



This is part of a series of departmental reports which, along with the Main Estimates 2008–09, the document *Public Expenditure Statistical Analyses 2008*, and the Supply Estimates 2008–09: Supplementary Budgetary Information, present the Government's outturn and planned expenditure for 2007–08 and 2008–09.



## Conventions

The report relates to England, unless otherwise stated.

Financial years are shown as 2008–09, academic years as 2008/09 and calendar years as 2008 or 2009.

Dates refer to financial years 2008–09 unless otherwise stated.

Figures in a number of tables and annexes have been rounded and therefore may not sum to the total.

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## Feedback

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# Department for Children, Schools and Families

## Departmental Report 2008

Presented to Parliament  
by the Secretary of State for Children, Schools and Families  
by Command of Her Majesty  
May 2008

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# Foreword by the Secretary of State



I am pleased to present my first Departmental Report as the Secretary of State for Children, Schools and Families.

This report sets out the progress made towards my Department's Spending Review 2004 Public Service Agreement targets and expenditure plans based on our 2007 Comprehensive Spending Review settlement.

Together with the settlement for the Department for Innovation, Universities and Skills, education spending in England is set to rise on average by 2.8 per cent a year in real terms over the Comprehensive Spending Review period, with UK education spending as a proportion of GDP projected to increase from 4.7 per cent in 1996–97 to 5.6 per cent by 2010–11. Capital investment in schools will reach £6.5 billion in 2010–11 with another £1.3 billion coming through the private finance initiative – representing more than a seven fold increase since 1997–98.

The Department's settlement continues the record levels of investment of the last decade and provides the resources to ensure we continue to deliver the very best for all of our young people. Working towards a prosperous, fair and cohesive society, where no child is held back by the circumstances of their birth and every child is able to fulfil their potential.

Our aim is to make this the best place in the world for our children and young people to grow up, which is why the new Department for Children, Schools and Families was created and the first ever *Children's Plan* launched which puts the needs of families, children and young people at the centre of everything we do.

We are already making impressive progress towards this aim, for example, in April 2008 there were over 2,900 Sure Start Children's Centres offering services to more than 2.27 million young children and their families and the target to have 2,500 centres open by 2008 was reached in early March 2008. In addition, over 10,000 schools are now providing access to the extended schools full core offer based on the needs of their local community and many other schools are already working towards delivering the extended schools full core offer.

Standards in schools continue to rise with the 2006/07 results at age 11 being the best ever, with 80 per cent achieving level 4 in English and 77 per cent achieving level 4 in mathematics. GCSE results for 2006/07 at age 15 are also at their highest ever level with 60.8 per cent achieving five A\*- C GCSEs or equivalent meeting our target a year early.

In addition, the latest data on level 2 attainment shows that in 2007, 73.9 per cent of people aged 19 were qualified to at least level 2, exceeding the 2008 target level. There has also been an increase in level 3 attainment in 2007, with 48.0 per cent of people aged 19 qualified to at least level 3.

The *Children's Plan* signals a new way of working, and working with our partners, we can ensure that every child has the best start in life and no child or young person is left behind.

## Ed Balls

Secretary of State for Children, Schools and Families



## Ministerial Responsibilities

Ministerial responsibilities within the Department are:



**The Rt Hon Ed Balls MP**

The Secretary of State is responsible for all the Department's policies



**Jim Knight MP**

Minister of State for Schools and Learners



**Rt Hon Beverley Hughes MP**

Minister of State for Children and Families



**Lord Andrew Adonis**

Parliamentary Under-Secretary of State for Schools



**Kevin Brennan MP**

Parliamentary Under-Secretary of State  
for Children, Young People and Families

More details of ministerial responsibilities can be found at  
[www.dcsf.gov.uk/aboutus/whoswho/ministers.shtml](http://www.dcsf.gov.uk/aboutus/whoswho/ministers.shtml)

# Foreword by the Permanent Secretary



This year has seen many changes, most importantly the announcement by the Prime Minister in June 2007 of the creation of three new government departments, the Department for Children, Schools and Families, the Department for Innovation, Universities and Skills and the Department for Business, Enterprise and Regulatory Reform.

It is my great pleasure to contribute this foreword as the first ever Permanent Secretary of the Department for Children, Schools and Families.

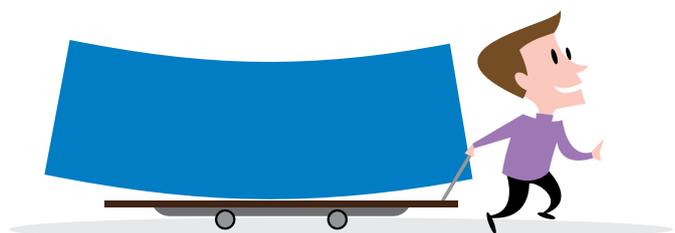
The creation of the new department brings together key aspects of policy affecting children and young people. The *Children's Plan* sets out our plans for the next ten years describing our six Departmental Strategic Objectives (DSOs) and the five Public Service Agreements (PSAs) for which this Department is responsible. The Plan also includes ambitious goals for 2020 which we will also report progress against in this and future Autumn Performance Reports and Departmental Reports.

In order to meet these goals, we have a Departmental Action Plan which sets out how we will secure the internal capability to lead and manage the system and make improvements.

Board members have been asked to lead on the four key themes of the Action Plan: Leading the system; Culture; Managing and developing; and Business Systems. The Action Plan sets out areas where we need to improve across all four themes as a whole Department, and each Directorate has a set of its own priorities to reflect its situation and needs.

With the continuing commitment and dedication of our staff and partners, we have an historic opportunity to build an even better future for all those we serve.

**David Bell**



## Board responsibilities

Board responsibilities within the Department are:



**David Bell**

Permanent Secretary



**Tom Jeffery**

Director General, Children and Families



**Ralph Tabberer**

Director General, Schools



**Lesley Longstone**

Director General, Young People



**Jane Cooper**

Interim Director, Communications



**Jon Thompson**

Director General, Corporate Services



**Stephen Meek**

Director, Strategy

## Non-Executive Board Members



**Katherine Kerswell**



**Philip Augar**

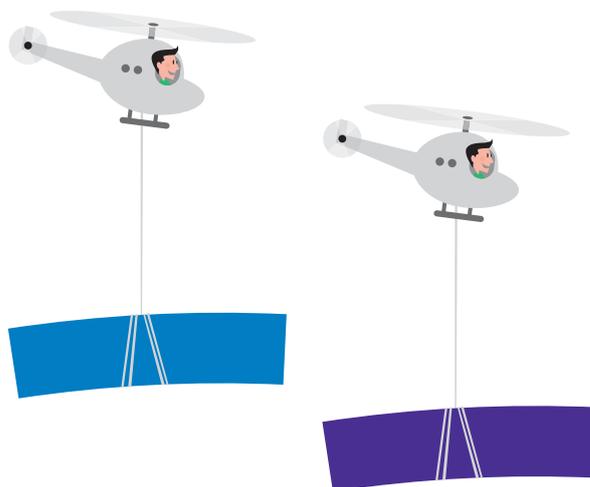
More details of board responsibilities can be found in Chapter 7 and at [www.dcsf.gov.uk/aboutus/whoswho/](http://www.dcsf.gov.uk/aboutus/whoswho/)

# Introduction

2007-08 was an important year for both the former Department for Education and Skills, prior to June 2007, and the new Department for Children, Schools and Families following its creation in June 2007. The focus has been on delivering Public Service Agreement (PSA) targets and efficiency gains in the final year of the 2004 Spending Review period, and on preparing for delivery across government in the 2007 Comprehensive Spending Review period.

Highlights from 2007-08 have included:

- By April 2008, over 2,900 Sure Start Children's Centres were offering services to more than 2.27 million young children and their families and over 10,000 schools are providing access to the extended schools full core offer.
- Working with the Department of Health to develop a national strategy for tackling obesity in children and adults – the most serious, and growing, health problem for children.
- Developing a new co-ordinated approach to policy on children's safety across central government, mirroring developments at a local level through Local Safeguarding Children Boards, including consultation and implementation of a Staying Safe Action Plan.
- Achieving record GCSE results, with 60.8 per cent of 15-year-olds achieving five higher level GCSEs or equivalent and a significant drop in the proportion of schools with less than 30 per cent of their pupils getting five A\*-C GCSEs or equivalent including English and mathematics.
- More young people qualified to level 2 by the age of 19, 73.9 per cent of 19-year-olds reached this level in 2007, meaning that the PSA target level or 2008 has been met a year early.
- Piloting new ways to assess, report and stimulate progress in schools, so that no child falls behind or gets stuck at any stage – thousands of children who are making slow progress are receiving a short burst of 10 hours of extra one-to-one tuition.
- Introducing historic legislation to raise to 18 the minimum age to which young people will participate in education and training.
- Achieving key milestones for introducing Diplomas, with additional investment to give pupils access to the very best learning.
- Driving down the numbers of young people who are not in education, employment or training (NEET) through a new £100 million strategy.



