>• Pupils in independent schools.</li> </ul> <p>The percentage of attendance is deduced by subtracting the percentage absent (both authorised absences and unauthorised) from 100%.</p> <p>Exclude any sessions when the school was only open for staff or was not open for staff and pupils due to uncontrollable circumstances such as extreme weather.</p> <p>Where a pupil arrives at the school part way through the data collection period, the data for that pupil should only take account the pupil's attendance record whilst at the reporting school.</p> <p>Where a pupil is readmitted to a school having been a leaver of that school in the same reporting year the total number of possible sessions when the pupil was on roll over the year needs to be aggregated.</p> <p>Whether a pupil is reported as on roll as a leaver is determined by their registration status on the last day of the reporting period.</p> <p>The percentage of pupil attendance should be reported for all pupils of compulsory school age, being those aged 5 or over as at the 31 August preceding the reporting school year. Include all pupils who were on roll at any point during the year. For dually registered pupils, include those at the "main" school only.</p> <p>The absence percentage is calculated based on the number of sessions missed by all pupils in primary schools There are two sessions a day – morning and afternoon. The total number of sessions possible in the year is calculated by summing the number of sessions possible for each pupil on roll.</p>
Calculation	<b>Numerator:</b> The total number of sessions missed by all pupils in primary schools



	<p><b>Denominator:</b> The total number of sessions possible for all pupils</p> <p><b>Formula:</b> <math>\left[ 1 - \frac{\text{Numerator}}{\text{Denominator}} \right] \times 100</math></p>		
Data Source	Welsh Government's annual pupil level attendance data collection (Education and Lifelong Learning Statistics Unit (ELLS1))	Decimal Place	1
Explanation	<p>The focus on attendance is a critical measure as young people are unlikely to attain their full potential and are more likely to be diverted into anti-social behaviour if they are not attending school regularly.</p> <p>The Attendance Task and Finish Group recommended in its report of February 2003 that the Welsh Government should place more emphasis on dealing with the absence of pupils at an early age to help avoid later problems. As part of this approach they recommended that information on attendance should be collected from primary schools and that additional monitoring mechanisms should be in place.</p> <p>Further guidance on pupil attendance can be found in the Welsh Government's guidance document entitled 'Inclusion and Pupil Support' (Circular 47/06)</p>		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge. These are some areas to consider:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Age i.e. school year</li> <li>• Gender</li> <li>• Language</li> <li>• Ethnicity</li> <li>• Special Educational Needs (SEN)</li> <li>• Reason for absence</li> <li>• Pupils entitled to free school meals</li> </ul>		

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Service/policy area	<b>Education</b>
Domain	Strategic Outcomes
Reference	EDU/C/F/016b/03-014 (EDU/016b)
Headline	<b>Attendance in schools</b>
Indicator	Percentage of pupil attendance in secondary schools.
Guidance	<p>Attendance is classed as being present or on approved educational activities.</p> <p>Where pupils are dual registered at a mainstream school and a special school or PRU, the school which records the pupil's registration status as 'Dual registered – Main' should record the pupil's attendance at the alternative setting in the attendance register. Subject to the school verifying that the pupil did attend at the alternative setting these sessions may be counted as having a meaning of 'present' for the purposes of this indicator.</p> <p>Exclude:</p> <ul style="list-style-type: none"> <li>• Full time pupils at Pupil Referral Units and Special schools</li> <li>• Pupils in independent schools.</li> </ul> <p>The percentage of attendance is deduced by subtracting the percentage absent (both authorised absences and unauthorised) from 100%.</p> <p>Exclude any sessions when the school was only open for staff or was not open for staff and pupils due to uncontrollable circumstances such as extreme weather.</p> <p>Where a pupil arrives at the school part way through the data collection period, the data for that pupil should only take account the pupil's attendance record whilst at the reporting school. Where a pupil is readmitted to a school having been a leaver of that school in the same reporting year the total number of possible sessions when the pupil was on roll over the year needs to be aggregated.</p> <p>Whether a pupil is reported as on roll as a leaver is determined by their registration status on the last day of the reporting period.</p> <p>Include pupils on roll at maintained secondary schools only.</p> <p>The percentage of pupil attendance is measured for all pupils aged 15 or under at 31 August preceding the reporting school year from the start of the school year and ending on the date of the late May Bank holiday. Include all pupils who were on roll at any point during the year. For dually registered pupils, include those at the "main" school only.</p> <p>The absence percentage is calculated based on the number of sessions missed by all pupils in secondary schools. There are two sessions a day – morning and afternoon. The total number of sessions possible in the year is calculated by summing the number</p>

	of sessions possible for each pupil on roll.		
Calculation	<p><b>Numerator:</b> The total number of sessions missed by all pupils in secondary schools</p> <p><b>Denominator:</b> The total number of sessions possible for all pupils</p> <p><b>Formula:</b> <math>\left[ 1 - \frac{\text{Numerator}}{\text{Denominator}} \right] \times 100</math></p>		
Data Source	Welsh Government's annual pupil level attendance data collection (Education and Lifelong Learning Statistics Unit (ELLS1))	Decimal Place	1
Explanation	<p>The focus on attendance is a critical measure as young people are unlikely to attain their full potential and are more likely to be diverted into anti-social behaviour if they are not attending school regularly.</p> <p>The Attendance Task and Finish Group recommended in its report of February 2003 that the Welsh Government should place more emphasis on dealing with the absence of pupils at an early age to help avoid later problems. As part of this approach they recommended that information on attendance should be collected from primary schools and that additional monitoring mechanisms should be in place.</p> <p>Further guidance on pupil attendance can be found in the Welsh Government's guidance document entitled 'Inclusion and Pupil Support' (Circular 47/06)</p>		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge. These are some areas to consider:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Age i.e. school year</li> <li>• Gender</li> <li>• Language</li> <li>• Ethnicity</li> <li>• Special Educational Needs (SEN)</li> <li>• Reason for absence</li> <li>• Pupils entitled to free school meals</li> </ul>		

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Service/ policy area	<b>Education</b>
Domain	Strategic Outcomes
Reference	EDU/S/F/017/01-015 (EDU/017)
Headline	<b>Key Stage 4 Examinations</b>
Indicator	<i>The percentage of pupils aged 15 at the preceding 31 August, in schools maintained by the local authority who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics</i>
Guidance	<p>Thresholds represent a volume, or 'size', of qualifications at a specific level on the National Qualifications Framework (NQF). The Level 2 threshold is a volume of qualifications equivalent to 5 GCSEs at grade A*-C.</p> <p>Include qualifications achieved prior to reaching the age of 15. Include pupils in;</p> <ul style="list-style-type: none"> <li>• Secondary schools</li> <li>• Middle schools;</li> <li>• Special schools and;</li> <li>• Pupil Referral Units.</li> </ul> <p>Pupils who have been identified as having arrived from a non-English or non- Welsh based education system may be excluded. The criteria used to identify "eligible" pupils is that:</p> <ul style="list-style-type: none"> <li>• the pupil's first language is not English or Welsh;</li> <li>• the pupil has arrived from a non-English or non-Welsh-based education system; and</li> <li>• arrived in the UK on or after the start of the previous school year.</li> </ul> <p>For example, pupils reaching the end of a key stage in summer 2016 could be eligible for this status if they arrived in the UK on or after 1 September 2014.</p> <p>Registering pupils as having arrived from a non-English or non-Welsh based education system remains the responsibility of headteachers. Those pupils registered as such will not be included in the results for any subject. I.e. once a pupil is registered as having arrived from a non-English or non-Welsh based education system, their results will be discounted from any local authority level performance while that status is applicable.</p> <p>These pupils should be excluded from both the numerator and denominator</p> <p>The data for this indicator is pre-populated from data collected by the Welsh Government's Education and Skills Analytical Team (Schools).</p>
Calculation	<b>Numerator:</b> The number of pupils aged 15 on 31 August and on roll in any local authority maintained school on the day of the annual School Census in January who achieved the Level 2 threshold including a GCSE grade A*-C in English or Welsh first language and mathematics

