



National Strategic Indicator guidance 2015-16

Advice and guidance in relation to any of the indicators may be obtained from the Welsh Government by e-mailing:

stats.nsi@wales.gsi.gov.uk

National Strategic Indicators

Note: Indicator HHA/013 has been removed. Indicator EDU/002i has been amended to clarify the process for calculating the numerator.

| Reference | Indicator | Notes | Page |
|--|---|-------|------|
| Social Care | | | |
| NSI SCA/001 (PI 5) | <i>The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over</i> | | 5 |
| NSI SCA/002 (PI 6) | <i>The rate of: a) older people (aged 65 or over) supported in the community per 1,000 population aged 65 or over at 31 March; b) 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> | | 6 |
| NSI SCA/019 (PI 1) | <i>The percentage of adult protection referrals completed where the risk has been managed</i> | | 9 |
| NSI SCC/002 (PI 7) | <i>The percentage of children looked after at 31 March 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 12 months to 31 March</i> | | 10 |
| NSI SCC/004 (PI 2) | <i>The percentage of children looked after on 31 March who have had three or more placements during the year</i> | | 11 |
| NSI SCC/011b (PI 4) | <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> | | 13 |
| NSI SCC/033 (PI 9) | <i>The percentage of: d) young people formerly looked after with whom the authority is in contact at the age of 19; e) 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; f) 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> | | 15 |
| NSI SCC/037 (PI 8) | <i>The average external qualifications point score for 16 year old looked after children in any local authority maintained learning setting</i> | | 18 |
| NSI SCC/041a (PI 3) | <i>The percentage of eligible, relevant and former relevant children that have pathway plans as required</i> | | 20 |
| Housing | | | |
| NSI PSR/002 (PI 11) | <i>The average number of calendar days taken to deliver a Disabled Facilities Grant.</i> | | 22 |

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| NSI PSR/004 (PI 13) | <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> | | 24 |
| Planning and Regulatory Services | | | |
| NSI PLA/006(b) (PI 12) | <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> | | 26 |
| Education | | | |
| NSI EDU/002 (PI 17) | <i>The percentage of:</i> i) <i>All pupils (including those in local authority care), and</i> ii) <i>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> | Amended | 28 |
| NSI EDU/003 (PI 14) | <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> | | 31 |
| NSI EDU/006ii (PI 15) | <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> | | 33 |
| NSI EDU/011 (PI 18) | <i>The average point score for pupils aged 15 at the preceding 31 August, in schools maintained by the local authority</i> | | 35 |
| NSI EDU/015 (PI 19) | <i>The percentage of final statements of special education need issued within 26 weeks:</i> a) <i>Including exceptions; and</i> b) <i>Excluding exceptions</i> | | 37 |
| NSI EDU/017 (PI 16) | <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> | | 40 |
| Environment and Transport | | | |
| NSI WMT/004(b) (PI 21) | <i>The percentage of municipal waste collected by local authorities sent to landfill</i> | | 42 |
| NSI WMT/009(b) (PI 20) | <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> | | 43 |
| NSI STS/006 (PI 22) | <i>The percentage of reported fly tipping incidents cleared within 5 working days</i> | | 46 |
| NSI THS/007 (PI 23) | <i>The percentage of adults aged 60 or over who hold a concessionary bus pass</i> | | 48 |
| Leisure and Culture | | | |

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| <p><u>NSI LCS/002(b)</u> (PI 24)</p> | <p><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></p> | | <p>49</p> |
| <p><u>NSI LCL/001(b)</u> (PI 25)</p> | <p><i>The number of visits to Public Libraries during the year, per 1,000 population</i></p> | | <p>53</p> |

[Back](#)

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| Service/ policy area | Social Care – Adults’ Services | | |
| Domain | Strategic Outcomes | | |
| Reference | SCA/S/F/001/04-001 (SCA/001) | | |
| Headline | Delayed transfers of care | | |
| Indicator | <i>The rate of delayed transfers of care for social care reasons per 1,000 population aged 75 or over</i> | | |
| Guidance | <p>A delayed transfer of care is experienced by an inpatient in hospital that is ready to move on to the next stage of care but is prevented from doing so. The “next stage of care” covers all appropriate destinations within and outside the NHS, i.e. those patients who are unable to be discharged from NHS care, and also patients who are unable to be transferred within the NHS to a more appropriate bed.</p> <p>Social care reasons are defined as those listed in the new groupings 1 - Community Care Assessment and 2 - Community Care Arrangements.</p> <p>The number of local authority residents experiencing a delayed transfer of care during the year should be counted each month on the census date – the 3rd Wednesday of each month.</p> <p>If a client is delayed for more than one month, they must be included in the count for each month that they are delayed.</p> <p>The numerator is concerned with all residents aged 18+ who experience a delayed transfer of care, not just those over the age of 75.</p> <p>The numerator for this indicator is post-populated with data from the year ending 31 March 2016 from the HOWIS database.</p> <p>The denominator for this indicator is pre-populated using 2014 mid-year population estimates published by the Office for National Statistics.</p> | | |
| Calculation | <p>Numerator: Total number of local authority residents (aged 18+) experiencing a delayed transfer of care during the year for social care reasons</p> <p>(The numerator is the sum of the 12 monthly census date figures.)</p> <p>Denominator: Total population aged 75+</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 1,000$</p> | | |
| Data source | <p>Numerator: HOWIS</p> <p>Denominator: Mid Year Estimate (MYE) of population published by the Office for National Statistics (ONS).</p> | Decimal Places | 2 |
| Explanation | This indicator measures the extent to which the authority contributes to delayed transfers of care. | | |
| Disaggregation | Disaggregation should be considered to suit local context and knowledge. | | |