- Publication of the Children’s Plan in December 2007.
- Launching the Department’s own internal reform and development plan, building on progress made since the Capability Review.

The creation of the new Department for Children, Schools and Families (DCSF) provided an excellent opportunity to build on the successes in education and children’s services that have been seen over the last decade, but also focus on the significant challenges that remain in improving outcomes for every child.

The conclusion of the 2007 Comprehensive Spending Review in October 2007 was important in setting strategic direction for the next three years and in developing a new performance management framework. Planned expenditure by the Department for Children, Schools and Families will rise to £59.4 billion by 2010-11 compared to £50.3 billion in 2007-08.

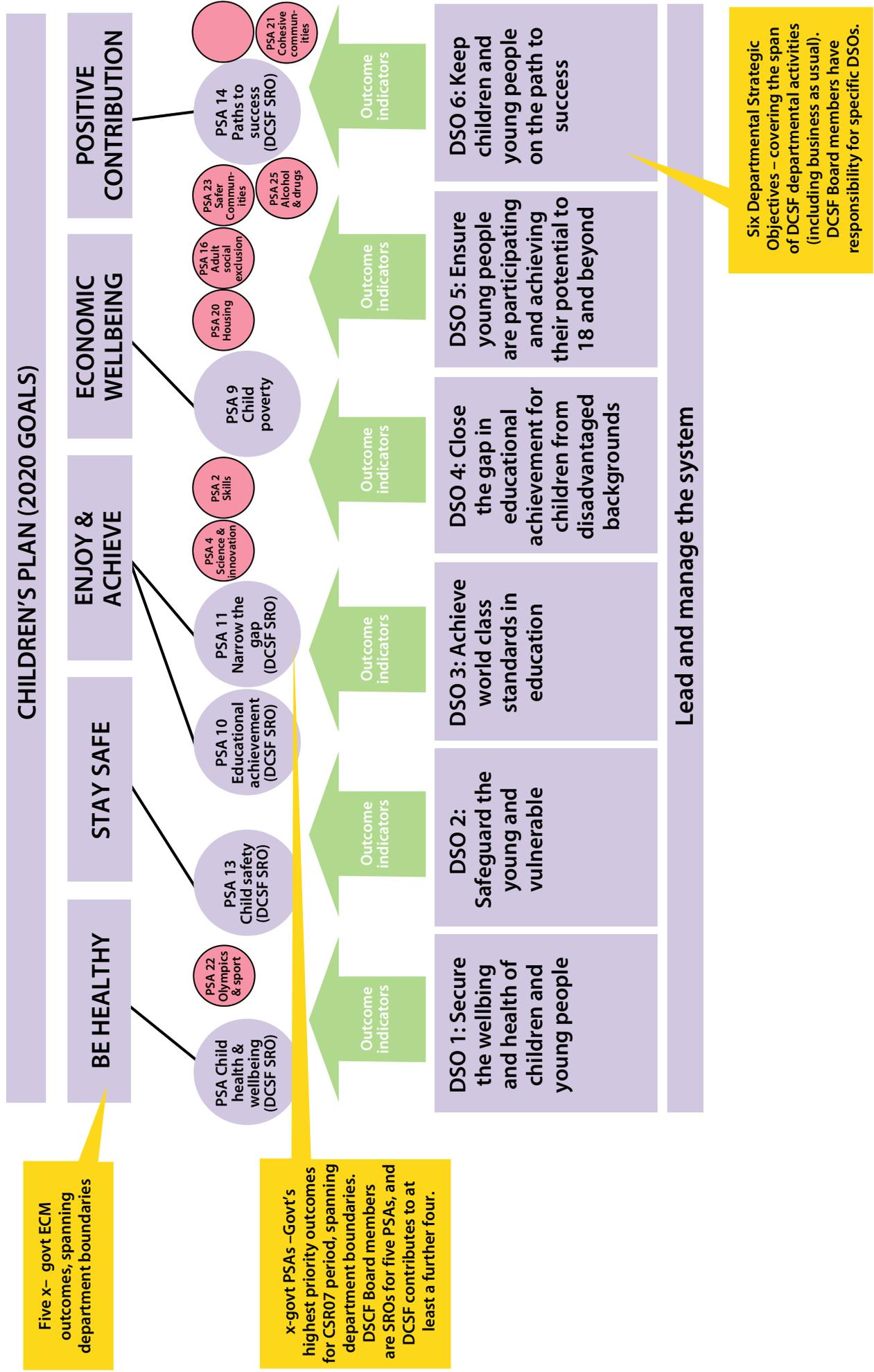
The *Children’s Plan*, published in December 2007, set out the aim to make the country the best place in the world for children and young people to grow up. Consultation with expert groups emphasised the importance of parents and families, and the need for government to do more to back them.

It set out the Department’s long-term goals for 2020 and the 2007 Comprehensive Spending Review Public Service Agreements (PSAs) set out the short term national trajectories to meet the 2020 goals. PSA indicators are included in the new National Indicator Set (NIS) for local authorities and local authority partnerships. These new national indicators will be the means of measuring the national priorities that have been agreed by government.

The PSAs and NIS are organised around the Every Child Matters outcomes which resonate with local authorities.

Departmental Strategic Objectives cover the entirety of the Department’s business and represent the Department’s contribution to the cross cutting 2007 Comprehensive Spending Review Public Service Agreements. The links between Every Child Matters outcomes, Public Service Agreements and Departmental Strategic Objectives are shown in Table 1.

Table 1: Links between Every Child Matters outcomes, Public Service Agreements and Departmental Strategic Objectives.



As a result of the 2007 Comprehensive Spending Review, MoG changes and the Children's Plan, the Department now has seven strategic objectives which cover the wide span of Departmental activities. These are set out in Table 2.

**Table 2: Departmental Strategic Objectives**

The DCSF has six strategic objectives over the 2007 Comprehensive Spending Review period, which are to:

- Secure the wellbeing and health of children and young people.
- Safeguard the young and vulnerable.
- Achieve world class standards in education.
- Close the gap in educational achievement for children from disadvantaged backgrounds.
- Ensure young people are participating and achieving their potential to 18 and beyond.
- Keep children and young people on the path to success.

Improving outcomes for children and young people means working across government. Readers may also be interested in Departmental Reports from other government departments – for example, the Department for Innovation, Universities and Skills (DIUS), Department for Work and Pensions (DWP) and the Department of Health (DH).

To properly reflect the strategic context in which the Department is operating, the *2008 Departmental Report* is structured around departmental strategic objectives and Departmental Reports over the next spending period will follow the same format. Chapters 1 to 6 put a spotlight on each strategic objective, highlighting achievements over the last year, progress against 2004 Spending Review PSA targets and expenditure plans. Chapter 7 on leading and managing the system reports information about the Department itself, together with external system-facing activities such as workforce. Tables on performance against 2004 Spending Review PSA targets and on expenditure are annexed (Annexes O and P) to provide read-across from previous Departmental Reports.

## Chapter 1

# Departmental Strategic Objective 1: Secure the wellbeing and health of children and young people

Good health is vital if children and young people are to enjoy their childhood and achieve their full potential. Healthy habits established early provide the basis for lifelong health and wellbeing.

DSO 1 – to secure the wellbeing and health of children and young people – drives forward the cross-government PSAs to ‘Improve the health and wellbeing of children and young people’ (PSA 12) and to ‘Deliver a successful Olympic Games and Paralympic Games with a sustainable legacy and get more children and young people taking part in high quality PE and sport’ (PSA 22).

DSO 1 represents the Department’s contribution to the Every Child Matters ‘Be Healthy’ outcome, and aspects of the ‘Achieve Economic Wellbeing’ outcome.

DSO 1 is critical to making progress towards the Children’s Plan 2020 goals: to ‘Enhance children and young people’s wellbeing’ particularly at key transition points in their lives; to get parents satisfied with the information and support they receive; to ‘improve child health, with the proportion of obese and overweight children reduced to 2000 levels’; and to ‘halve child poverty by 2010 and eradicate by 2020’.

The *Children’s Plan*, published in 2007, set out a ten-year vision for children and young people’s

health, building on the National Service Framework for Children, Young People and Maternity Services. The vision is that:

- infant mortality continues to fall, and inequalities between poor and advantaged families are substantially reduced – supporting the Government’s target to reduce health inequalities by ten per cent by 2010 as measured by infant mortality and life expectancy;
- young children thrive in the first five years of life, with more tailored support for parents and parenting and better early support for individual needs;
- all schools help children learn to value their health and wellbeing, eat well and keep fit and active in a healthy school environment;
- overweight and obesity among children and young people falls back by 2020 to 2000 levels;
- young people show lower levels of risky adolescent health behaviour, evidenced in reduced drinking and sustained reduction in under-18 conception rates and sexually transmitted diseases;
- children’s emotional wellbeing improves, supported by better Child and Adolescent Mental Health Services (CAMHS); and

- disabled children and their families see a step change in their experience of services and in the outcomes for disabled children.