	<p><b>Denominator:</b> The total number of pupils aged 15 on 31 August and on roll in any local authority maintained school on the day of the annual School Census in January.</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data source	Welsh Government's Education and Skills Analytical Team (Schools)	Decimal Place	1
Explanation	<p>Educational attainment is an important national priority, linking as it does to many other strategic objectives such as reducing unemployment and social exclusion.</p>		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge. These are some areas to consider:</p> <ul style="list-style-type: none"> <li>• Gender</li> <li>• Language</li> <li>• Ethnicity</li> <li>• Special Educational Needs (SEN)</li> <li>• Looked After Children (Educated by the local authority)</li> <li>• School</li> <li>• Pupils entitled to free school meals</li> </ul>		

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Service/policy area	<b>Corporate Health – Human Resources</b>
Domain	Resources
Reference	CHR/C/F/002/06-016 (CHR/002)
Headline	<b>Sickness absence</b>
Indicator	The number of working days/shifts per full-time equivalent (FTE) local authority employee lost due to sickness absence
Guidance	<p>This indicator is the total number of working days/shifts lost due to both long term and short term sickness.</p> <p>Short term sickness is defined as absence in a single period lasting less than 28 consecutive calendar days.</p> <p>Long term sickness is defined as absence in a single period lasting 28 consecutive calendar days or more. Include those on long term sick, who are no longer being paid but are still employed by the local authority.</p> <p>When counting the number of working days/shifts lost due to sickness absence, include:</p> <ul style="list-style-type: none"> <li>• Days lost through sickness due to disability, long-term sickness, third party accidents and industrial injuries.</li> </ul> <p>Exclude:</p> <ul style="list-style-type: none"> <li>• Medical appointments (i.e. for doctor, dentist, optician, hospital, midwife etc.) as these are classed as special leave</li> </ul> <p>A local authority employee is a person employed and paid by the local authority (either fully or partially) who is either on a permanent contract of service or on any period of fixed term contract. This also includes temporary/open ended contracts to cover, for example, sickness absence or maternity leave.</p> <p>Exclude:</p> <ul style="list-style-type: none"> <li>• A person employed and paid by the local authority (either fully or partially) who is not on a permanent contract but on a fixed term contract to cover seasonal trends.</li> <li>• A person engaged by the local authority, not on any kind of contract of service, where there is no obligation on the authority to offer hours and no obligation for the person to accept those hours. Relief workers and supply teachers can come under this category.</li> <li>• A person not employed by the local authority and not on any kind of contract of service, but who is engaged to work as and when required by the local authority, but who is employed and paid by an employment agency and is not on the local authorities payroll.</li> <li>• A person employed by the local authority on a zero hour contract.</li> </ul> <p>The data is collected separately for 'Teachers' and 'Staff (excluding teachers)'. School based staff should be included as 'Staff (excluding teachers)'. Leadership posts e.g. Head teachers, Deputy Head teachers and Assistant Head teachers etc. should be included</p>

	<p>as 'Teachers'.</p> <p>'Working days/shifts' means days/shifts scheduled for work. If employees are due to work on bank holidays/extra statutory holidays and they are off sick then their sickness absence should be included.</p> <p>In the instance of an employee reporting sick part way through a working day/shift, authorities should record the information to the nearest half day/shift.</p> <p>For employees who work part-time, the authority should calculate the FTE equivalent for both the numerator and denominator on a consistent basis.</p> <p>The following is an example of how to calculate FTE for employees.</p> <p>If a full time employee works 5 days a week, the following equivalencies apply:</p> <p>1 full time employee = 1  An employee who works 2 ½ days = 0.5  An employee who works 3 days = 0.6</p> <p>If a full time employee works 40 hours a week, the following equivalencies apply:</p> <p>1 full time employee = 1  An employee who works 16 hours = 0.4  An employee who works 30 hours = 0.75</p> <p>A day should be based on the number of contracted hours for an employee.</p>
Calculation	<p><b>Numerator:</b> Total number of working days/shifts lost to sickness absence between 1 April 2016 and 31 March 2017.</p> <p>The numerator is calculated as <math>W+X+Y+Z</math>, where:</p> <p>W = The number of working days/shifts per full-time equivalent (FTE) teacher lost due to short term sickness absence;  X = The number of working days/shifts per full-time equivalent (FTE) teacher lost due to long term sickness absence;  Y = The number of working days/shifts per full-time equivalent (FTE) local authority employee (excluding teachers) lost due to short term sickness absence;  Z = The number of working days/shifts per full-time equivalent (FTE) local authority employee (excluding teachers) lost due to long term sickness absence.</p> <p><b>Denominator:</b> Average number of full-time equivalent (FTE) employees.</p> <p>The denominator is calculated as <math>A+B</math>, where:</p> <p>A = The average number of full-time equivalent (FTE) teachers.  B = The average number of full-time equivalent (FTE) staff (excluding teachers).</p> <p>Both A and B are calculated by adding the number of full-time</p>

	<p>equivalents (FTEs) at 31 March 2016 to the number of full-time equivalents (FTEs) at 31 March 2017 and then dividing the result by 2.</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}}</math></p>		
Data Source	-	Decimal Place	1
Explanation	<p>Measuring the levels of sickness absence within a local authority will help to ascertain the robustness and effectiveness of absence management policies within local authorities. It will also assist in establishing how effective a local authority has been in reducing loss; and will provide a basis on which to evaluate the status and morale of the workforce.</p>		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge.</p>		