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| Service/policy area | Social Care – Adults’ Services |
| Domain | Strategic Outcomes |
| Reference | SCA/S/F/002/05-002 (SCA/002) |
| Headline | Social Services support for older people |
| Indicator | <p><i>The rate of:</i></p> <p>a) <i>older people (aged 65 or over) supported in the community per 1,000 population aged 65 or over at 31 March;</i></p> <p>b) <i>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></p> |
| Guidance | <p>Part a)</p> <p>The number of people aged 65 or over supported in the community is the total of all the clients aged 65 or over who are on the books to receive community based services on the last day of the period (31 March).</p> <p>A client is deemed to be ‘on the books’ for services if there is a current allocation of services at the time under consideration. A person who previously received services, which have now ceased, is not deemed to be ‘on the books’. If that person comes forward again for an assessment and services then in terms of the returns he/she should be counted as a new client.</p> <p>Only clients who receive a package of care provided or commissioned by social services following an assessment by social services should be counted. This includes self-funding clients.</p> <p>A self-funding client is one who pays all the direct costs (charges) for services, but whose care is managed (e.g. reviewed) at the expense of the local authority.</p> <p>Clients supported in the community are those clients who have received community based services. This includes the following services, as defined in the Welsh Government’s PM2 Table Guidance:</p> <ul style="list-style-type: none"> • Homecare - Practical services that assist the client to function as independently as possible and/or continue to live in their home • Day Care – Attendance at a day care centre for day care and/ or meals. This includes attendance at training or work based placements, but excludes luncheon clubs and other universal services. • Community support day care - Any form of service provision or support which is provided or commissioned by the Social Services department to enable service users to engage in meaningful day activities which are included in their care plan. Include services primarily provided outside the services users’ home. • Respite care – Overnight care provided by the authority to give the carers a break. The period of care should cover at least one night, but should not exceed 3 months. • Reablement - These are generally recorded as short term residential placements, as a community based service. If the rehabilitation process exceeds 6 months this should be recorded as Residential care. • Meals – ‘Meals on wheels’ or community meals services delivered to the client • Equipment - Items of equipment that the council has an obligation to review on an annual basis and involve the council in an ongoing financial commitment to maintain or service the equipment. This also includes any equipment given in the context of a wider package. • Adaptations – Items of adaptations that the council has an obligation to review on an annual basis and involve the council in an ongoing financial commitment to maintain. This also includes any adaptations given in the context of a wider package. • Direct payments – Monetary payments made by local councils directly to adult clients aged 18 and over in lieu of social service payments • Supported accommodation – 24-hour care for clients in their own home for which they have their own tenancy agreement • Adult placements - Accommodation and support provided to one, two or, |

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| | <p>exceptionally in accordance with regulation 46, three adults placed with the agreement of an Adult Placement Scheme.</p> <p>Only services provided or commissioned by social services (or the health partner under section 33 arrangements) should be included.</p> <p>Clients who are supported in the community through the 'Extra care' scheme, or other similar schemes, should only be included if the social care budget contributes to the cost of this service.</p> <p>To be included as having received any of the above services, the service must be specified in the client's care plan.</p> <p>Re-ablement services and intermediate services should be included according to the type of service that is being provided i.e. it should be classed as home care if it is being provided in the home.</p> <p>The following services should be excluded:</p> <ul style="list-style-type: none"> • Provision of information or advice alone • 'Open access' services without assessment • Vehicle badges • Simply adding a client to a register • Sheltered accommodation • Professional support • Helpline/alarm/telephone rental • Transport <p>Clients should only be counted once, regardless of how many services they receive.</p> <p>Part b)</p> <p>The number of people aged 65 or over supported in care homes (both residential and nursing) is based on the number of clients on the books receiving services in care homes on the last day of the period (31 March).</p> <p>The data for this indicator is post-populated with data from the year ending 31 March 2016. It comes from table 2a (Range of Services at 31 March) of the Performance Management – Adults' Services (PM2) return.</p> | | |
| Calculation | <p>Part a)</p> <p>Numerator: Number of people aged 65 or over supported in the community</p> <p>Denominator: Total population aged 65 or over</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 1,000$</p> <p>Part b)</p> <p>Numerator: Number of people aged 65 or over supported in care homes</p> <p>Denominator: Total population aged 65 or over</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 1,000$</p> | | |
| Data Source | <p>Numerator: PM2 data collection form</p> <p>Denominator: Mid Year Estimate (MYE) of population published by the Office for National Statistics (ONS).</p> | Decimal Places | 2 |
| Explanation | This indicator measures the extent to which the authority provides effective | | |

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| | community support to enable people to live independently in their own homes. This is particularly important for older people who have potentially high levels of dependency. This PI also measures the extent to which older people are supported in care homes. |
| Disaggregation | Disaggregation should be considered to suit local context and knowledge. |

[Back](#)

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| Service/ policy area | Social Care – Adults’ Services | | |
| Domain | Service quality | | |
| Reference | SCA/S/F/019/02-003 (SCA/019) | | |
| Headline | Adult Protection Referrals | | |
| Indicator | <i>The percentage of adult protection referrals completed where the risk has been managed</i> | | |
| Guidance | <p>An adult protection referral refers to the point at which a concern or allegation is first logged. This may be as a result of a new referral regarding an individual not previously known to the service which has been occasioned specifically because of adult protection concerns, but it often involves existing clients where abuse has been alleged. In some cases a specific incident triggers this referral but there may also be a steady build-up of concern. Adult protection concerns may surface through a range of mechanisms, for example concerns may be identified during routine individual planning or review meetings, through inspections, via the complaints, grievance, or whistle-blowing procedures or directly from members of the public.</p> <p>Include all referrals that have been completed during the year, regardless of when the referral was received.</p> <p>For the denominator, exclude those referrals where the outcome was “no action” or “not applicable”.</p> <p>Refer to In Safe Hands guidance and In Safe Hands update 2003 (monitoring) for further guidance.</p> <p>The risk has been ‘managed’ when it has either:</p> <ul style="list-style-type: none"> • been removed i.e. it is no longer necessary to have an adult protection plan in place. • been reduced or there are improved safeguards to the client/property. E.g. If specific concerns have been investigated and an effective plan put in place to manage them, they can be said to fit into this category. • An adult protection plan has been put in place <p>Individuals may well continue to receive or be eligible for social care services, as part of general support to meet their needs.</p> <p>The data for this indicator is post-populated with data from the year ending 31 March 2016. It comes from the NSI table of the Performance Management – Adults’ Services (PM2) return.</p> | | |
| Calculation | <p>Numerator: The number of adult protection referrals completed in the year where the risk has been managed.</p> <p>Denominator: The total number of adult protection referrals completed in the year (excluding those referrals where the outcome was “no action” or “not applicable”).</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> | | |
| Data Source | PM2 data collection form | Decimal Place | 2 |
| Explanation | Safeguarding vulnerable adults is a key responsibility for Social Services. | | |
| Disaggregation | Disaggregation should be considered to suit local context and knowledge. | | |