Next steps will be set out in a children and young people's health strategy, which the Department is currently developing jointly with the Department of Health. The strategy will build on the National Service Framework for Children, Young People and Maternity Services, and is being taken forward in the context of the National Health Service (NHS) Next Steps Review – *Our NHS, Our Future* – which is being led by Lord Darzi. It will be published in autumn 2008.

There has been a lot of activity in 2007-08, with the Department of Health in particular, to improve the wellbeing and health of children and young people which included:

- Publication of the *NHS Operating Framework 2008-09* in December 2007, which made specific reference to children and young people as a priority for NHS action for the first time.
- The announcement of a review of child and adolescent mental health services (CAMHS).
- The establishment of the Child Health and Wellbeing Board to oversee delivery of PSA 12: to improve the health and wellbeing of children and young people; and the National Service Framework for Children, Young People and Maternity Services.
- Publication of the joint Obesity Unit's *Healthy Weight, Healthy Lives: a cross government strategy for England*.
- Significant investment to fund 30 new adventure playgrounds and up to 3,500 play areas nationally.

## Pregnancy, infancy and the first years of life

The *Children's Plan* emphasised how research into brain development, attachment and the impact of stress in pregnancy confirmed views that pregnancy and the first years of life are the most important formative stage.

In December 2007, the Department worked with the Department of Health to publish an *Implementation plan for reducing health inequalities in infant mortality: a good practice guide*. The plan builds on existing interventions and shows how to narrow the health inequalities gap in infant mortality by looking at current examples of good practice. An indicator on all-age mortality is included in the local government National Indicator Set.

## Breastfeeding

Breastfeeding offers long term emotional, physical and mental benefits to mother and child. In March 2008, the Department and the Department of Health published jointly *The Child Health Promotion Programme – Pregnancy and the first five years of life*, aimed at primary care trusts, local authorities, practice-based commissioners and providers of services in pregnancy and the first years of life. National Breastfeeding Awareness Week (NBAW), an annual health campaign, ran from 13-19 May 2007 to promote breastfeeding as the best form of nutrition for infants. Sure Start Children's Centres will be key to delivering positive breastfeeding messages to families, with emerging case study evidence showing increased breastfeeding take-up in communities with a Sure Start Children's Centre. An indicator measuring the prevalence of breastfeeding at 6-8 weeks underpins 2007 Comprehensive Spending Review PSA 12: to improve the health and wellbeing of children and young people. Indicators are also included in the local government National Indicator Set, and in the NHS Vital Signs indicator framework.

## Tackling childhood obesity

The Foresight Obesity Report, *Tackling Obesities: Future Choices*, published in October 2007, emphasised the huge scale of the challenge in tackling childhood obesity, with action needed on a wider range of fronts. In 2006, almost one in six children in England (between the ages of 2 and 15) were obese, compared to around one in ten children in 1995. The Foresight Obesity Report predicted that by 2050, about 25 per cent of all children could be obese (along with 60 per cent of adult men and 50 per cent of adult women).

In response to the Foresight Obesity Report, the Department worked with the Department of Health to publish a national strategy for tackling obesity in children and adults. *Healthy Weight, Healthy Lives: a cross government Strategy for England* was published in January 2008. It supports the creation of a healthy society, from early years, to schools and food, from sport and physical activity, to planning, transport and the health service. It will bring together employers, individuals and communities to promote children's health and healthy food; build physical activity into people's lives; support health at work; and provide the incentives more widely to promote health. It will also provide effective treatment and support when people become overweight or obese.

Following the Machinery of Government changes in June 2007, the Department for Children, Schools and Families (DCSF) and the Department of Health (DH) became jointly responsible for child obesity, in the context of a new long-term ambition to reverse the trend of excess weight and obesity in children and adults. A cross-government Obesity Unit was established, led by the DH and DCSF to take this forward. A new Obesity Observatory has been created to build the evidence base. Local guidance, aimed at Directors of Public Health and Directors of Children's Services, on how to set and monitor local

child obesity prevalence targets, and how to deliver their child obesity goals were published this year.

During 2007-08, progress was also made in collecting better data about obesity, through the National Child Measurement Programme (NCMP). It weighs and measures children in the Reception year (4- to 5-year-olds) and in Year 6 (10- to 11-year-olds), to inform local planning and delivery of services, as well as an analysis of trends in growth patterns and obesity. The NCMP is operated jointly by the Department and the Department of Health, and in 2006/07 100 per cent of primary care trusts supplied data, compared to just 80 per cent in 2005/06. The results of the 2006/07 NCMP were published in February 2008. New regulations are being introduced, through the *Health and Social Care Bill*, to provide routine feedback to parents on an opt-out basis.

**Progress towards the 2004 Spending Review Public Service Agreement target 4: To halt the year-on-year rise in obesity among children under 11 by 2010 in the context of a broader strategy to tackle obesity in the population as a whole (joint with DH and DCMS) is set out in Annex O.**

The 2004 Spending Review PSA target has, from April 2008, been superseded by a target to reduce the proportion of overweight and obese children to 2000 levels by 2020 in the context of tackling obesity across the population. This target underpins 2007 Comprehensive Spending Review PSA 12: to improve the health and wellbeing of children and young people. Indicators on obesity are also included in the local government National Indicator Set, and in the NHS Vital Signs indicator framework.

## Healthy Schools and school food

The National Healthy Schools Programme was launched in October 1999 and during 2007-08 it has continued to make a significant difference to the health and achievement of children and young people. The programme is based on a whole-school approach to physical and emotional wellbeing focused on four core themes:

- Personal, Social & Health Education.
- Healthy Eating.
- Physical Activity.
- Emotional Health & Wellbeing.

In 2007-08, 60 per cent of schools (13,119) had achieved the new healthy school status and 93 per cent of schools (20,531) had registered on the National Healthy Schools Programme. Local Programmes are currently working towards a new target of 55 per cent of schools fully satisfying the new status criteria by December 2007. Funding in 2007-08 has been increased for this programme to just over £16 million, with £13.2 million going directly to local authorities and £1 million to support regional activity. Although the programme has not been extended formally to early years, the main messages have been incorporated into the Early Years Foundation Stage.

The School Food Trust (SFT) works with the National Healthy Schools Programme to support schools in healthy eating. For many children, especially those entitled to free school meals, a school lunch may be their only nutritious, cooked meal. However, take-up of school lunches has been declining.

In 2007-08, the Department has worked with the SFT to lead action to promote the take-up of school lunches. New regulations are being introduced which update the 2006 regulations for interim food-based standards for school lunches from September 2007, apply to non-lunch

provision from September 2007, and introduce the food and nutrient-based standards by 2008 for primary and 2009 for secondary schools. Work is underway to make the new regulations clear and easy for schools and caterers to implement.

The SFT's 'Million Meals' campaign, launched in October 2007, enables schools to pledge to play their part in driving take-up and are being supported to do so. In September 2006, the Department announced funding of £240 million over three years to subsidise the direct costs of school lunches, to help keep prices affordable. From 2008, a non-statutory pupil entitlement to learn to cook will be introduced. An indicator measuring the take-up of school lunches underpins the 2007 Comprehensive Spending Review PSA 12: to improve the health and wellbeing of children and young people. An indicator is also included in the local government National Indicator Set.

## Physical Education & sport

Physical Education (PE) and sport contribute to the wellbeing and health of children and young people. At the heart of a broad and balanced curriculum, PE and sport can improve attendance, behaviour, attainment, self-esteem, teamwork and leadership skills and help build an inclusive society.

The transformation in PE and school sport has been supported by over £1.5 billion in the five years to 2008. There is now a national network of School Sport Partnerships which covers all maintained schools in England and links them to specialist Sports Colleges, which make up around ten per cent of secondary schools. This infrastructure has provided opportunities for over five million pupils to participate in at least two hours high quality PE and sport each week.

During 2007-08, the Department has worked with the Department for Culture, Media and Sport, the

Youth Sport Trust, PE and Sports Coach UK and Sport England, to continue to transform the delivery of PE and sport. In July 2007, the Prime Minister announced a £100 million campaign to give every child the chance of five hours of sport every week, and called for a united team effort in the run up to 2012 to make sport a part of every child's day to build a greater sporting nation and a fitter nation.

The new PE and Sport Strategy for Young People, published in January 2008, will help deliver the five hour offer and be supported by additional investment of at least £755 million over the next three years. National School Sport Week is due to start on 30 June 2008, to celebrate the achievements in PE and school sport over the last year and launch new developments.

**Progress towards the 2004 Spending Review Public Service Agreement target 9: To enhance the take-up of sporting opportunities by 5- to 16-year-olds so that the percentage of school children in England who spend a minimum of two hours each week on high quality PE and sport within and beyond the curriculum increases from 25% in 2002 to 75% by 2006 and to 85% by 2008, and to at least 75% in each School Sport Partnership by 2008 (joint with DCMS) is set out in Annex O.**

An indicator measuring the percentage of 5- to 16-year olds participating in at least 2 hours a week of high-quality PE and sport at school, and the percentage of 5- to 19-year-olds participating in at least 3 further hours a week of sporting opportunities, underpins 2007 Comprehensive Spending Review PSA 22: to deliver a successful Olympic games and Paralympic Games with a sustainable legacy and get more children and young people taking part in high quality PE and sport. An indicator is also included in the local government National Indicator Set.