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Service/policy area	<b>Housing - Private Sector Renewal</b>
Domain	Strategic Outcomes
Reference	PSR/S/F/004/03-023 (PSR/004)
Headline	<b>Vacant dwellings returned to occupation</b>
Indicator	<i>The percentage of private sector dwellings that had been vacant for more than 6 months at 1 April that were returned to occupation during the year through direct action by the local authority</i>
Guidance	<p>A vacant dwelling is vacant of people. This excludes:</p> <ul style="list-style-type: none"> <li>• A second or holiday home</li> <li>• A newly completed dwelling that is awaiting occupation</li> <li>• An existing dwelling that is being converted or modernised</li> <li>• A dwelling that is in use but for non-residential purposes</li> </ul> <p>The following are examples of the types of direct action that can lead to a dwelling being returned to occupation:</p> <ul style="list-style-type: none"> <li>• Grants, loans or other financial assistance either provided or facilitated by the authority</li> <li>• Providing advice, such as: <ul style="list-style-type: none"> <li>o Literature on the authority's empty homes strategy</li> <li>o Advice on letting, including legal and housing benefit requirements</li> <li>o Advice on grants and other financial assistance including tax concessions available</li> <li>o Details of landlord forums or accreditation schemes</li> <li>o Advice on repairs, including details on building contractors meeting minimum requirements</li> </ul> </li> <li>• Referral to partner Registered Social Landlords (RSLs) or other intermediary with relevant expertise</li> <li>• Enforcement action including statutory notices</li> <li>• Enquiries made to establish ownership of property and follow up action</li> </ul> <p>A property should only be counted once, regardless of whether it has been subject to more than one action/intervention that led to it being returned to occupation.</p> <p>Where properties are sub-divided into additional units in an effort to return a dwelling to occupation, the number of units created should be included. For example, a house that has been converted into three flats and then returned to occupation would count as three dwellings having been returned to occupation.</p> <p>The data for this indicator can be obtained from the Revenue Section of the local authority, who should have information relating to whether council tax is being paid on the private sector dwellings. All properties which are liable to council tax, regardless of whether a discount is applied or not and have been vacant for more than 6 months should be included.</p> <p>The number of dwellings that have been vacant for at least 6 months should be counted at the 1 April. This figure should not be adjusted to include any properties that reach the 6 month limit during the year.</p>

	The action by the local authority must have taken place during the current or previous financial year for it to be counted in the numerator.		
Calculation	<p><b>Numerator:</b> The number of private sector dwellings that had been vacant for more than 6 months at 1 April which were returned to occupation during the year through direct action by the local authority</p> <p><b>Denominator:</b> The total number of private sector dwellings that had been vacant for more than 6 months at 1 April</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data Source	-	Decimal Place	2
Explanation	This indicator measures the extent to which local authorities are bringing dwellings that have been vacant for long periods of time back into occupation.		
Disaggregation	Disaggregation should be considered to suit local context and knowledge.		

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Service/policy area	<b>Planning and Regulatory Services – Planning</b>
Domain	Strategic Outcomes
Reference	PLA/S/F/006b/05-024 (PLA/006(b))
Headline	<b>Provision of affordable housing</b>
Indicator	<i>The number of additional affordable housing units provided during the year as a percentage of all additional housing units provided during the year</i>
Guidance	<p>Affordable housing units are defined as per the <a href="#">Technical Advice Note 2</a> issued June 2006:</p> <p>The definition of 'affordable housing' for the purpose of the land use planning system as described in the Technical Advice Note is housing where there are secure mechanisms in place to ensure that it is accessible to those who cannot afford market housing, both on first occupation and for subsequent occupiers. However, it is recognised that some schemes may provide for staircasing to full ownership and where this is the case there must be secure arrangements in place to ensure the recycling of capital receipts to provide replacement affordable housing. 'Provided' should be interpreted as a housing unit first becoming available for habitation on an affordable basis.</p> <p>Affordable housing includes:</p> <ul style="list-style-type: none"> <li>• Social rented housing;</li> <li>• Intermediate housing;</li> <li>• Affordable housing provided on allocated and windfall sites where the affordable housing is secured by a Section 106 agreement, planning conditions or other appropriate mechanism;</li> <li>• Affordable housing provided on sites allocated for 100% affordable housing;</li> <li>• Affordable housing provided on rural exception sites;</li> <li>• Affordable housing provided by registered social landlords where the site has been purchased on the open market without the use of a Section 106 agreement;</li> <li>• All new build and conversions;</li> <li>• All other affordable housing units provided through planning system.</li> </ul> <p>For the purposes of this indicator, we wish to consider all properties which were first made available for affordable housing during the year, including new builds, conversions and acquisitions.</p> <p>The full definition above of affordable housing is consistent with that applied on the annual Affordable Housing data collection return.</p> <p>Therefore the numerator of this indicator is pre-populated with data from the Affordable Housing data collection return for the year ending 31 March 2016 representing total affordable housing</p>

	<p>units provided in the local authority area;</p> <p>The denominator of this indicator is pre-populated with data from the Newbuild data collection return for the year ending 31 March 2016 representing the total number of properties newly completed in the local authority area, including those inspected by both the local authority building control department and also the National House Building Council (NHBC).</p>		
Calculation	<p><b>Numerator:</b> The total number of additional affordable housing units provided during the year.</p> <p><b>Denominator:</b> Total number of additional housing units provided during the year</p> <p>The denominator should be calculated as <math>(X + Y)</math>; where;  <math>X</math> = Number of additional housing units provided during the year (Local Authority Newbuild data collection return)  <math>Y</math> = Number of additional housing units provided during the year (National House Building Council data collection return)</p> <p><b>Formula</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Validation	<p>The validation for the numerator and denominator will generally take place as part of the affordable housing and newbuild collections in the previous year, which will subsequently deal with the validation of this indicator. Confirmation of data items that are significantly different from previous years or the Wales average may require some further explanation.</p>		
Data Source	<p><b>Numerator:</b> Affordable Housing data collection return</p> <p><b>Denominator:</b> Newbuild data collection return</p>	Decimal Place	0
Explanation	<p>National planning policy enables local planning authorities, where the need for affordable housing has been demonstrated, to require an element of affordable housing as part of new private sector housing developments.</p> <p>In addition local planning authorities are responsible for considering applications for planning permission for new housing and for conversion of existing buildings for housing purposes, whether such applications are submitted for purposes of affordable housing, private housing or a mix of housing.</p> <p>Local planning authorities are required to monitor and report on the outputs of Local Development Plan (LDP) affordable housing policies as part of the LDP Annual Monitoring Report. They are also required to place information about planning obligations (Section 106 agreements) which secure affordable housing contributions on their statutory planning register.</p> <p>Welsh Government planning policy in respect of affordable housing is set out in Planning Policy Wales 2002 as amended and Technical</p>		

	<p>Advice Note 2 Planning and Affordable Housing.</p> <p>It is recognised that this indicator uses a numerator that includes acquisitions, which will NOT be represented in the denominator. As such it is understood that this indicator does NOT indicate the proportion of newly built housing that is affordable. Instead it gives an indication of the volume of affordable housing delivered in an area, with the overall amount of new building activity in the area used to scale this data for the purposes of comparison between authorities.</p> <p>It is therefore technically possible, and indeed acceptable, to return an indicator value that is greater than 100%, particularly in cases where newbuild is low for a particular period of time, and the provision of affordable housing is delivered primarily through the acquisition of existing property.</p>
Disaggregation	Disaggregation should be considered to suit local context and knowledge