[Back](#)

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| Service/policy area | Social Care – Children’s Services | | |
| Domain | Service Quality/Strategic Outcomes | | |
| Reference | SCC/S/F/002/05-004 (SCC/002) | | |
| Headline | Changes of school not due to transitional arrangements | | |
| Indicator | <i>The percentage of children looked after at 31 March 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 12 months to 31 March</i> | | |
| Guidance | <p>Include all looked after children of compulsory school age.</p> <p>Exclude looked after children in an agreed series of short-term placements under the provisions of Reg. 14 of Placement of Children (Wales) Regulations, 2007.</p> <p>A child is of compulsory school age from the start of the term following their 5th birthday until the last Friday in June in the school year in which the child reaches the age of 16.</p> <p>A period of being looked after is a continuous period of time during which a child is looked after by the authority. There may be more than one period of being looked after for a child during the year if they cease to be looked after for any reason during the year and subsequently return to being looked after the same year.</p> <p>Transitional arrangements refer to changes from infant school to primary school, primary school to junior school, junior school to secondary school and secondary school to sixth form college.</p> <p>Include:</p> <ul style="list-style-type: none"> • Children moving to education provision out of county • Changes of school on becoming looked after <p>Exclude:</p> <ul style="list-style-type: none"> • Changes to meet a statement of special educational need • Changes to or from home tutoring as long as the child remains registered at the same school • Changes arising as a result of the child ceasing to be looked after <p>The data for this indicator is post-populated with data from the year ending 31 March 2016. It comes from the NSI table of the Performance Management – Children’s Services (PM1) return.</p> | | |
| Calculation | <p>Numerator: The number of children of compulsory school age looked after at 31 March who have experienced one or more changes of school, which were not due to transitional arrangements, in the 12 months to 31 March</p> <p>Denominator: The number of children of compulsory school age looked after at 31 March.</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> | | |
| Data Source | PM1 data collection form | Decimal Place | 1 |
| Explanation | This indicator measures the extent to which local authorities are able to place children with minimum disruption to their education and school life, thus providing a certain degree of stability. | | |
| 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"> • Reason for move | | |

[Back](#)

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| Service/policy area | Social Care – Children’s Services |
| Domain | Service Quality/Strategic Outcomes |
| Reference | SCC/S/F/004/03-005 (SCC/004) |
| Headline | Stability of placements of looked after children |
| Indicator | <i>The percentage of children looked after on 31 March who have had three or more placements during the year</i> |
| Guidance | <p>In its broadest sense, a placement can be defined as where a child is living.</p> <p>Placements include:</p> <ul style="list-style-type: none"> • Family placements • Other placements in the community • Placements in residential settings <p>For a full list of placements that are to be included please refer to the Welsh Government’s SSSDA903 Guidance.</p> <p>A change of placement can occur when:</p> <ul style="list-style-type: none"> • A child moves to a new placement (even if this does not require using a different placement code) • If the child remains at the same location, but the placement code changes for any other reason <p>These changes are indicated by the use of ‘Reason for New episode’ codes P & B.</p> <p>Include:</p> <ul style="list-style-type: none"> • Placements that were already open on 1 April at the beginning of the year • Placements that were open on 31 March at the end of the year • Placements that were separated by periods of not being looked after, even if they were with the same carer • ‘Temporary’ breaks of longer than 21 days <p>Exclude:</p> <ul style="list-style-type: none"> • Temporary periods whilst the child is on holiday or in hospital • Temporary placement with an alternative carer while the child’s foster carer is on holiday • Other temporary absences of seven consecutive days or less, where the child is then returned as planned to the previous placement • Children that are missing or have absconded from a placement • A move from being fostered to being adopted when the carer is the same • Any placements that formed part of an agreed series of short-term placements under the provisions of Reg. 14 of Placement of Children (Wales) Regulations, 2007. <p>Please note, three placements during a year corresponds to two moves.</p> <p>The data for this indicator is post-populated with data from the year ending 31 March 2016. It comes from the NSI table of the Performance Management – Children’s Services (PM1) return.</p> |
| Calculation | <p>Numerator: The number of looked after children who had three or more separate placements during the financial year.</p> <p>Denominator: The total number of children who were looked after at 31 March</p> |

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| | Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$ | | |
| Data Source | PM1 data collection form | Decimal Place | 1 |
| Explanation | This indicator measures the extent to which the local authority is able to provide stable placements for children looked after. | | |
| Disaggregation | Disaggregation should be considered to suit local context and knowledge. | | |

[Back](#)