## Play

The *Children's Plan* showed that children want places to play, and parents want their children to enjoy the same freedoms they had when they were growing up. The Government announced investment of £225 million over the next three years to create more safe places to play (this amount was increased by £10 million in April 2008). 3,500 playgrounds will be rebuilt or renewed and 30 play pathfinders will be supported to test innovative approaches to promoting and supporting play spaces. Funding is also being provided to enable 4,000 play workers to achieve recognised play qualifications.

In February 2008, 65 local authorities were invited to bid to become play pathfinders for the first year of the £225 million play investment programme. Each local authority will receive around £2 million capital funding plus significant revenue funding to work with children, young people and their communities to develop innovative play sites with challenging equipment and natural landscapes, which will give all children the opportunity to play actively outdoors. The play sites will also be accessible for disabled children. The 20 local authorities selected as play pathfinders from April 2008 are: Camden; Enfield; Hackney; Kensington & Chelsea; Tower Hamlets; East Sussex; Portsmouth; Bristol; Bath and North East Somerset; Nottingham City; Dudley; Wolverhampton; Cambridgeshire; Blackburn with Darwen; Knowsley; Rochdale; North Tyneside; Sunderland; East Riding; and Rotherham. A second round of pathfinder bidding is due to take place in autumn 2008, which will be open for all local authorities to apply. *Fair Play: a consultation on the play strategy* was published in April 2008 and sets out how government departments propose to work together and with partners to create more and better opportunities for all children to play. The results of the consultation and the final strategy will be published in autumn 2008.

## Emotional wellbeing and mental health

Emotional wellbeing and good mental health are crucial for every aspect of a child's life, now and in the future.

The Early Years Foundation Stage, which will be fully operational from September 2008, looks at the whole range of a child's cognitive and non-cognitive development. In 2007-08, the Department also continued to support and roll-out the social and emotional aspects of learning (SEAL) programme to primary and secondary schools. The SEAL programme helps young people to be more confident and resilient; resolve conflict peaceably; and empathise with others by developing behaviour skills across the curriculum. In July 2007, an additional £13.7 million over four years was announced to improve behaviour in schools through the SEAL programme.

Effective and responsive Child and Adolescent Mental Health Services (CAMHS) are vital in the support of children and young people with emerging or existing conditions, particularly those in care who are at higher risk of mental health problems. In December 2007, the Department and the Department of Health commissioned a review of CAMHS, chaired by Jo Davidson, Chief Officer at Gloucestershire Council, and drawing on advice from experts in the field. The review will make recommendations to ensure that the educational and emotional needs of children and young people with mental health problems, or at risk of developing them, are being met.

A national call for evidence was launched on 14 April 2008. The evidence will help inform the deliberations of the review team and ensure that all interested individuals and organisations have an opportunity to contribute to the debate about how to improve services to effectively meet the educational, health and social care needs of children and young people at risk of, and

experiencing mental health problems. It is planned that the review will publish an interim report in July 2008 and a final report in early autumn 2008.

An indicator measuring the emotional health and wellbeing of children and young people, and quality of CAMHS, underpins 2007 Comprehensive Spending Review PSA 12: to improve the health and wellbeing of children and young people. These indicators are also included in the local government National Indicator Set, and in the NHS Vital Signs indicator framework. In addition, there is a local government indicator on the emotional and behavioural health of children in care.

## Disabled children

In May 2007, following the review of local services for disabled children and their families, the Department and HM Treasury published *Aiming High for Disabled Children: Better Support for Families*. It set out specific action, supported by funding of £340 million between 2008-09 and 2010-11, in three priority areas to improve outcomes for disabled children:

- Access and empowerment.
- Responsive services and timely support.
- Improving quality and capacity.

In addition, the *Children's Plan* announced £90 million of new capital to help parents caring for disabled children by giving them breaks from their caring responsibilities. This will pay for new equipment, adaptations to buildings and new premises and facilities for short breaks. *Aiming High for Disabled Children* found that short breaks are seen as the highest priority service for families with disabled children. 21 local areas have been selected as a first pathfinder wave, which will extend to all of England from 2009. The Department is creating a new duty on local authorities for short break provision.

An indicator, measuring parents' experience of services for disabled children and the core offer, is in development and will underpin 2007 Comprehensive Spending Review PSA 12: to improve the health and wellbeing of children and young people. An indicator is also included in the local government National Indicator Set.

### Child poverty

The Government is committed to halving child poverty by 2010 and eradicating it by 2020. The number of children in relative poverty fell by 600,000 between 1998 and 2006. However, 2.8 million children still live in relative poverty today, an injustice that must be addressed.

In November 2007, a joint Child Poverty Unit was established between the Department and the Department for Work and Pensions, with responsibility for co-ordinating policy across government to ensure that no child has their childhood or life chances blighted by poverty and to eradicate child poverty by 2020. HM Treasury expect to join the unit, which acts as a single point of contact within government on child poverty. The Child Poverty Unit seeks to engage stakeholders and draw on and learn from their expertise; engage all those in local service delivery; and undertake research and analysis to support the development of successful policies.

The 2008 Budget set out next steps on tackling child poverty, including:

- An increase in the first child rate of Child Benefit to £20 a week from April 2009, reinforcing the Government's commitment to Child Benefit as the foundation of financial support for all families.
- An increase in the child element of the Child Tax Credit by £50 a year above indexation from April 2009 to further help low to middle income families.

- Child Benefit will be disregarded in calculating income for Housing and Council Tax Benefit from October 2009, improving work incentives for many of the lowest paid families and boosting their incomes.

*Ending child poverty: everybody's business*, published as part of the 2008 Budget, set out the strategy for the next decade as the Government takes further steps towards eradicating child poverty by 2020. It also announced £125 million of pilots over the next three years, to test new and innovative approaches to tackling child poverty.

Indicators measuring child poverty underpin the 2007 Comprehensive Spending Review PSA 9: to halve the number of children in poverty by 2010-11, on the way to eradicating child poverty by 2020 (led by HM Treasury). Indicators are also included in the local government National Indicator Set. In addition, PSA 9 is cross referenced to other key PSAs aimed at improving outcomes for children and young people and tackling the effects of poverty – through narrowing the gap in educational achievement, raising educational attainment, improving children's health and wellbeing, increasing the number of young people on the path to success, and improving the safeguarding of children. The achievement of these Public Service Agreements will all contribute towards meeting the 2020 target of eradicating child poverty.

Improving children's life chances and tackling intergenerational poverty will be critical to success. Tackling child poverty is central to the *Children's Plan* and the work of the Department. Many of the policy areas detailed in this report will be at the centre of the Government's Child Poverty Strategy.

## Families

One of the principles underpinning the *Children's Plan* is that government does not bring up children – parents do, so more needs to be done by government to support parents and families. Different families will need different things at different times in different circumstances. Services which are flexible and meet the needs of all families, including fathers, mothers, lone parents, step families and families where children are being brought up by their grandparents are critical to enabling families to be confident in their ability to achieve the best for their child. Services must also provide for those children and young people who are taken into care. Local authorities and their partners have a vital role, as corporate parents, in supporting these children and ensuring that they receive the best possible start in life.

'Think Family' is a theme which cuts across the Departmental Strategic Objectives. Sure Start Children's Centres and extended schools are giving many more families the information and advice they need, when they need it, along with the responsibility on local authorities to provide access to advice and support, and specialist support for those families that need the most help.

Over the last year, further work on supporting young carers has commenced. The Children's Society has been funded to support professionals working with young carers. The *Children's Plan* also announced plans to extend six of the planned 15 Family Pathfinder areas to test better forms of preventative support for families with young carers. Learning from the pilots will be shared across all areas over the next three years.

In October 2007, the Department created a Families Group, to develop the cross-government strategy on families (parents and carers), covering services that support families directly, those that deal with issues of family dysfunction and breakdown and work to improve the lives of children and young people in care. In February 2008, the Cabinet Office Strategy Unit published an assessment of the future strategic challenges for Britain, which included family life and communities.

## Chapter 2

# Departmental Strategic Objective 2: Safeguard the young and vulnerable

Keeping children and young people safe from harm is everyone's responsibility. The *Children's Plan* made clear that Government has a responsibility to put in place the right frameworks and systems for safeguarding children and young people, working in partnership with key national and local organisations.

DSO 2 – to safeguard the young and vulnerable – drives forward the cross-government PSA to 'Improve children and young people's safety' (PSA 13). It represents the Department's contribution to the Every Child Matters 'Stay Safe' outcome and is an important part of the *Children's Plan*.