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Service/policy area	<b>Education</b>
Domain	Strategic Outcomes
Reference	EDU/S/F/002/08-025 (EDU/002ii)
Headline	<b>Pupils leaving compulsory education without an approved external qualification who do not continue in full time education, training or work based learning</b>
Indicator	<i>The percentage of pupils in local authority care in any local authority maintained school, aged 15 as at the preceding 31 August that leave compulsory education, training or work based learning without an approved external qualification.</i>
Guidance	<p>Approved external qualifications are any qualification approved by the Welsh Government under section 99 of the Learning and Skills Act 2000, for the purposes of section 96 of that Act. A complete list of the approved external qualifications can be found on the Qualifications in Wales (QiW) <a href="#">website</a>.</p> <p>Work based learning is defined as “a process of planned activities delivered in the workplace which are specifically designed for developing the knowledge, skills and competencies relevant to particular occupations in the labour market, or generally relevant to effective participation in that market”. This includes both full and part-time work based learning.</p> <p>Include pupils in:</p> <ul style="list-style-type: none"> <li>• Secondary schools;</li> <li>• Middle schools;</li> <li>• Special Schools, and;</li> <li>• Pupil Referral Units (PRUs).</li> </ul> <p>Pupils who have been identified as having arrived from a non-English or non- Welsh based education system may be excluded. The criteria used to identify “eligible” pupils is that:</p> <ul style="list-style-type: none"> <li>• the pupil’s first language is not English or Welsh;</li> <li>• the pupil has arrived from a non-English or non-Welsh-based education system; and</li> <li>• arrived in the UK on or after the start of the previous school year.</li> </ul> <p>For example, pupils reaching the end of a key stage in summer 2016 could be eligible for this status if they arrived in the UK on or after 1 September 2014.</p> <p>Registering pupils as having arrived from a non-English or non-Welsh based education system remains the responsibility of headteachers. Those pupils registered as such will not be included in the results for any subject. I.e. once a pupil is registered as having arrived from a non-English or non-Welsh based education system, their results will be discounted from any local authority level performance while that status is applicable.</p> <p>These pupils should be excluded from both the numerator and</p>

	<p>denominator</p> <p>Pupils in local authority care are children who have been looked after at any time during the academic year. Exclude pupils who have been looked after under a series of short term placements (respite care), unless they have been looked after for 120 consecutive days in a single placement.</p> <p>If a child is educated in one local authority, but looked after by a different local authority, the local authority that provides the education should include the child i.e. <b>include children who are looked after by a different authority, but are educated within your local authority.</b></p> <p>The denominator for part i) of this indicator is pre-populated from data collected by the Welsh Government’s Education and Skills Analytical Team (Schools).</p> <p>To assist in the calculation of the numerator for part i), the Welsh Government will provide a list of pupils that achieved no qualifications to the education departments of local authorities in January 2017.</p>		
Calculation	<p><b>Numerator:</b> The number of pupils in local authority care aged 15 on 31 August and on roll in any local authority maintained school, who leave compulsory education without an approved external qualification and do not continue in education, training or work based learning.</p> <p><b>Denominator:</b> The total number of pupils in local authority care aged 15 on 31 August and on roll in any local authority maintained school</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data Source	<b>Denominator (part i):</b> Welsh Government’s Education and Skills Analytical Team (Schools)	Decimal Place	1
Explanation	<p>The new approach to education for 14-19 year olds will allow for greater variation in what is taught and should reduce the number of pupils, especially those in local authority care, leaving education without a recognised qualification.</p> <p>This indicator measures the effectiveness of this new agenda from the educating authority’s perspective. The influence of the corporate parent on education will be picked up in the Social Care – Children’s</p>		

	Services indicators.
Disaggregation	Disaggregation should be considered to suit local context and knowledge. These are some areas to consider: <ul style="list-style-type: none"><li>• Gender</li><li>• Language</li><li>• Ethnicity</li><li>• Special Educational Needs (SEN)</li><li>• School</li><li>• Pupils entitled to free school meals</li></ul>



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Service/policy area	<b>Education</b>
Domain	Strategic Outcomes
Reference	EDU/C/F/006/05-026 (EDU/006ii)
Headline	<b>Teacher assessments in Welsh (first language)</b>
Indicator	<i>The percentage of pupils assessed, in schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3</i>
Guidance	<p>A school is responsible for reporting the end of Key Stage results for all pupils on their school roll as at the second Tuesday in May and taught in national curriculum year 9 in Key Stage 3; this is known as the 'specified date on roll'</p> <p>This indicator measures the proportion of pupils assessed in the subject of Welsh (first Language).</p> <p>Include all assessments in Welsh (first language) whether or not they take place in designated Welsh-medium schools.</p> <p>Exclude pupils who have been identified in the National Data Collection (NDC) as having arrived from a non-Welsh or non-Welsh based education system. The criteria used to identify "eligible" pupils is that:</p> <ul style="list-style-type: none"> <li>• the pupil's first language is not English or Welsh;</li> <li>• the pupil has arrived from a non-English- or non-Welsh-based education system; and</li> <li>• arrived in the UK on or after the start of the previous school year.</li> </ul> <p>For example, pupils reaching the end of a key stage in summer 2016 could be eligible for this status if they arrived in the UK on or after 1 September 2014.</p> <p>Registering pupils as having arrived from a non-English or non-Welsh based education system remains the responsibility of headteachers. Those pupils registered as such will not be included in the results for any subject. I.e. once a pupil is registered as having arrived from a non-English or non-Welsh based education system, their results will be discounted from any local authority level performance while that status is applicable.</p> <p>These pupils should be excluded from both the numerator and denominator. The data for this indicator is pre-populated from data collected by the Welsh Government's Education and Skills Analytical Team (Schools) for the preceding year.</p>
Calculation	<p><b>Numerator:</b> The number of pupils, in all schools maintained by the local authority, receiving a Teacher Assessment in Welsh (first language) at the end of Key Stage 3</p> <p><b>Denominator:</b> The number of pupils assessed, in schools maintained by the local authority at the end of Key Stage 3</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>

	Denominator		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data Source	Welsh Government's Education and Skills Analytical Team (Schools)	Decimal Place	1
Explanation	Support for the Welsh language is an important national priority. This indicator will monitor take-up of Welsh language medium education.		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge. These are some areas to consider:</p> <ul style="list-style-type: none"> <li>• School</li> <li>• Pupils entitled to free school meals</li> </ul>		

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Service/policy area	<b>Education</b>
Domain	Access to Services
Reference	EDU/S/F/015/03-027 (EDU/015a)
Headline	<b>Timeliness of Special Educational Need (SEN) Statements</b>
Indicator	<i>The percentage of final statements of special education need issued within 26 weeks, including exceptions</i>
Guidance	<p>A child is classed as having a special educational need if they have a learning difficulty that calls for special educational provision to be made for them.</p> <p>Children have a learning difficulty if they:</p> <ul style="list-style-type: none"> <li>• Have a significantly greater difficulty in learning than the majority of children of the same age</li> <li>• Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority</li> <li>• Are under compulsory school age and fall within either definition above or would do so if special educational provision was not made for them</li> </ul> <p>Special educational provision means:</p> <ul style="list-style-type: none"> <li>• For children aged 2+, any educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in their area</li> <li>• For children under 2, educational provision of any kind</li> </ul> <p>A statement of special educational need is a statement outlining the child's special educational need and the special educational provision that should meet this need.</p> <p>A statement is considered finalised once both the local authority and the child's parent/guardian have agreed the content and any changes to it.</p> <p>The time taken to finalise a statement should be counted from the date that the child is brought to the local authority's attention in one of the following ways:</p> <ul style="list-style-type: none"> <li>• A request is made for an assessment by the child's school or setting</li> <li>• A request is made for an assessment by the child's parent</li> <li>• A referral is made by another agency</li> </ul> <p>to the date that the local authority issue a copy of the final statement and a written notice to the child's parent/guardian. Pupils should be included in the calendar year that the statement is finalised.</p> <p>There are however certain circumstances in which it is not reasonable to expect local authorities to meet these timescales and</p>