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| Service/policy area | Social Care – Children’s Services | | |
| Domain | Service Quality | | |
| Reference | SCC/S/F/011b/06-006 (SCC/011b) | | |
| Headline | Effective initial assessments | | |
| Indicator | <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> | | |
| Guidance | <p>An initial assessment is defined as a brief assessment of each child referred to social services with a request for services to be provided.</p> <p>Include all assessments that were completed during the year.</p> <p>The assessment should address the dimensions of the Assessment Framework, determining whether the child is in need, the nature of any services required, from where, within what timescales, and whether a further, more detailed core assessment should be undertaken.</p> <p>As part of any initial assessment, the child should be seen by a qualified, registered social worker. As per recommendation 25 of the Victoria Climbié inquiry report, all social services assessments of children and families and any action plans drawn up as a result must be approved in writing by a manager. Before giving such approval, the manager must ensure that the child and the child’s carer have been seen and spoken to.</p> <p>Seen means that the social worker has evidenced in writing on the case file that he/she has seen the child and described actions he/she has taken to determine the health and well being of the child and has seen and spoken to the child’s carer</p> <p>Seen alone is defined as an opportunity for a child to speak privately to a social worker. Not every case will require a child to be seen alone.</p> <p>In each case, a decision about the need to see the child alone will need to be taken by the social worker, who will need to evidence this within the assessment.</p> <p>Unborn children should be excluded for the purposes of this PI.</p> <p>Where the decision taken within 24 hours of referral is to commence s.47 enquiries, these should be counted for the purpose of this indicator.</p> <p>For the numerator count only initial assessments (or s.47 enquiries) where the child is seen by a registered, qualified social worker.</p> <p>The data for this indicator is post-populated with data from the year ending 31 March 2016. It comes from the NSI table of the Performance Management – Children’s Services (PM1) return.</p> | | |
| Calculation | <p>Numerator: The number of initial assessments that were completed during the year where the child has been seen alone by the Social Worker</p> <p>Denominator: The number of initial assessments that were completed during the year</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> | | |
| Data Source | PM1 data collection form | Decimal Place | 1 |
| Explanation | Direct work with children is essential to ensure their safety and promote their welfare. | | |

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| Disaggregation | Disaggregation should be considered to suit local context and knowledge |

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| Service/policy area | Social Care – Children’s Services |
| Domain | Strategic Outcomes |
| Reference | SCC/S/F/033/04-007 (SCC/033) |
| Headline | Transition to independence |
| Indicator | <p><i>The percentage of:</i></p> <p>d) <i>young people formerly looked after with whom the authority is in contact at the age of 19;</i></p> <p>e) <i>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></p> <p>f) <i>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></p> |
| Guidance | <p>Include young people who were being looked after on 1 April 2013 and whose date of birth fell between 1 April 1996 and 31 March 1997. Exclude children who were looked after by the authority on 1 April of their 17th year under a series of short break placements. Exclude children who were looked after for less than 13 weeks.</p> <p>Part d)</p> <p>The “contact” requirement can be fulfilled within the period 3 months before and 1 month after the 19th birthday.</p> <p>Part e)</p> <p>Suitable accommodation is defined on the OC3 form as any code ending in suffix 1. Note the following codes should usually be recorded as ‘unsuitable’ on the OC3 form, and any that have the suffix 1 should be excluded in the numerator of this part of the NSI.</p> <p>V – Emergency accommodation W – Bed & Breakfast X – In custody</p> <p>Records with codes V1,W1 and X1 will be subject to additional scrutiny on the OC3 form and as such are unlikely to arise anyway.</p> <p>Part f)</p> <p>“Education, training or employment” is defined on the OC3 as young people whose main activity on their 19th birthday was coded</p> <p>F1 – Young person engaged full time in higher education F2 – Young person engaged full time in education other than higher education F3 – Young person engaged full time in training or employment. P1 – Young person engaged part time in education, training or employment.</p> <p>Codes G4 and G5 should not be included in the numerator.</p> <p>Activity codes - notes and definitions</p> <p>F1: Young person engaged full time in higher education (i.e. studies beyond A level)</p> <p>‘Higher education’ means all studies at a higher academic level than A level. This includes degrees, diplomas in higher education, teaching and nursing qualifications, HNDs, ONDs, and BTEC. For the purpose of OC3 this includes either full-time or part-time study if it is considered the main activity. The educational course does not have to be residential.</p> <p>F2: Young person engaged full time in education other than higher education</p> |

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| | <p>This means all other education not covered by code F1. This can be either full-time or part-time study if this is considered to be the young person's main activity. The educational course does not have to be residential.</p> <p>F3: Young person engaged full time in training or employment 'Training' includes government-supported training, Youth Training, New Deal, Training for Work, and National Traineeships.</p> <p>P1: Young person engaged part time in education, training or employment</p> <p>'Employment' includes paid employment, self-employment, and voluntary unpaid work. This includes both full-time and part-time training or employment, if it is considered the main activity.</p> <p>The data for this indicator is post-populated with data from the year ending 31 March 2016. It comes from the NSI table of the Performance Management – Children's Services (PM1) return.</p> |
| Calculation | <p>Part d)</p> <p>Numerator: Number of young people whose 19th birthday falls within the year ending 31 March, who were looked after by the local authority on 1 April of their 17th year with whom the authority is in contact at the age of 19.</p> <p>Denominator: Number of young people whose 19th birthday falls within the year ending 31 March, who were looked after by the local authority on 1 April of their 17th year.</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> <p>Part e)</p> <p>Numerator: Number of young people whose 19th birthday falls within the year ending 31 March, who were looked after by the local authority on 1 April of their 17th year with whom the authority is in contact at the age of 19 and who are known to be in suitable, non-emergency accommodation.</p> <p>Denominator: Number of young people whose 19th birthday falls within the year ending 31 March, who were looked after by the local authority on 1 April of their 17th year with whom the authority is in contact at the age of 19.</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> <p>Part f)</p> <p>Numerator: Number of young people whose 19th birthday falls within the year ending 31 March, who were looked after by the local authority on 1 April of their 17th year with whom the authority is in contact at the age of 19 and who are known to be engaged in education, training or employment.</p> <p>Denominator: Number of young people whose 19th birthday falls within the year ending 31 March, who were looked after by the local authority on 1 April of their 17th year with whom the authority is in contact at the age of 19.</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> |
| Validation | Numerators, denominators and indicator values will be validated against the OC3 return on care leavers on their 19th birthday to ensure consistency prior to publication. |
| Data Source | PM1 data collection form |
| Explanation | Continuing contact, appropriate accommodation, education and employment |
| National Strategic Indicator Guidance for Wales 2015-16 | Decimal Place 1 |