Children's safety has improved in many areas. The number of accidental injuries to children has been declining steadily with a 33 per cent decrease in the death rate for under 15s since 1995-1997, and a 35 per cent decrease in the serious injury rate since 1995-96. By 2006, there had been a 52 per cent reduction in the number of children aged 0-15 killed or seriously injured in Great Britain in road traffic accidents compared to the average for 1994-1998. Following the launch of the Back to Sleep campaign in 1991, there was a reduction in the number of babies dying from Sudden Infant Death Syndrome from nearly two per 1,000 live births before 1991 to under 0.5 per 1,000 live births by 2005.

Children in the UK are safer than in many other western countries. The United Nations International Children's Emergency Fund (UNICEF) found that in the 1990s United Kingdom ranked second in the Organisation for Economic Co-operation and Development (OECD) countries on the measure of deaths from accidents and injuries, with fewer than ten deaths per 100,000 children and young people aged up to 19.

However, there are still some important challenges including:

- In 2005, nearly 400,000 children received some support from children's social care. 27,900 were subject of a Child Protection Plan at 31 March 2007, compared to 26,400 at the same date in 2006. Surveys suggest that the real extent of abuse and neglect may be higher than figures suggest.
- Alcohol abuse is involved in 33 per cent of child abuse cases and in at least 40 per cent of domestic violence cases, there is also childhood physical and sexual abuses involving the same perpetrator.
- Bullying is a persistent concern and has been the most common reason to call ChildLine in the past six years.
- Children of parents who have never worked or who are long-term unemployed are 13 times more likely to die from unintentional injury

and 37 times more likely to die from exposure to smoke fire or flames than children of parents in higher managerial or professional occupations.

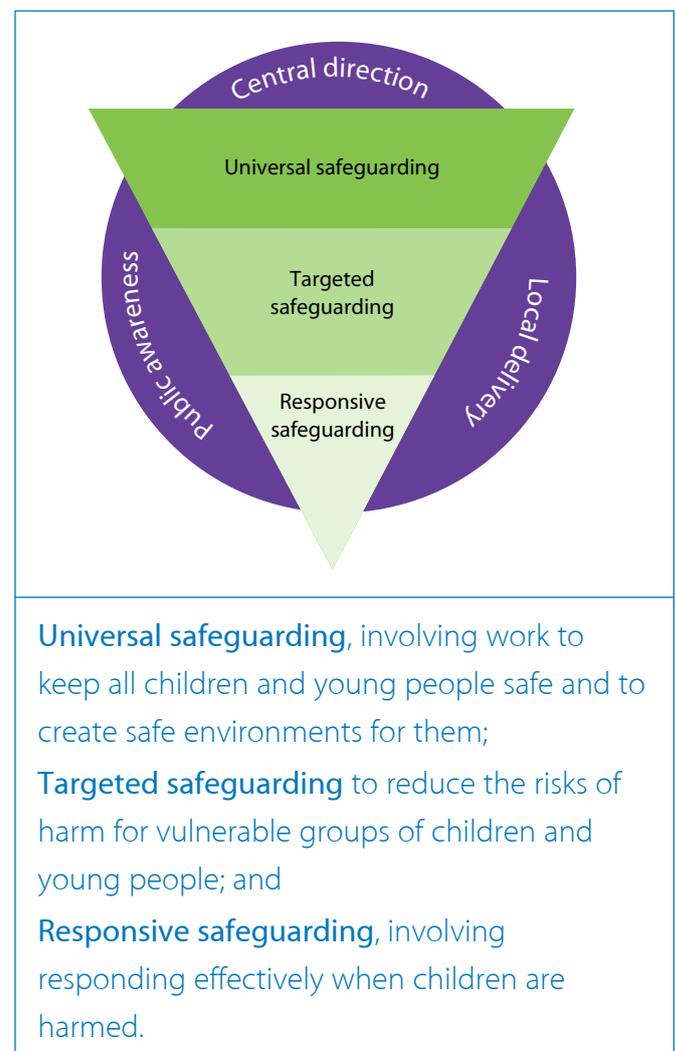
- Parents underestimate risks their children face online and 57 per cent of parents say they do not know where to go to get information about how to protect their children online.

The Department for Children, Schools and Families will work with its partners across government and beyond to take forward the actions set out in this Departmental Report and in the Staying Safe Action Plan. These actions aim to improve safety outcomes for children, and their effectiveness will be monitored through the 2007 Comprehensive Spending Review PSA 13: to improve children and young people’s safety. This PSA is underpinned by four indicators: the percentage of children who have experienced bullying; the percentage of children referred to children’s social care who received an initial assessment within seven working days; hospital admissions caused by unintentional and deliberate injuries to children; and preventable child deaths (as recorded through child death review processes).

### Staying Safe

In 2007, the Department for Children, Schools and Families led the development and launch of Staying Safe, a consultation on a cross-government strategy on children’s safety. The consultation launched in July 2007, aimed to: raise awareness of issues around children’s safety; improve understanding of the risks to children’s safety; ensure work to safeguard children was coherent and co-ordinated effectively across government; and identify areas for new or additional action to plug gaps in the framework or address specific issues. Over 1,000 written responses were received to the consultation and events were held around

the country with practitioners, parents, children, young people, and members of the general public. The consultation ended on 31 October 2007 and the Department published, on behalf of government, the *Staying Safe: Action Plan*. The action plan sets out the work which the Government will take forward over the next three years to drive improvements in children and young people’s safety and to deliver the new Public Service Agreement to improve children and young people’s safety. It covers the three main levels of safeguarding work which need to be undertaken in order to improve children and young people’s safety:



### Universal Safeguarding

All children and young people should feel safe and be protected from harm. Everyone, parents,

practitioners and government need to work together to create safe and accessible environments for children and young people wherever they are so that they can have the freedom they need to develop and enjoy their childhoods.

### *Local Safeguarding Children Boards*

The *Children Act 2004* introduced a new duty to make arrangements to safeguard and promote the welfare of children, which falls on a range of organisations including local authorities, health services, police forces and youth offending teams. Since April 2006, every local authority area has established a Local Safeguarding Children Board (LSCB), which is the key mechanism for co-ordinating local safeguarding work in the local area.

From April 2008, each LSCB has put in place processes to review the deaths of children. This will consist of a rapid response when a child dies unexpectedly, and a Child Death Review Panel which will take an overview of all deaths of children aged up to 18 in the local area. The panel will look at how such deaths might be prevented or avoided in the future, and make recommendations to the LSCB regarding any changes in practice. The Department has undertaken a range of activities to prepare LSCBs for their new child death review function, including producing and distributing a familiarisation DVD, developing training materials, holding a series of regional seminars and creating a data collection template.

An indicator measuring the preventable child deaths recorded through Child Death Review Panels underpins PSA 13: to improve children and young people's safety.

### **Independent Safeguarding Authority**

The Government is introducing the toughest ever vetting and barring scheme, designed to prevent those who are known to pose a risk of harm to children or vulnerable adults from gaining access to them through their work. The scheme places new duties on employers and employees and is enforced through criminal law. Once the new scheme is introduced, all those seeking to work with children or vulnerable adults, in either a paid or unpaid capacity, will need to register with the Independent Safeguarding Authority (ISA) scheme before they enter the workforce. Employers, and those who manage the work of volunteers, must check that the individual is registered before he or she can start work. Parents will also be able to check the registration status of people they employ to look after their children, including home tutors, sports coaches and nannies. The Government is conducting a vigorous communications campaign to ensure that employers and stakeholders know and understand their new duties and responsibilities. The new ISA scheme will go live from October 2009.

### *Byron Review*

The *Children's Plan* emphasised the importance of helping children and parents get the most out of the opportunities of today's media and communications technology. In September 2007, the Government asked Dr Tanya Byron to conduct an independent review to examine the risks to children and young people from exposure to potentially harmful or inappropriate material on the internet and in video games.

Dr. Byron reported back to the Government on 27 March 2008 on the evidence on the benefits and potential risks of new technologies, what is being done to minimise the risks, and what more can be done, to empower parents and protect children. The recommendations included: a new UK Council

for Child Internet Safety established by and reporting to the Prime Minister; a range of better regulation measures to be led by industry; and wide-ranging actions to improve e-safety information and education for children and parents. The report also recommended reforms to the classification of video games and action by retailers, games console manufacturers, online gaming providers and others to ensure age appropriate access to video games. The Government accepted Dr Byron's recommendations in full on the day of publication and committed to publishing a comprehensive action plan in response.

#### *Role of schools in safeguarding children*

Schools are legally bound by a duty to carry out their work with a view to safeguarding and promoting the welfare of children, as set out in *Safeguarding Children and Safer Recruitment in Education*. This includes making sure the school has a safe and suitable physical environment for children, ensuring that adults who work with children and young people are safe to do so and tackling bullying. People working in schools should be able to identify any concerns about children's safety and be willing to act on them. All staff working in schools should have training on protecting children, and every school should have a person designated to deal with child protection issues, who will have taken more specialist training. The designated person will take the lead in dealing with any child protection issues arising in the school, help and advise other staff, and work with other local agencies such as children's social care or the police.