	<p>the normal limits do not apply. These exceptions are as listed in sections 12 and 13 of The Education (Special Educational Needs) (Wales) Regulations 2002:</p> <ul style="list-style-type: none"> <li>• Exceptional personal circumstances affect the child or the child's parent/guardian during the 26 week period</li> <li>• The child or child's parent/guardian are absent from the area of the authority for a continuous period of not less than 4 weeks during the 26 week period</li> <li>• The authority have requested advice from the head teacher of a school during a period beginning one week before any date on which that school was closed for a continuous period of not less than 4 weeks from that date and ending one week before the date on which it re-opens</li> <li>• The authority have requested advice from the head of SEN or other person responsible for a child's education at an early education provider during a period beginning one week before any date on which that early education provider was closed for a continuous period of not less than four weeks from that date and ending one week before the date on which it re-opens; In exceptional cases after receiving advice sought under regulation 7 i.e. educational, medical, psychological advice, advice from the child's parent, advice from the social services authority or any other appropriate advice, it is necessary for the authority to seek further advice</li> <li>• The child's parent has indicated to the authority that he or she wishes to provide advice to the authority after the expiry of 6 weeks from the date on which a request for such advice [...] was received, and the authority have agreed to consider such advice before completing the assessment</li> <li>• The authority have requested advice from a health authority or a social services authority [...] respectively and the health authority or the social services authority have not complied with that request within 6 weeks from the date on which it was made</li> <li>• The child fails to keep an appointment for an examination or a test during the 10 week period between the authority agreeing to undertake an assessment and the completion of the assessment</li> <li>• The child's parent indicates that he or she wishes to make representations to the authority about the content of the statement [...] after the expiry of the 15 day period for making such representations</li> <li>• A meeting between the child's parent and an officer of the authority has been held [...] and the child's parent [...] has either required that another such meeting be arranged or has required a meeting with the appropriate person be arranged, or</li> <li>• The authority have sent a written request to the National Assembly seeking its consent [...] to the child being educated at an independent school which is not approved by it and such consent has not been received by the authority within two</li> </ul>
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	<p>weeks of the date on which the request was sent.</p> <p>For part a) include all statements regardless of whether the exceptions apply. For part b), exclude statements where any of the exceptions apply from both the numerator and the denominator.</p> <p>Exclude amendments to existing statements from this indicator.</p>
Calculation	<p><b>Numerator:</b> The number of pupils for whom statements of special educational needs were issued for the first time and within 26 weeks during the calendar year, including exceptions</p> <p><b>Denominator:</b> The total number of pupils for whom statements of special educational needs were issued for the first time during the year, including exceptions</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>
Data Source	Decimal Place 1
Explanation	This indicator will provide a measure of the responsiveness and efficiency of the LEA in meeting the statutory timescales for issuing statements.
Disaggregation	Disaggregation should be considered to suit local context and knowledge.

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Service/policy area	<b>Education</b>
Domain	Access to Services
Reference	EDU/S/F/015/03-028 (EDU/015b)
Headline	<b>Timeliness of Special Educational Need (SEN) Statements</b>
Indicator	<i>The percentage of final statements of special education need issued within 26 weeks, excluding exceptions</i>
Guidance	<p>A child is classed as having a special educational need if they have a learning difficulty that calls for special educational provision to be made for them.</p> <p>Children have a learning difficulty if they:</p> <ul style="list-style-type: none"> <li>• Have a significantly greater difficulty in learning than the majority of children of the same age</li> <li>• Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority</li> <li>• Are under compulsory school age and fall within either definition above or would do so if special educational provision was not made for them</li> </ul> <p>Special educational provision means:</p> <ul style="list-style-type: none"> <li>• For children aged 2+, any educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the local authority, other than special schools, in their area</li> <li>• For children under 2, educational provision of any kind</li> </ul> <p>A statement of special educational need is a statement outlining the child's special educational need and the special educational provision that should meet this need.</p> <p>A statement is considered finalised once both the local authority and the child's parent/guardian have agreed the content and any changes to it.</p> <p>The time taken to finalise a statement should be counted from the date that the child is brought to the local authority's attention in one of the following ways:</p> <ul style="list-style-type: none"> <li>• A request is made for an assessment by the child's school or setting</li> <li>• A request is made for an assessment by the child's parent</li> <li>• A referral is made by another agency</li> </ul> <p>to the date that the local authority issue a copy of the final statement and a written notice to the child's parent/guardian. Pupils should be included in the calendar year that the statement is finalised.</p> <p>There are however certain circumstances in which it is not reasonable to expect local authorities to meet these timescales and</p>

	<p>the normal limits do not apply. These exceptions are as listed in sections 12 and 13 of The Education (Special Educational Needs) (Wales) Regulations 2002:</p> <ul style="list-style-type: none"> <li>• Exceptional personal circumstances affect the child or the child's parent/guardian during the 26 week period</li> <li>• The child or child's parent/guardian are absent from the area of the authority for a continuous period of not less than 4 weeks during the 26 week period</li> <li>• The authority have requested advice from the head teacher of a school during a period beginning one week before any date on which that school was closed for a continuous period of not less than 4 weeks from that date and ending one week before the date on which it re-opens</li> <li>• The authority have requested advice from the head of SEN or other person responsible for a child's education at an early education provider during a period beginning one week before any date on which that early education provider was closed for a continuous period of not less than four weeks from that date and ending one week before the date on which it re-opens; In exceptional cases after receiving advice sought under regulation 7 i.e. educational, medical, psychological advice, advice from the child's parent, advice from the social services authority or any other appropriate advice, it is necessary for the authority to seek further advice</li> <li>• The child's parent has indicated to the authority that he or she wishes to provide advice to the authority after the expiry of 6 weeks from the date on which a request for such advice [...] was received, and the authority have agreed to consider such advice before completing the assessment</li> <li>• The authority have requested advice from a health authority or a social services authority [...] respectively and the health authority or the social services authority have not complied with that request within 6 weeks from the date on which it was made</li> <li>• The child fails to keep an appointment for an examination or a test during the 10 week period between the authority agreeing to undertake an assessment and the completion of the assessment</li> <li>• The child's parent indicates that he or she wishes to make representations to the authority about the content of the statement [...] after the expiry of the 15 day period for making such representations</li> <li>• A meeting between the child's parent and an officer of the authority has been held [...] and the child's parent [...] has either required that another such meeting be arranged or has required a meeting with the appropriate person be arranged, or</li> <li>• The authority have sent a written request to the National Assembly seeking its consent [...] to the child being educated at an independent school which is not approved by it and such consent has not been received by the authority within two weeks of the date on which the request was sent.</li> </ul> <p>For part a) include all statements regardless of whether the</p>
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	<p>exceptions apply. For part b), exclude statements where any of the exceptions apply from both the numerator and the denominator.</p> <p>Exclude amendments to existing statements from this indicator.</p>		
Calculation	<p><b>Numerator:</b> The number of pupils for whom statements of special educational needs were issued for the first time and within 26 weeks during the calendar year, excluding exceptions</p> <p><b>Denominator:</b> The total number of pupils for whom statements of special educational needs were issued for the first time during the year, excluding exceptions</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data Source		Decimal Place	1
Explanation	<p>This indicator will provide a measure of the responsiveness and efficiency of the LEA in meeting the statutory timescales for issuing statements.</p>		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge.</p>		