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| | are important to improving outcomes for young people leaving care. |
| Disaggregation | Disaggregation should be considered to suit local context and knowledge. Some areas to consider are: <ul style="list-style-type: none">• Activity type |

[Back](#)

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| Service/policy area | Social Care – Children’s Services |
| Domain | Strategic Outcomes |
| Reference | SCC/S/F/037/04-008 (SCC/037) |
| Headline | External qualifications point score |
| Indicator | <i>The average external qualifications point score for 16 year old looked after children in any local authority maintained learning setting</i> |
| Guidance | <p>Include all looked after children who had been looked after for more than 12 months at 31 August 2015 and were aged 15 at 31 August 2014.</p> <p>Exclude children in respite care.</p> <p>Include any approved external qualifications as listed under section 99 of the Learning and Skills Act 2000, for the purposes of section 96 of that Act.</p> <p>Details of qualifications approved for use in Wales can be found on the Welsh Government’s website.</p> <p>Details of the points value for qualifications can be found using the Database of Accredited Qualifications in Wales (DAQW) website.</p> <p>Include any external qualification points obtained by these looked after children aged 15 on 31 August prior to year 11.</p> <p>A local authority maintained learning setting refers to full time education provision in any learning setting or combination of settings, including Pupil Referral Units (PRUs) and special schools.</p> <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"> • the pupil’s first language is not English or Welsh; • the pupil has arrived from a non-English or non-Welsh-based education system; and • arrived in the UK on or after the start of the previous school year. <p>For example, pupils reaching the end of a key stage in summer 2015 could be eligible for this status if they arrived in the UK on or after 1 September 2013.</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 post-populated with data from the year ending 31 March 2016. It comes from the NSI table of the Performance Management – Children’s Services (PM1) return.</p> |
| Calculation | <p>Numerator: The total number of points scored in approved external qualifications by looked after children aged 15 at 31 August 2014</p> <p>Denominator: Total number of looked after children who had been looked after for more than 12 months at 31 August 2015 and were aged 15 at 31 August 2014</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}}$</p> |

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| Data Source | PM1 data collection form | Decimal Place | 0 |
| Explanation | Educational attainment is an important element in the development of a child. It is important that children who are looked after by local authorities are supported to reach their educational potential and are given the same opportunities as children who are not looked after. | | |
| Disaggregation | Disaggregation should be considered to suit local context and knowledge. | | |

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| Service/policy area | Social Care – Children’s Services |
| Domain | Strategic Outcomes |
| Reference | SCC/C/F/041/03-009 (SCC/041a) |
| Headline | Planning for leaving care |
| Indicator | <i>The percentage of eligible, relevant and former relevant children that have pathway plans as required</i> |
| Guidance | <p>Include those children and young people who are resident outside the local authority boundary but for whom the local authority retains responsibility.</p> <p>Resident outside the council’s boundaries: eligible, relevant and former relevant children who are living in the area of another local authority remain the responsibility of the authority which looked after them.</p> <p>Eligible, relevant and former relevant children are defined in the Children Leaving Care Act 2000 regulations, in broad terms, as follows:</p> <p>An eligible child is a child who is aged 16 or 17 and has been looked after by a local authority for 13 weeks in total (excluding an agreed series of short break placements), which began after he/she reached the age of 14 and ended after he/she reached the age of 16.</p> <p>A relevant child is a child who is not being looked after by any local authority, was, before last ceasing to be looked after, an eligible child and is aged 16 or 17.</p> <p>A former relevant child is defined as a person who has been a relevant child and would be one if he/she were under 18.</p> <p>Guide to interpretation Once a young person is ‘former relevant’ they do not lose this status even if they are living with their family. Even if they are at home they should have a Pathway Plan regularly reviewed and a Personal Adviser. However, the level of support offered should be appropriate to their needs, so if all is going well at home they may not need intensive services. They remain ‘former relevant’ for statistical purposes. Where a ‘relevant’ young person returns home and six months later this has been successful and they remain under 18, then they become ‘qualifying’ and would not become ‘former relevant’ at 18.</p> <p>A Pathway plan sets out in writing the manner in which the responsible authority proposes to meet the needs of the care leaver and the date by which, and by whom, any action required to implement any aspect of the plan will be carried out.</p> <p>The first Pathway plan for a child is required as soon as possible after the child’s needs assessment, which is due within 3 months of their 16th birthday. The Pathway plan should be reviewed as required to ensure that it remains up to date to the needs of the care leaver.</p> <p>For the purposes of this indicator, we are only including those children who should have had a pathway plan by 31 March. Therefore, exclude those children whose 16th birthday falls between January and March of the reporting year as they will not require a pathway plan until the next financial year.</p> <p>The data for this indicator is post-populated with data from the year ending 31 March 2016. It comes from the NSI table of the Performance Management – Children’s Services (PM1) return.</p> |
| Calculation | Numerator: Number of eligible, relevant and former relevant children that have a pathway plan at 31 March as required |

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| | <p>Denominator: Number of eligible, relevant and former relevant children who should have a pathway plan at 31 March</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> | | |
| Data Source | PM1 data collection form | Decimal Place | 1 |
| Explanation | The Children (Leaving Care) Act 2000 requires eligible, relevant and former relevant children to have a pathway plan and a personal advisor. | | |
| Disaggregation | Disaggregation should be considered to suit local context and knowledge. | | |