#### *Future commitments*

The *Staying Safe: Action Plan* announced a range of cross-government activity to improve universal safeguarding over the 2007 Comprehensive Spending Review period. The Department for

Children, Schools and Families will be taking the lead on co-ordinating the delivery of the actions set out in the *Staying Safe: Action Plan* working in partnership with a range of other government departments. The key cross-government commitments for improved universal safeguarding include:

- Launching a major new communications campaign on children's safety, including information for parents and carers about risks to their children's safety, targeted communications to families living in high risk areas and public communications to encourage people to take responsibility for children's safety.
- Setting up a Child Safety Education Coalition to co-ordinate and evaluate child safety education across the country.
- Providing funding for child death review processes of £7.2 million/£7.4 million/£7.7 million over the 2007 Comprehensive Spending Review period for local authorities, and additional NHS monies of £10 million per annum to support the participation of health professionals in these processes.
- Implementing the 2007 child road safety strategy, including new road safety education materials and continuing publicity campaigns.
- Encouraging local authorities to create more 20 mph zones where appropriate.
- Investing £30 million between 2008 and 2011 in the Family Nurse Partnership Programme (an intensive nurse-led home visiting programme for the most at risk families with children under two-years-old).
- Issuing a collection of resources to support Local Safeguarding Children Boards, including non-statutory practice guidance, a good

governance toolkit and exemplars of effective practice.

- Setting up a new National Safeguarding Unit for the Third Sector to provide advice and assistance to all third sector organisations on safeguarding issues.

### Targeted and responsive safeguarding

Some children and young people are more at risk of harm than others. Groups such as disabled children, looked after children, unaccompanied asylum-seeking children, traveller children, young people who run away from home, children living in deprived areas, and children whose parents experience problems such as domestic violence, substance misuse or have mental health needs. It is important that central government works through local authorities and their partners to help reduce these risks.

There will unfortunately always be some children and young people who suffer harm. When this happens, the response should be quick and appropriate by supporting the children and dealing with those who have harmed them.

### Improving practice in children's social care

During 2007-08, the Department has taken further steps to increase the effectiveness of children's social care services. This has included encouraging full inter-agency implementation of *Working Together to Safeguard Children* guidance, which was updated in 2006 and sets out how individuals and organisations should work together to safeguard and promote the welfare of children (including the role of Local Safeguarding Children Boards). Supplementary guidance to *Working Together* and research reports have also been published in 2007-08 including:

- *Safeguarding children in whom illness is fabricated or induced (joint with the Department of Health);*

- *Safeguarding children who may have been trafficked (joint with the Home Office);*
- *Safeguarding children from abuse linked to a belief in spirit possession;*
- *Improving safeguarding practice: study of serious case reviews 2001-2003; and*
- *Analysing child deaths and serious injury through abuse and neglect: what can we learn? A biennial analysis of serious case reviews 2003-2005.*

In March 2008, the Department published the care matters implementation plan, *Care Matters: Time to deliver for children in care*. This follows the White Paper, *Care Matters: Time for Change*, published in June 2007, which set out reforms needed to transform the life chances of children and young people in care, including those for whom adoption is the plan. The *Children and Young Persons Bill*, focused almost entirely on children and young people in care, is currently progressing through Parliament. The Bill is a key part of the Care Matters agenda because it reforms the care system to enable children and young people to receive high quality care and support.

Stability is a key factor that can make a positive difference to the lives of looked after children, giving them the opportunity to form strong attachments with carers and friends, maximising their resilience and improving their chances of achieving positive outcomes. Stability, in terms of the number of placement moves a child experiences and the length of their placement, has been increasing. In 2006-07, the Department carried out targeted work with 34 local authorities in relation to placement stability and is launching a report setting out the key lessons learnt from that work, as well as a guide to help senior managers to develop their own local approach to improving stability.

Progress towards the 2004 Spending Review Public Service Agreement target 5: To narrow the gap in educational achievement between looked after children and that of their peers; and improve their educational support and the stability of their lives so that by 2008, 80% of children under 16 who have been looked after for 2.5 or more years will have been living in the same placement for at least 2 years, or are placed for adoption is set out in Annex O.

An indicator is also included in the local government National Indicator Set.

Several indicators have also been included in the local government National Indicator Set to measure whether the quality of social care work is improving. These include:

- the percentage of children referred to children's social care who received an initial assessment within seven working days;
- the percentage of child protection and looked after children reviews held within required timescales;
- the percentage of Child Protection Plans lasting two years or more;
- the percentage of children becoming the subject of a Child Protection Plan for a second or subsequent time;
- the percentage of core assessments for children's social care which are carried out within 35 working days of their commencement;
- the percentage of referrals to children's social care which go on to initial assessment;
- the stability of placements of looked after children: number of moves and length of placement; and

- the timeliness of placements of looked after children for adoption following an agency decision that the child should be placed for adoption.

#### *Improving services for young runaways*

The Children's Society estimate that approximately 86,000 children and young people run away from home or care in England each year. In January 2008, the Department outlined plans to help improve services for young people at risk of running, or who have run away. A cross-departmental working group has been established to drive progress in improving services, supported by a consultative group made up of experts from the voluntary sector. The group's immediate remit will include: the development of an action plan, to be published in June 2008; consideration of data collection issues to support a new National Indicator; and a review of emergency accommodation provision, to be completed in summer 2008. The *Missing from Care and Home guidance (2002)* will also be reviewed and an updated version will be published in 2009.

#### *Preventing accidents*

Accidents are the biggest cause of non-medical deaths for children, particularly on the roads, but most accidents occur in the home, and disadvantaged families are particularly vulnerable. An indicator measuring hospital admissions caused by unintentional and deliberate injuries to children and young people underpins the 2007 Comprehensive Spending Review PSA 13: to improve children and young people's safety. An indicator is also included in the local government National Indicator Set.

#### *Tackling bullying*

About a third of all pupils experience bullying. Any kind of bullying is unacceptable and some groups of children and young people are particularly vulnerable to bullying. In September 2007, the

Department published guidance for schools on how to prevent and tackle bullying, entitled *Safe to Learn, embedding anti-bullying work in schools*, which included specific materials on tackling cyberbullying and homophobic bullying. This links to earlier guidance published in March 2006 on tackling bullying around race, religion and culture. Ministers made a commitment to the former Select Committee on Education and Skills, replicated in the *Children's Plan*, to produce guidance to help schools tackle the bullying of children with special educational needs (SEN) and disabilities. This guidance is currently being developed, which will again link to *Safe to Learn*, and which the Department aim to publish in spring 2008.

An indicator measuring the percentage of children who have experienced bullying underpins 2007 Comprehensive Spending Review PSA 13: to improve children and young people's safety. An indicator is also included in the local government National Indicator Set.

#### *Future commitments*

The *Staying Safe: Action Plan* announced a range of cross-government activity to improve targeted and responsive safeguarding over the 2007 Comprehensive Spending Review period. The Department for Children, Schools and Families will be taking the lead on co-ordinating the delivery of the actions set out in the *Staying Safe: Action Plan* working in partnership with a range of other government departments. The key cross-government commitments for improved targeted and responsive safeguarding include:

- Working to embed the recently revised *Children Act 1989* guidance to improve outcomes for children who become the subject of care proceedings in the family courts.
- Considering the implications for policy and practice of the next Joint Chief Inspectors' Report on safeguarding children, due to be published in summer 2008.
- Funding a new home safety equipment scheme totalling £18 million over the three years 2008-2011, targeted at families in disadvantaged areas.
- Continuing to invest in making social sector homes decent and safer. Since 1997 over £20 billion has been invested and by 2010 this figure will rise to over £40 billion.
- Continuing to promote fire safety messages through the Fire Kills campaign.
- Implementing the National Delivery Plan for Domestic Violence.
- Launching new guidance and training for tackling bullying which takes place outside schools.
- Continuing the development of a Youth Crime Action Plan including a youth crime prevention strategy.
- Working with the Youth Justice Board on a new safeguarding strategy for children and young people in the secure estate.
- Launching new practice guidance on safeguarding disabled children.
- Investing £30 million in ChildLine and other NSPCC helpline services over the next four years to enable the NSPCC to expand and improve ChildLine and its other helplines.
- Implementing the Government's Co-ordinated Prostitution Strategy.
- Implementing the *Forced Marriage (Civil Protection) Act 2007* by autumn 2008, including developing a coherent national policy for safeguarding children at risk of forced marriage.

## Chapter 3

# Departmental Strategic Objective 3: Achieve world-class standards in education

Every young person should achieve their potential and enjoy their time in education. Parent's support for their child's learning is an essential foundation for achievement.