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Service/policy area	<b>Environment and Transport - Street Scene</b>
Domain	Service Quality
Reference	STS/S/F/006/01-029 (STS/006)
Headline	<b>Response Rates For Removing Reported Fly Tipping Incidents</b>
Indicator	<i>The percentage of reported fly tipping incidents cleared within 5 working days</i>
Guidance	<p>A fly tipping incident can be defined as a collection of fly-tipping waste i.e. waste that is too large to be removed by a normal hand-sweeping barrow.</p> <p>In simple terms, a single full bin bag upwards would constitute a fly-tipping incident. Similarly several carrier bags full of rubbish dumped together would also constitute a single fly-tipping incident.</p> <p>Where several items appear to have been dumped in roughly the same area at the same time, they can be grouped together as one fly tipping incident. However, if the waste types are different it is useful to identify the different source of each. For example, if a tipper truck dumps construction and demolition waste and then householders take the opportunity to add to it, it is useful to treat this as two different fly tipping incidents.</p> <p>The following Land types (as recorded on flycapture) should be included:</p> <ul style="list-style-type: none"> <li>• Highway</li> <li>• Footpath/Bridleway</li> <li>• Back alleyway</li> <li>• Council Land</li> <li>• Watercourse/Bank</li> </ul> <p>Exclude the following flycapture land types:</p> <ul style="list-style-type: none"> <li>• Railway</li> <li>• Agricultural</li> <li>• Private – residential</li> <li>• Commercial/Industrial</li> <li>• Other</li> </ul> <p>Cleared means that the fly tipping waste is removed directly by the local authority or its contractors.</p> <p>The number of working days taken to clear a fly tipping incident is counted from the first recorded date that the fly tipping incident is brought to the attention of/reported to the local authority, by whatever means (including by its own staff) to the date that the authority clears the waste.</p> <p>The Waste Acceptance Criteria may delay the removal of certain fly tipping waste, but these instances must be included in this indicator.</p>
Calculation	<b>Numerator:</b> The number of reported fly tipping incidents cleared within 5 working days

	<p><b>Denominator:</b> The total number of fly tipping incidents recorded by the authority during the year.</p> <p><b>Formula:</b> <math>\frac{\text{Numerator} \times 100}{\text{Denominator}}</math></p>		
Validation	<p>The denominator should be the same as the number of incidents recorded on flycapture in the following land types: highway, footpath/bridleway, back alleyway, council land, watercourse/bank.</p> <p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data Source	<b>Denominator:</b> Flycapture	Decimal Place	2
Explanation	This indicator measures the effectiveness and timeliness with which authorities react to reported incidents of fly tipping waste		
Disaggregation	Disaggregation should be considered to suit local context and knowledge.		

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Service/policy area	<b>Environment and Transport - Transport and Highways</b>		
Domain	Strategic Outcomes		
Reference	THS/S/F/007/04-030 (THS/007)		
Headline	<b>Concessionary travel passes</b>		
Indicator	<i>The percentage of adults aged 60 or over who hold a concessionary bus pass</i>		
Guidance	<p>Exclude passes that have been issued to adults aged 60+ who have since died. This information should be available from the register office of the local authority.</p> <p>The numerator should include all adults aged 60 or over who hold a concessionary bus pass.</p> <p>The denominator for this indicator is pre-populated using 2015 mid-year population estimates published by the Office for National Statistics.</p>		
Calculation	<p><b>Numerator:</b> The total number of adults aged 60+ who hold a concessionary bus pass</p> <p><b>Denominator:</b> The total population aged 60+</p> <p><b>Formula:</b> <math>\frac{\text{Numerator}}{\text{Denominator}} \times 100</math></p>		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data Source	<b>Denominator:</b> Mid Year Estimate (MYE) of population published by the Office for National Statistics (ONS).	Decimal Place	1
Explanation	<p>The Welsh Government's policy is to encourage the maximum use of concessions in order to enhance their value, to encourage the use of the local bus services and to reduce the requirement for use of the private car.</p> <p>A likely secondary benefit will be an enhancement of the quality and diversity of local bus services following the anticipated increase in their use.</p>		
Disaggregation	Disaggregation should be considered to suit local context and knowledge.		

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Service/policy area	<b>Leisure and Culture – Sport and Recreation</b>
Domain	Access To Services
Reference	LCS/S/F/002b/03-031 (LCS/002(b))
Headline	<b>Visits to sport and leisure centres</b>
Indicator	<i>The number of visits to local authority sport and leisure facilities during the year per 1,000 population where the visitor will be participating in physical activity</i>
Guidance	<p>Sport and leisure centres are defined as:</p> <ul style="list-style-type: none"> <li>• All indoor Sport and Leisure <b>Centres</b> inclusive of outdoor provision such as all terrain pitches and outdoor courts managed by the Centre.</li> <li>• External Sport and Leisure <b>Facilities</b> dedicated to a particular sport, and where access or usage is controlled and/or users have to pre- book.</li> </ul> <p>This definition includes sports and leisure facilities on local authority maintained school sites whose primary purpose is for physical activity and are available for community use under a formal management arrangement.</p> <p><b>Numerator definition – specific inclusions</b></p> <p><b>Include</b> visits to indoor Sport and Leisure Centres by those participating in physical activity.</p> <p><b>Include</b> usage of external Sport and Leisure Facilities, including:</p> <ul style="list-style-type: none"> <li>• pitches specifically marked and maintained for outdoor team sports such as soccer, rugby, cricket and hockey;</li> <li>• athletics tracks and stadia;</li> <li>• golf courses and facilities (including pitch and putt courses, driving ranges and putting greens, but not 'crazy golf');</li> <li>• ski slopes;</li> <li>• basketball, netball and tennis courts;</li> <li>• bowling greens; and</li> <li>• water sport centres.</li> </ul> <p><b>Include</b> community usage of a school's sports and leisure facilities outside of school hours where the visitor will be participating in physical activity</p> <p><b>Include</b> sports and leisure centres that are directly managed by, leased by, contracted by or where other formal arrangements are in place with the local authority. This includes centres outsourced in the form of a lease or subcontracted to an external trust or community councils.</p> <p>There is no size restriction on the facilities to include providing that they are available to the community predominantly for physical activity.</p> <p><b>Numerator definition – specific exclusions</b></p>