[Back](#)

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| Service/ policy area | Housing - Private Sector Renewal |
| Domain | Service Quality |
| Reference | PSR/S/F/002/05-011 (PSR/002) |
| Headline | Timing of Disabled Facilities Grants |
| 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"> • Occupational Therapist assessment • Sending grant application to client • Completed application being received by grants section • Formal approval notice being sent to client <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> |

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| Calculation | <p>Numerator: 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>Denominator: The number of DFGs delivered during the financial year</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}}$</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 | Denominator: Disabled Facilities Grant data collection form | 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 context should fall out of the validation process.</p> | | |
| Disaggregation | Disaggregation should be considered to suit local context and knowledge. | | |

[Back](#)

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| Service/policy area | Housing - Private Sector Renewal |
| Domain | Strategic Outcomes |
| Reference | PSR/S/F/004/03-012 (PSR/004) |
| Headline | Vacant dwellings returned to occupation |
| 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>For a full definition of dwelling please refer to the Private Sector Renewal glossary.</p> <p>A vacant dwelling is vacant of people. This excludes:</p> <ul style="list-style-type: none">• A second or holiday home• A newly completed dwelling that is awaiting occupation• An existing dwelling that is being converted or modernised• A dwelling that is in use but for non-residential purposes <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">• Grants, loans or other financial assistance either provided or facilitated by the authority• Providing advice, such as:<ul style="list-style-type: none">○ Literature on the authority's empty homes strategy○ Advice on letting, including legal and housing benefit requirements○ Advice on grants and other financial assistance including tax concessions available○ Details of landlord forums or accreditation schemes○ Advice on repairs, including details on building contractors meeting minimum requirements• Referral to partner Registered Social Landlords (RSLs) or other intermediary with relevant expertise• Enforcement action including statutory notices• Enquiries made to establish ownership of property and follow up action <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> <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.</p> |
| Calculation | Numerator: 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 |

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| | <p>Denominator: The total number of private sector dwellings that had been vacant for more than 6 months at 1 April</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</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 | <p>This indicator measures the extent to which local authorities are bringing dwellings that have been vacant for long periods of time back into occupation.</p> | | |
| Disaggregation | <p>Disaggregation should be considered to suit local context and knowledge.</p> | | |

[Back](#)

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| Service/ policy area | Planning and Regulatory Services – Planning |
| Domain | Strategic Outcomes |
| Reference | PLA/S/F/006b/05-013 (PLA/006(b)) |
| Headline | Provision of affordable housing |
| 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 Technical Advice Note 2 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"> • Social rented housing; • Intermediate housing; • 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; • Affordable housing provided on sites allocated for 100% affordable housing; • Affordable housing provided on rural exception sites; • 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; • All new build and conversions; • All other affordable housing units provided through planning system. <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 2015 representing total affordable housing 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 2015 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>Numerator: The total number of additional affordable housing units provided during the year.</p> <p>Denominator: Total number of additional housing units provided during the year</p> <p>The denominator should be calculated as (X + Y); where;</p> |

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| | <p>X = Number of additional housing units provided during the year (Local Authority Newbuild data collection return) Y = Number of additional housing units provided during the year (National House Building Council data collection return)</p> <p>Formula $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</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>Numerator Affordable Housing data collection return</p> <p>Denominator: 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 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 | <p>Disaggregation should be considered to suit local context and knowledge</p> | | |

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| Service/policy area | Education |
| Domain | Strategic Outcomes |
| Reference | EDU/S/F/002/08-014 (EDU/002) |
| Headline | Pupils leaving compulsory education without an approved external qualification who do not continue in full time education, training or work based learning |
| Indicator | <p><i>The percentage of:</i></p> <p><i>i) All pupils (including those in local authority care), and</i></p> <p><i>ii) Pupils in local authority care,</i></p> <p><i>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></p> |
| 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 Database of Accredited Qualifications in Wales (DAQW) website.</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"> • Secondary schools; • Middle schools; • Special Schools, and; • Pupil Referral Units (PRUs). <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"> • the pupil’s first language is not English or Welsh; • the pupil has arrived from a non-English or non-Welsh-based education system; and • arrived in the UK on or after the start of the previous school year. <p>For example, pupils reaching the end of a key stage in summer 2015 could be eligible for this status if they arrived in the UK on or after 1 September 2013.</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>Part ii)</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</p> |

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| | <p>i.e. include children who are looked after by a different authority, but are educated within your local authority.</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 2016.</p> | | |
| Calculation | <p>Part i)</p> <p>Numerator: 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>Denominator: 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>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> <p>Part ii)</p> <p>Numerator: 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>Denominator: 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>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</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 | Denominator (part i): 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> | | |

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| | <ul style="list-style-type: none">• Gender• Language• Ethnicity• Special Educational Needs (SEN)• School• Pupils entitled to free school meals |
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[Back](#)

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| Service/policy area | Education |
| Domain | Strategic Outcomes |
| Reference | EDU/C/F/003/07-015 (EDU/003) |
| Headline | Key Stage 2 Assessments |
| 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"> • the pupil's first language is not English or Welsh; • the pupil has arrived from a non-English or non-Welsh-based education system; and • arrived in the UK on or after the start of the previous school year. <p>For example, pupils reaching the end of a key stage in summer 2015 could be eligible for this status if they arrived in the UK on or after 1 September 2013.</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> <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>Numerator: 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>Denominator: The total number of pupils assessed at the end of Key Stage 2, in schools maintained by the local authority</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> |

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| 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"> • Gender • Language • Ethnicity • Special Educational Needs (SEN) • Looked After Children (Educated by the local authority) • School • Pupils entitled to free school meals | | |

[Back](#)