DSO 3 – to achieve world-class standards in education – drives forward the cross-government PSA to 'Raise the educational achievement of all children and young people' (PSA 10). It represents the Department's contribution to the Every Child Matters 'Enjoy and Achieve' outcome. DSO 3 is critical to making progress towards the *Children's Plan 2020* goals:

- Every child ready for success in school, with at least 90 per cent developing well across all areas of the Early Years Foundation Stage Profile by age 5.
- Every child ready for secondary school, with at least 90 per cent achieving at or above the expected level in both English and mathematics by age 11.
- Every young person with the skills for adult life and further study, with at least 90 per cent achieving the equivalent of five higher level GCSEs by age 19; and at least 70 per cent achieving the equivalent to two A levels by age 19'.

### Early years foundation stage achievement

Children's experience in the early years provides them with the foundation for success in later life. In March 2007, the Department launched the Early Years Foundation Stage Framework, which becomes effective from September 2008. This Framework sets clear standards for all practitioners working in the early years – based on a philosophy of play-based learning that supports all aspects of children's development. It is in the early years and early school that children learn the basic skills in reading and number. In April 2007, the Department published *Letters and Sounds* guidance, with materials designed to assist practitioners in promoting speaking and listening skills, and universal training started in September 2007.

The Department has agreed stretching local authority early years targets up to 2008. These support national ambitions to raise achievement and to narrow achievement gaps during the Early Years Foundation Stage. The process of agreeing similar local authority targets for 2009 has begun.

**Progress towards the 2004 Spending Review Public Service Agreement target 1: To Improve children's communication and social and emotional development so that by 2008, 53% of children reach a good level of development at the end of the Foundation Stage; and reduce inequalities between the level of development achieved by children in the 30% most disadvantaged Super Output Areas and the rest of England by four percentage points from 16% to 12% is set out in Annex O.**

A target measuring foundation stage achievement, to increase the proportion of young children achieving a total points score of at least 78 across all 13 Early Years Foundation Stage Profile (EYFSP) scales, with at least 6 in each of the communications, language and literacy and language (CLL) and personal, social and emotional development (PSED) scales, by an additional 4 percentage points from 2008 results, by 2011 underpins 2007 Comprehensive Spending Review PSA 10: to raise the educational achievement of all children and young people. An indicator is also included in the local government National Indicator Set, and is one of the sixteen statutory education and early years targets.

## The National Strategies

The National Strategies spread effective teaching and learning to every classroom through training and materials, a comprehensive development programme for teachers and support from local consultants who are experts in their field.

Focusing on Key Stage 2 and Key Stage 3, The National Strategies have discussed with and challenged local authorities (LAs) and schools on the targets they set for pupil attainment. The improved flow of data available from pupil tracking and the use of RAISEonline have strengthened the

target setting process and support School Improvement Partners, particularly at the secondary level, in the challenge they carry to schools. As a result, an improvement has been seen in levels of ambition at both local authority and school level, compared with the 2007 targets.

The Department has continued to challenge schools that have set targets which propose no improvement over current performance. The National Strategies annual plan for 2008-09 will develop specific models to address the performance of coasting schools and clarify the expectations of LAs in intervening to reduce these schools in number. The plan will also focus on hard to shift schools with all LAs putting in place a robust plan to take radical action including closure.

A number of developments have been introduced to help to raise the expectations of schools for improved outcomes in 2009, including from September 2007 changes in Ofsted's school inspection reports to include a judgement on the targets and amendments to the school self-evaluation form to include a prompt for schools to evaluate the degree of challenge provided by their targets.

## Key Stage 2 attainment

During 2007-08, the Department maintained a strong focus on improving standards at Key Stage 2, building on the renewed Primary Framework for Literacy and Mathematics launched in 2006. The 2007 *Primary School Achievement and Attainment Tables*, published in December 2007, showed that more primary school children than ever before are achieving the level expected for their age in English, mathematics and science, and progress has been made in reducing the number of schools where fewer than 65 per cent of 11-year-olds achieve level 4 or above in English and mathematics, but the

Department recognised that more needed to be done to ensure no child was left behind.

The Department is taking steps to boost early writing, reading and mathematics skills. In September 2007, the Department announced a new programme of intensive support for writing in primary schools, Every Child a Writer, which will include one-to-one coaching in the areas of writing which children find the hardest to master. More detail and funding for the Every Child a Writer programme was included in the *Children's Plan* and over the next three years £25 million will be invested in supporting children of primary school age in mastering the areas in writing they find the hardest. Pilots will start in a variety of local authority areas in September 2008. £144 million is being invested over the next three years to roll out nationally the Every Child a Reader and Every Child Counts programmes, which support children who may be struggling with literacy and numeracy. The target is for each programme to reach over 30,000 of the lowest attaining five- and six-year-olds a year from 2010-11.

2008 is the National Year of Reading managed on behalf of the Department by the National Literacy Trust. The year was launched by the Secretary of State in January 2008, with a further event in March 2008 to herald the start of an extensive programme of national and local activities based around monthly themes. The year aims to promote the benefits of reading, by encouraging children and adults to read a wide variety of material (books, magazines, websites, etc) both for enjoyment and to enhance their life chances. The Department will be seeking to secure a lasting legacy from the year.

The *Children's Plan* announced a root and branch review of the primary curriculum, led by Sir Jim Rose. The review began in February 2008. Sir Jim Rose will issue an interim report in October 2008

and is due to report back to the Secretary of State with his final recommendations by the end of March 2009. The 2002 National Languages Strategy set out an entitlement for all Key Stage 2 pupils to have the opportunity to learn a foreign language in class time by 2010 and languages will become compulsory in primary schools when the primary curriculum is reviewed.

**Progress towards the 2004 Spending Review Public Service Agreement target 6: Raise standards in English and mathematics so that: by 2006, 85% of 11-year-olds achieve level 4 or above, with this level of performance sustained to 2008; and by 2008, the proportion of schools in which fewer than 65% of pupils achieve level 4 or above is reduced by 40% is set out in Annex O.**

A target to increase the proportion achieving level 4 in both English and maths at Key Stage 2 to 78 per cent by 2011 underpins 2007 Comprehensive Spending Review PSA 10: to raise the educational achievement of all children and young people. An indicator is also included in the local government National Indicator Set, and is one of the sixteen statutory education and early years targets.

### Key Stage 3 attainment

During 2007-08, the Department remained focused on raising attainment in core subjects at Key Stage 3. The first three years in secondary school should provide pupils with a firm foundation on which to base their 14-19 learning future. It needs to make sure that all young people have the basics from which to accelerate their learning, but is also able to provide greater stretch and challenge for the most able. The 2007 Key Stage 3 *Achievement and Attainment Tables*, published in February 2008, showed that the percentage of pupils achieving the expected level in English and science slightly improved in 2007, but

had fallen back by one percentage point in mathematics. In 2007, 279 (nine per cent) schools failed to reach the Key Stage 3 school floor target of at least 50 per cent of their pupils achieving level 5+ in each of English, mathematics and science. This figure is down from 320 schools in 2006.

The Department published the revised secondary curriculum in July 2007, following a review conducted by the Qualifications and Curriculum Authority. It will be phased in over a three year period, with first teaching in September 2008. The increased flexibility will create space in the school day for helping those who need additional support or for stretching pupils who need greater challenge. The Department has increased the teacher training bursary for mathematics teachers to £9,000; and the establishment of the National Centre for Excellence in Teaching of Mathematics and the Secondary National Strategy is providing continuing professional development for teachers for mathematics focused on raising pupils' attainment. The Department has match-funded the Bowland Trust to prepare innovative Key Stage 3 mathematics lesson materials, which will be available for schools in September 2008.

**Progress towards the 2004 Spending Review Public Service Agreement target 7: Raise standards in English, mathematics, ICT and science in secondary education so that: by 2007, 85% of 14-year-olds achieve level 5 or above in English, mathematics and ICT (80% in science) nationally, with this level of performance sustained to 2008; and by 2008, in all schools at least 50% of pupils achieve level 5 or above in English, mathematics and science is set out in Annex O.**

A target to increase the proportion achieving level 5 in both English and mathematics at Key Stage 3 to 74 per cent by 2011 underpins 2007 Comprehensive Spending Review PSA 10: to raise the educational achievement of all children and young people. It will require a doubling of the current rate of improvement. An indicator is also included in the local government National Indicator Set, and is one of the sixteen statutory education and early years targets.

### Key Stage 4 attainment

During 2007-08, the Department focused on increasing the pace of improvement at Key Stage 4, so all pupils fulfil their maximum potential. In October 2007, the Department announced that its target of 60 per cent of 15-year-olds achieving five A\*-C GCSEs, was reached a year early. The greatest improvements were seen in local authorities (LAs) in challenging circumstances and there are fewer low attaining schools. The number of schools with less than 30 per cent of 15-year-old pupils getting five A\*-C GCSEs has reduced from nearly 900 in 1997 to 64 in 2007.