	<p><b>Exclude</b> usage of any facility which is <b><i>not accurately measured</i></b>, and/or where <b><i>not all visitors may be engaging in physical activity</i></b>, such as:</p> <ul style="list-style-type: none"> <li>• Outdoor provision which is not specifically set aside for sport such as parks and open spaces used for casual sports</li> <li>• Walking or jogging routes, cycle paths, fitness trails and similar</li> <li>• Children’s play areas, skateboard parks and adventure playgrounds</li> <li>• Casual use of dedicated outdoor facilities (i.e. without booking)</li> <li>• Facilities where a charge is made for car parking only, and there is no requirement to register/book</li> <li>• Access to facilities by season ticket or permit, <b>if</b> the number of actual visits is not recorded</li> </ul> <p><b>Exclude</b> any usage of external trust or community council run facilities where the authority is NOT formally contracting for the provision of services. In other words community council OWNED and run facilities are NOT considered part of local authority provision, and usage of them should be excluded.</p> <p><b>Exclude</b> facilities for exclusive school use, and use of any facilities by pupils as part of the curriculum.</p> <p><b>Exclude</b> other public buildings at which physical activity might occur such as community centres whose primary purpose is not for physical activity.</p> <p><b>Exclude</b> visitors to any facility who do not participate in physical activity, such as:</p> <ul style="list-style-type: none"> <li>• Attendees at non-sporting events e.g. antiques fairs, conferences and meetings held in leisure centres</li> <li>• Spectators</li> <li>• Visitors to bars or catering facilities in leisure centres</li> </ul> <p><b>Numerator definition - multi-user bookings</b></p> <p>For multi-user bookings and team sports/training, please use the <a href="#">multiplication factors</a> to calculate the number of users. A multiplication factor is the number of users that you include each time a booking/ticket for that activity is recorded. The recommended multiplication factors are based on the APSE Performance Networks Standard National Multiplication Factors (SNMF).</p> <p>For multiple or block bookings, simply multiply the number of bookings by the factor in Annex A. For instance, if a rugby team books a pitch for 10 senior matches, the number of users is (10x33=) 330.</p> <p><b>Denominator definition</b></p> <p>The denominator for this indicator is pre-populated using 2015 mid-year population estimates published by the Office for National Statistics.</p>
Calculation	<b>Numerator:</b> Number of visits to sport and leisure facilities during the year where the visitor will be participating in physical activity

	<p><b>Denominator:</b> Total Population</p> <p><b>Formula:</b> <math>\frac{\text{Numerator} \times 1,000}{\text{Denominator}}</math></p>		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years, although account will be taken of the clarification around inclusions and exclusions for this indicator.</p>		
Data Source	<p><b>Denominator:</b> Mid Year Estimate (MYE) of population published by the Office for National Statistics (ONS).</p>	Decimal Place	0
Explanation	<p>Increasing participation rates are a vital component in progressing towards the national objective of increasing levels of physical activity.</p> <p>This indicator is excluding pupil use as part of the curriculum for a number of reasons:</p> <ul style="list-style-type: none"> <li>• There are inconsistencies across the Welsh local authorities in the level of on-site provision for schools</li> <li>• It does not reflect the success of the provision as curriculum attendance is compulsory</li> <li>• It is linked to the physical literacy target of 'Climbing Higher' more than the physical activity target</li> </ul>		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge. These are some areas to consider:</p> <ul style="list-style-type: none"> <li>• Age i.e. junior/adult</li> <li>• Gender</li> <li>• Language use</li> <li>• Ethnicity</li> <li>• Disability</li> </ul>		

**The Standard National Multiplication Factors**  
**(As per APSE's Performance Networks Management Manual for Sports & Leisure)**

**Multi-user bookings**

Badminton Courts	3
Squash Courts	2
Indoor Tennis Courts	2.5
Outdoor Tennis Courts	3
Table Tennis Tables	2.5
Short Mat Bowls (Rinks)	4
Indoor Bowls (Rink)	5.5
Outdoor Bowls (Rink)	5.5
Outdoor bowls (Green)	30
Ten Pin Bowling (Lane)	4
Snooker/ Billiards	2.5
Pool	2.5

**Team Sports/ Training**

11-a-side Football (Senior Matches)	25
11-a-side Football (Junior Matches)	25
Football Training	20
Rugby (Senior Matches)	33
Rugby (Junior Matches)	30
Rugby Training	18
Indoor Hockey (Matches)	16
Outdoor Hockey (Senior Matches)	25
Outdoor Hockey (Junior Matches)	25
Hockey Training	20
Cricket (Matches)	24
Cricket (Nets)	13
Ice Hockey (Games)	25
Indoor 5-a-side Football (Games)	11
Outdoor 5-a-side Football (Games)	11
Indoor/Outdoor 6-a-side (Games)	13
Indoor/Outdoor 7-a-side (Games)	15
Indoor Netball (Games)	13
Outdoor Netball (Games)	13
Basketball (Games)	13
Volleyball (Games)	13

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Service/policy area	<b>Leisure and Culture - Libraries</b>
Domain	Strategic Outcomes
Reference	LCL/S/F/001/07-032 (LCL/001(b))
Headline	<b>Use of Public Library Services</b>
Indicator	<i>The number of visits to public libraries during the year, per 1,000 population</i>
Guidance	<p>Use of the Public Library Services (PLS) includes:</p> <ul style="list-style-type: none"> <li>• Physical visits to libraries, including mobile libraries</li> <li>• Virtual visits</li> <li>• Physical visits to other service points</li> </ul> <p>The number of physical visits to libraries, mobile libraries and other service points is to be collected by the service via an electronic people counter, some other electronic means that can be locally defined, or by a manual count.</p> <p>A 'Virtual Visit' is defined as per the CIPFA definition as: '<i>a session of activity / series of one or more PAGE IMPRESSIONS, served to one USER, to the library website (or relevant library-service-related directories of the authority website as defined by the authority). A unique visitor is determined by the IP address or cookie. The session is deemed to end when there is a lengthy gap of usage between successive PAGE IMPRESSIONS for that USER. An example of a 'lengthy gap' would be a gap of at least 30 minutes. Count one visit per visitor session.</i>'</p> <p>Other service points are spaces which allow access by the general public, and as a minimum, provide a staffed information point, stock loan facilities and a public access terminal linked to the internet (but not organisations for a limited number of people or closed communities).</p> <p><b>Exclude</b> any visits to external trust or community council run libraries where the authority is NOT formally contracting for the provision of services. In other words community council OWNED and run libraries are NOT considered part of local authority provision, and usage of them should be excluded.</p> <p>For physical visits to libraries and other service points the information should be collected over a sample week(s) and then aggregated to an annual total of <b>50 weeks</b>.</p> <p>The sample week(s) should not be during school holidays or include bank holidays.</p> <p>The denominator for this indicator is pre-populated using 2015 mid-year population estimates published by the Office for National Statistics.</p>
Calculation	<p><b>Numerator:</b> The number of visits to Public Libraries during the year</p> <p><b>Denominator:</b> Total population</p>