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| Service/policy area | Education |
| Domain | Strategic Outcomes |
| Reference | EDU/C/F/006/05-016 (EDU/006ii) |
| Headline | Teacher assessments in Welsh (first language) |
| 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> |
| Definition | <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"> • the pupil's first language is not English or Welsh; • the pupil has arrived from a non-English- or non-Welsh-based education system; and • arrived in the UK on or after the start of the previous school year. <p>For example, pupils reaching the end of a key stage in summer 2015 could be eligible for this status if they arrived in the UK on or after 1 September 2013.</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) for the preceding year.</p> |
| Calculation | <p>Numerator: 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>Denominator: The number of pupils assessed, in schools maintained by the local authority at the end of Key Stage 3</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</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> |

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| 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 | Disaggregation should be considered to suit local context and knowledge. These are some areas to consider: <ul style="list-style-type: none"> • School • Pupils entitled to free school meals | | |

[Back](#)

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| Service/policy area | Education |
| Domain | Strategic Outcomes |
| Reference | EDU/S/F/011/06-017 (EDU/011) |
| Headline | Point score |
| 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 website.</p> <p>Details of the points value for qualifications can be found using the Database of Accredited Qualifications in Wales (DAQW) website.</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"> • Secondary schools; • Middle schools; • Special Schools, and; • Pupil Referral Units. <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"> • the pupil's first language is not English or Welsh; • the pupil has arrived from a non-English or non-Welsh-based education system; and • arrived in the UK on or after the start of the previous school year. <p>For example, pupils reaching the end of a key stage in summer 2015 could be eligible for this status if they arrived in the UK on or after 1 September 2013.</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>Numerator: 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>Denominator: 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> |

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| | Formula: Numerator 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 | <p>Numerator: Welsh Government's Education and Skills Analytical Team (Schools) (From the Welsh Examinations Database)</p> <p>Denominator: Welsh Government's PLASC data collection (Education and Skills Analytical Team (Schools))</p> | 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 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"> • Gender • Language • Ethnicity • Special Educational Needs (SEN) • Looked After Children (Educated by the local authority) • School • Pupils entitled to free school meals | | |

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| Service/ policy area | Education |
| Domain | Access to Services |
| Reference | EDU/S/F/015/03-018 (EDU/015) |
| Headline | Timeliness of Special Educational Need (SEN) Statements |
| Indicator | <i>The percentage of final statements of special education need issued within 26 weeks:</i> a) <i>Including exceptions; and</i> b) <i>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">• Have a significantly greater difficulty in learning than the majority of children of the same age• 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• Are under compulsory school age and fall within either definition above or would do so if special educational provision was not made for them <p>Special educational provision means:</p> <ul style="list-style-type: none">• 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• For children under 2, educational provision of any kind <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">• A request is made for an assessment by the child's school or setting• A request is made for an assessment by the child's parent• A referral is made by another agency <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 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">• Exceptional personal circumstances affect the child or the child's parent/guardian during the 26 week period• 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• 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• 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; |

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| | <ul style="list-style-type: none"> • 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 • 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 • 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 • 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 • 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 • 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 • 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. <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>For both parts exclude amendments to existing statements from this indicator.</p> |
| Calculation | <p>Part a)</p> <p>Numerator: 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>Denominator: 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>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> <p>Part b)</p> <p>Numerator: 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>Denominator: 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>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</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> |

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| | 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. | | |
| 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. | | |

[Back](#)

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| Service/policy area | Education |
| Domain | Strategic Outcomes |
| Reference | EDU/S/F/017/01-019 (EDU/017) |
| Headline | Key Stage 4 Examinations |
| 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.</p> <p>Include pupils in;</p> <ul style="list-style-type: none"> • Secondary schools; • Middle schools; • Special Schools, and; • Pupil Referral Units. <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"> • the pupil's first language is not English or Welsh; • the pupil has arrived from a non-English or non-Welsh-based education system; and • arrived in the UK on or after the start of the previous school year. <p>For example, pupils reaching the end of a key stage in summer 2015 could be eligible for this status if they arrived in the UK on or after 1 September 2013.</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>Numerator: 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> <p>Denominator: 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>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> |
| Validation | Indicator values that seem particularly high or low compared with the all Wales dataset for the previous year will require an explanation. |

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| | 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. | | |
| Data Source | Welsh Government's Education and Skills Analytical Team (Schools) | Decimal Place | 1 |
| Explanation | Educational attainment is an important national priority, linking as it does to many other strategic objectives such as reducing unemployment and social exclusion. | | |
| Disaggregation | Disaggregation should be considered to suit local context and knowledge. These are some areas to consider: <ul style="list-style-type: none"> • Gender • Language • Ethnicity • Special Educational Needs (SEN) • Looked After Children (Educated by the local authority) • School • Pupils entitled to free school meals | | |

[Back](#)

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| Service/ policy area | Environment and Transport – Waste Management | | |
| Domain | Strategic Outcomes | | |
| Reference | WMT/S/F/004/05-020 (WMT/004(b)) | | |
| Headline | Local Authority Collected Municipal Waste Sent to Landfill | | |
| 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 Waste Management Glossary.</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"> • Ash sent to landfill from the recovery of energy from local authority collected municipal waste • 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 <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 2016. It is provided by Natural Resources Wales from WasteDataFlow.</p> | | |
| Calculation | <p>Numerator: The tonnage of local authority municipal waste sent to landfill by the local authority</p> <p>Denominator: The tonnage of municipal waste collected by the local authority</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</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 | | |

[Back](#)

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| Service/ policy area | Environment and Transport – Waste Management |
| Domain | Strategic Outcomes |
| Reference | WMT/S/F/009/02-021 (WMT/009(b)) |
| Headline | Local Authority Collected Municipal Waste Prepared for Reuse, Recycling and Composting |
| 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 Waste Management Glossary.</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 ending 31 March 2016. It is provided by Natural Resources Wales from WasteDataFlow.</p> |
| Calculation | <p>Numerator: 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>Denominator: The tonnage of municipal waste collected by the local authority</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> |

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| 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 | | |

Waste Management Glossary

For the purposes of the Waste Management Indicators, the following definitions apply and are collected via WasteDataFlow (WDF):

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.