	<b>Formula:</b> $\frac{\text{Numerator}}{\text{Denominator}} \times 1,000$		
Validation	<p>Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation.</p> <p>Numerators and denominators that change over the previous year by a significant amount will require an explanation. Significance in this context will be determined by considering changes in the Wales value in previous years.</p>		
Data Source	<b>Denominator:</b> Mid Year Estimate population figures (ONS)	Decimal Place	0
Explanation	Usage of library services, both physical and virtual, feature prominently in the Standards Framework for 2008-2011 and also demonstrate the effective use of resources implicit in Making the Connections.		
Disaggregation	<p>Disaggregation should be considered to suit local context and knowledge. These are some areas to consider:</p> <ul style="list-style-type: none"> <li>• Type of visit e.g. physical/ virtual visits</li> <li>• Type of PLS e.g. service point</li> <li>• Type of use e.g. enquiries for information.</li> </ul>		

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# Appendix A

## Numbering the indicators

A new indicator coding system was introduced in April 2005. The current numbering system will apply for 2016-17. Under this new system, each indicator's reference number will be comprised of the following elements:

**Area Code** – a 3-digit code that will identify the service area to which the indicator belongs, as below:

Service Area	Code
Corporate Health – Human Resources	CHR
Corporate Health – Financial Health	CFH
Corporate Health – Asset Management	CAM
Education	EDU
Social Care – Adults' Services	SCA
Social Care – Children's Services	SCC
Youth Justice	SCY
Housing – Homelessness and Housing Advice	HHA
Housing – Private Sector Renewal	PSR
Housing – Energy Efficiency	EEF
Housing – Housing Benefit and Council Tax Benefit	BNF
Environment and Transport – Waste Management	WMT
Environment and Transport – Street Scene	STS
Environment and Transport – Transport and Highways	THS
Environment and Transport – Countryside Management	CMT
Planning and Regulatory Services – Planning	PLA
Planning and Regulatory Services – Building Control	BCT
Planning and Regulatory Services – Public Protection	PPN
Leisure and Culture – Sport and Recreation	LCS
Leisure and Culture – Libraries	LCL

**Status Code** – This will be either 'S' or 'C' depending on whether the indicator is a statutory indicator or was formerly a "core set" indicator respectively.

**Developmental Code** – This will be either 'F' or 'D' depending on whether the indicator is final or developmental respectively

**Reference Number** – a 3-digit unique number that will identify each indicator within a set. Once this number has been allocated to an indicator it cannot be reallocated even if the original indicator is deleted.

**Version Number** – a 2-digit number that will increase each time the indicator is amended.

**Order Number** – a 3-digit code that will allow the indicators within each set to be ordered in a sensible way for both display purposes and to assist in data analysis. As indicators start to be added or removed, the reference numbers will not necessarily mean that the indicators are in a sensible order so the addition of this order code should overcome this.

Below is an example of how this coding system will work over the course of a couple of years:

	2005-06	2006-07	2007-08
Codes	CHR/S/F/001/01-001 CHR/S/D/002/01-002 CHR/C/D/003/01-	CHR/S/F/001/01-001 CHR/S/F/002/02-002 CHR/C/F/004/01-003	CHR/S/F/001/01-001 CHR/S/F/002/03-002 CHR/S/F/006/01-003 CHR/C/F/004/01-004

	003 CHR/C/F/004/01-004 CHR/C/F/005/01-005	CHR/C/F/005/01-004	CHR/C/F/005/01-005 CHR/C/D/007/01-006
Description	Five new indicators for an area. 3 are final definitions 2 are developmental and need to be piloted	Indicator 2 is developed and becomes version 2 of the same indicator. Indicator three is discontinued. All definitions are now final.	Indicator 2 is developed and becomes version 3. New indicator 6 is developed and ordered to follow 2. New indicator 7 is developed for piloting and placed at the end of the sequence.

We recognise that when discussing indicators, it is useful to have a shorter version of the code. Therefore, in conversation, the code will simply consist of the area code and the reference number, e.g. 'CHR/001' or 'CHR-one'. It will be assumed that the current version of the indicator is being discussed.

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**Appendix B**

**Supporting document**

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Indicator amendments for 2016-17

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## Section 1

## Indicator amendments for 2016-17

All year references have been updated to reflect the reporting year.

Reference	Amendment	Explanation
<b>Supporting safe and independent lives</b>		
<b>SCA/001</b>	Deleted: <i>The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over</i>	Indicator has been deleted as there is more meaningful data available (see SCA/021).
<b>SCA/021</b>	Replaced: The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over	Indicator has replaced SCA/001. Cohort amended to clients aged 75 and over.
<b>SCA/007</b>	Deleted: The percentage of clients with a care plan at 31 March whose care plans should have been reviewed that were reviewed during the year	Indicator has been deleted as source data is no longer available.
<b>SCA/019</b>	Deleted: <i>The percentage of adult protection referrals completed where the risk has been managed</i>	Indicator has been deleted as source data is no longer available.
<b>SCA/018a</b>	Deleted: The percentage of carers of adults who were offered an assessment or review of their needs in their own right during the year	Indicator has been deleted as source data is no longer available.
<b>SCA/002a</b>	Deleted: <i>The rate of older people (aged 65 or over) supported in the community per 1,000 population aged 65 or over at 31 March</i>	Indicator has been deleted as source data is no longer available.
<b>SCA/002b</b>	Deleted: <i>The rate of older people (aged 65 or over) whom the authority supports in care homes per 1,000 population aged 65 or over at 31 March</i>	Indicator has been deleted as source data is no longer available.
<b>Safeguarding children</b>		

<b>SCC/045</b>	Deleted: The percentage of reviews of looked after children, children on the Child Protection Register and children in need carried out in line with the statutory timetable	Indicator has been deleted as source data is no longer available.
<b>SCC/025</b>	Deleted: The percentage of statutory visits to looked after children due in the year that took place in accordance with regulations	Indicator has been deleted as source data is no longer available.
<b>SCC/037</b>	Deleted: <i>The average external qualifications point score for 16 year old looked after children in any local authority maintained learning setting</i>	Indicator has been deleted as source data is no longer available.
<b>SCC/041a</b>	Deleted: <i>The percentage of eligible, relevant and former relevant children that have pathway plans as required</i>	Indicator has been deleted as source data is no longer available.
<b>SCC/011b</b>	Deleted: <i>The percentage of initial assessments that were completed during the year where there is evidence that the child has been seen alone by the Social Worker</i>	Indicator has been deleted as source data is no longer available.
<b>SCC/033d</b>	Deleted: <i>The percentage of young people formerly looked after with whom the authority is in contact at the age of 19</i>	Indicator has been deleted as source data is no longer available.
<b>SCC/033e</b>	Deleted: <i>The percentage of young people formerly looked after with whom the authority is in contact, who are known to be in suitable, non-emergency accommodation at the age of 19</i>	Indicator has been deleted as source data is no longer available.
<b>SCC/033f</b>	Deleted: <i>The percentage of young people formerly looked after with whom the authority is in contact, who are known to be engaged in education, training or employment at the age of 19</i>	Indicator has been deleted as source data is no longer available.
<b>Corporate management</b>		
<b>CHR/002</b>	Clarified that 'A person employed by the local authority on a zero hour contract' should not be included.	To ensure data is reported consistently across Wales allowing for meaningful comparison.