[Back](#)

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| Service/ policy area | Environment and Transport - Street Scene | | |
| Domain | Service Quality | | |
| Reference | STS/S/F/006/01-022 (STS/006) | | |
| Headline | Response Rates For Removing Reported Fly Tipping Incidents | | |
| 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"> • Highway • Footpath/Bridleway • Back alleyway • Council Land • Watercourse/Bank <p>Exclude the following flycapture land types:</p> <ul style="list-style-type: none"> • Railway • Agricultural • Private – residential • Commercial/Industrial • Other <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 | <p>Numerator: The number of reported fly tipping incidents cleared within 5 working days</p> <p>Denominator: The total number of fly tipping incidents recorded by the authority during the year.</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</p> | | |
| Data Source | Denominator: Flycapture | Decimal Place | 2 |
| 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</p> | | |

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| | dataset for the previous year will require an explanation. 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. |
| 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. |

[Back](#)

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| Service/ policy area | Environment and Transport - Transport and Highways | | |
| Domain | Strategic Outcomes | | |
| Reference | THS/S/F/007/04-23 (THS/007) | | |
| Headline | Concessionary travel passes | | |
| 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 2014 mid-year population estimates published by the Office for National Statistics.</p> | | |
| Calculation | <p>Numerator: The total number of adults aged 60+ who hold a concessionary bus pass</p> <p>Denominator: The total population aged 60+</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 100$</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 | Denominator: 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 | Leisure and Culture – Sport and Recreation |
| Domain | Access To Services |
| Reference | LCS/S/F/002b/03-024 (LCS/002(b)) |
| Headline | Visits to sport and leisure centres |
| 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"> • All indoor Sport and Leisure Centres inclusive of outdoor provision such as all terrain pitches and outdoor courts managed by the Centre. • External Sport and Leisure Facilities dedicated to a particular sport, and where access or usage is controlled and/or users have to pre-book. <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>Numerator definition – specific inclusions Include visits indoor Sport and Leisure Centres by those participating in physical activity.</p> <p>Include usage of external Sport and Leisure Facilities, including:</p> <ul style="list-style-type: none"> ○ pitches specifically marked and maintained for outdoor team sports such as soccer, rugby, cricket and hockey; ○ athletics tracks and stadia; ○ golf courses and facilities (including pitch and putt courses, driving ranges and putting greens, but not 'crazy golf'); ○ ski slopes; ○ basketball, netball and tennis courts; ○ bowling greens; and ○ water sport centres. <p>Include 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>Include 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>Numerator definition – specific exclusions Exclude usage of any facility which is not accurately measured, and/or where not all visitors may be engaging in physical activity, such as:</p> <ul style="list-style-type: none"> • Outdoor provision which is not specifically set aside for sport such as parks and open spaces used for casual sports • Walking or jogging routes, cycle paths, fitness trails and similar • Children's play areas, skateboard parks and adventure playgrounds • Casual use of dedicated outdoor facilities (i.e. without booking) • Facilities where a charge is made for car parking only, and there is no requirement to register/book • Access to facilities by season ticket or permit, if the number of actual visits is not recorded <p>Exclude any usage of external trust or community council run facilities</p> |

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| | <p>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>Exclude facilities for exclusive school use, and use of any facilities by pupils as part of the curriculum.</p> <p>Exclude other public buildings at which physical activity might occur such as community centres whose primary purpose is not for physical activity.</p> <p>Exclude visitors to any facility who do not participate in physical activity, such as:</p> <ul style="list-style-type: none"> • Attendees at non-sporting events e.g. antiques fairs, conferences and meetings held in leisure centres • Spectators • Visitors to bars or catering facilities in leisure centres <p>Numerator definition - multi-user bookings For multi-user bookings and team sports/training, please use the multiplication factors in LCS - Annex 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>Denominator definition The denominator for this indicator is pre-populated using 2014 mid-year population estimates published by the Office for National Statistics.</p> | | |
| Calculation | <p>Numerator: Number of visits to sport and leisure facilities during the year where the visitor will be participating in physical activity</p> <p>Denominator: Total Population</p> <p>Formula: $\frac{\text{Numerator} \times 1,000}{\text{Denominator}}$</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 | Denominator: Mid Year Estimate (MYE) of population published by the Office for National Statistics (ONS). | 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"> • There are inconsistencies across the Welsh local authorities in the | | |

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| | <p>level of on-site provision for schools</p> <ul style="list-style-type: none"> • It does not reflect the success of the provision as curriculum attendance is compulsory • It is linked to the physical literacy target of 'Climbing Higher' more than the physical activity target |
| 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"> • Age i.e. junior/adult • Gender • Language use • Ethnicity • Disability |

[Back](#)

Annex A

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 | Leisure and Culture - Libraries | | |
| Domain | Strategic Outcomes | | |
| Reference | LCL/S/F/001/07-025 (LCL/001(b)) | | |
| Headline | Use of Public Library Services | | |
| 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"> • Physical visits to libraries, including mobile libraries • Virtual visits • Physical visits to other service points <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: '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.'</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>Exclude 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 50 weeks. 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 2014 mid-year population estimates published by the Office for National Statistics.</p> | | |
| Calculation | <p>Numerator: The number of visits to Public Libraries during the year</p> <p>Denominator: Total population</p> <p>Formula: $\frac{\text{Numerator}}{\text{Denominator}} \times 1,000$</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 | Denominator: 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. | | |

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| Disaggregation | Disaggregation should be considered to suit local context and knowledge. These are some areas to consider: <ul style="list-style-type: none">• Type of visit e.g. physical/ virtual visits• Type of PLS e.g. service point• Type of use e.g. enquiries for information. |
|----------------|---|