Budget 2008 announced a £200 million package to raise the level of support and challenge for under-attaining schools, bringing forward by a year to 2011 the Government's ambition that there should

be no secondary schools with fewer than 30 per cent of pupils attaining five A\*-C grades at GCSE, including English and mathematics. By 2011, the Government will expect all schools to have achieved the benchmark or to be subject to formal intervention. This new National Challenge will target all schools which performed below this standard in the summer 2007 exams, and further schools at risk of falling below the floor target. Building on the lessons learnt from the London Challenge, where the capital's schools were given an intensive focus on improvement, with targeted support for different schools according to their individual needs, the Department will empower more of the best head teachers to help turn around schools which are stuck in patterns of low attainment; create new trusts and federations based on successful schools; and, in areas of greatest need, drive forward a faster expansion of the Academies programme. Every local authority will be expected to develop an improvement plan setting out how it intends to raise each of its low-attaining schools above the floor target.

The White Paper *14-19 Education and Skills*, published in 2005, made clear the Government's commitment to retaining and improving GCSEs in the medium term. Following a subject by subject review of GCSE coursework, QCA consulted on new GCSE qualification and subject criteria for the majority of subjects and published those new criteria in December 2007. The new criteria are designed in particular to tighten and strengthen assessment arrangements by replacing coursework with controlled assessment. New specifications based on the revised criteria will be available from September 2008 for first teaching in September 2009.

The review of the secondary curriculum, set out above, is also helping to drive increased attainment at Key Stage 4.

In March 2007, the Languages Review led by Lord Dearing made a number of recommendations to address concerns about the falling number of pupils studying a language at Key Stage 4. More diverse qualifications and a more engaging curriculum at Key Stage 4, combined with the introduction of languages in primary schools, are motivating students to learn languages. In 2006/07, nearly 22,000 secondary pupils took Languages Ladder/Asset Languages qualifications. The Languages Ladder follows a test when ready principle where pupils progress up the Ladder at their own pace.

**Progress towards the 2004 Spending Review Public Service Agreement target 10: By 2008, 60% of those aged 16 to achieve the equivalent of 5 GCSEs at grades A\*-C and in all schools at least 20% of pupils to achieve this standard by 2004, rising to 25% by 2006 and 30% by 2008 is set out in Annex O.**

A target to increase the proportion achieving 5 A\*-C GCSEs (and equivalent), including GCSEs in both English and mathematics, at Key Stage 4 to 53 per cent by 2011 underpins 2007 Comprehensive Spending Review PSA 10: to raise the educational achievement of all children and young people. An indicator is also included in the local government National Indicator Set, and is one of the sixteen statutory education and early years targets.

In October 2007, the Government announced that the Young Gifted and Talented programme, run by the CfBT Education Trust, would be expanded to support one million gifted and talented learners by 2011. In November 2007, the Department announced a new champion for the Young Gifted and Talented programme, John Stannard. The priority is to target the 300 schools that did not identify any gifted and talented pupils, and to

ensure that they are putting provision in place to meet these pupil's needs. In January 2008, the Government announced plans to use Teach First advocates to mentor disadvantaged gifted and talented students from state schools in London, the Black Country and Greater Manchester to enable them to apply successfully to the most sought after universities, as part of the City Challenges programme.

### Achievement in science

To ensure young people are able to progress into careers which require mathematics and science skills, there needs to be enough specialist mathematics and science teachers.

In the *Children's Plan*, the Department announced a new partnership, Transition to Teaching, between employers and the Training and Development Agency for schools, aimed at attracting more scientists, mathematicians and ICT specialists into teaching. The Department has continued to pay teacher training bursaries for mathematics and science, and the golden hello. In January 2008, the Department announced a £140 million strategy to educate the next generation of scientists and mathematicians. The strategy includes resources for teacher recruitment and retention, continuing professional development, and science and engineering clubs in schools. In March 2008, the Department announced that a National STEM Centre would be built in York next year, funded jointly by the Gatsby Charitable Foundation and the Department. It will contain the best teaching resources for science, technology, engineering and mathematics (STEM) from the past 25 years and will be accessible to all schools and colleges.

Indicators on achievement in science at Key Stage 3 and Key Stage 4 are included in the local government National Indicator Set.

### Extended schools

Extended schools continue to provide access to a range of extended services for pupils, families and the local community, including high-quality childcare in primary schools and parenting and family support. Research has shown that attending extended schools can boost standards and improve pupils' educational attainment. The Government's ambition is for all schools to offer access to a core set of extended activities by 2010.

In July 2007, the Department announced a further £1.3 billion over 2008-11 to support the on-going development of services, including extended service co-ordinators in secondary schools and clusters of primary schools to ensure sustainability. In September 2007, more than 7,000 schools were providing access to the core set of services, well in excess of the agreed target. An indicator is included in the local government National Indicator Set.

In March 2008, over 10,000 schools were providing access to the extended schools full core offer. All other schools are working towards delivering the extended schools full core offer in partnership with their communities and with the support of their local authorities.

During 2007-08, the Department also worked with the Training and Development Agency for schools, which delivers support for the roll-out of extended services, in partnership with ContinYou and 4Children, to increase challenge and support to local authorities on their delivery of extended services. Local authorities are working with schools to offer information to local communities about the range of extended services available through schools, including by means of local authority Families Information Services. Schools are also expected to consult with children and young people, parents and staff when designing their services.

The Department recently published an evaluation of extended schools, *Evaluation of Full Service Extended Schools Initiative: Final Report* which showed that most full service schools were successfully helping pupils to overcome barriers to learning and were having a positive impact on pupil attainment, as well as generating positive outcomes.

### School diversity

The *Children's Plan* affirmed that the Department wants to see every secondary school working towards specialist, academy or trust status, so all children can enjoy the benefits this can bring.

Specialist schools are maintained secondary schools which have chosen to focus on one of ten curriculum areas as a driver to raise whole-school standards. At January 2008, there were 2,799 Specialist Schools. Around 88 per cent of secondary schools are now specialist with over 2.8 million pupils attending. In 2006/07, 63 per cent of pupils in specialist schools gained five or more A\*-C GCSEs or equivalent and 48.8 per cent gained five or more A\*-C GCSEs including English and mathematics.

In 2007/08, 144 mainstream schools and 666 special schools joined the Specialist Schools programme. 228 of the strongest schools were granted High Performing Specialist School status to take on additional roles working with other schools. The Department continues to grant-fund the Specialist Schools and Academies Trust and the Youth Support Trust to support specialist schools and help them to develop as centres of excellence in their specialism.

Academies are all-ability state-funded schools established and managed by sponsors, who appoint the majority of governors to the governing body. Sponsors come from a wide range of backgrounds, including universities, high

performing specialist schools and colleges, the business community, charities and the faith communities. The majority of academies have replaced existing weak or underperforming schools, and some are brand new schools in areas which needed extra school places. There are now 83 academies open in 49 local authorities with 133 expected to be open by September 2008. In 2006/07, 43.7 per cent of pupils in the 36 academies with predecessor schools gained five or more A\*-C GCSEs or equivalent. This has doubled from 22 per cent in their predecessor schools in 2001. The proportion of pupils getting five A\*-C GCSEs including English and mathematics in academies in comparison to their predecessor schools rose by 11.2 per cent from 2001 to 2007, compared to the national improvement rate of 7.8 per cent.

Trust schools are maintained foundation schools supported by a charitable trust. They enable schools to forge long-term sustainable relationships with external partners from further and higher education, business, and the voluntary sector, to create a new source of dynamism and to help raise standards. They underpin close collaborative working, with many schools joining forces to work under a shared trust benefiting more pupils across the wider community. The first 30 trust schools opened in September 2007 and by December 2007, the Department achieved its aspirational target to have 300 schools either becoming trusts or working towards trust status by the end of 2007. The programme remains a popular choice for schools and there are currently 55 live trust schools working with a variety of partners, with over 380 trust schools in the pipeline.

The *Children's Plan* set out the Department's intention to make governing bodies more effective, beginning by consulting on reducing the size of governing bodies and reviewing the

training programme for governors to ensure it supports new ways of working in a smaller strategically focused governing body.

### School attendance and absence

Persistent absence, where pupils miss a fifth or more of school, is falling, and overall absence is at a record low. Promoting regular attendance is a key component of the Government's strategy to raise education standards and ensure children's welfare. Persistent absentees are more likely to have poor educational outcomes and their numbers in maintained secondary schools were reduced by nearly six per cent between 2006 and 2007. Parents are responsible for ensuring that their compulsory school-age children are receiving a full-time suitable education. Attendance data for 2007 are the most detailed ever and includes reasons for absence, to enable local authorities and schools to understand absence and focus their resources.

During 2007-08, the Department continued to target intensive support on schools and local authorities with the highest concentration of persistent absentees, supported by termly feedback of performance data. Work is underway to learn from the best practice of others. Following publication of attendance data in February 2008, the Minister for Young People, wrote to all local authorities to urge them to keep up the pressure on persistent absence.

The *Children's Plan* announced a commitment to a target that no local authority will have more than five per cent of its secondary school pupils as persistent absentees by 2010/11. An indicator will be included in the *School Achievement and Attainment Tables* from 2008, to focus schools in tackling this problem. An indicator on secondary school persistent absence is included in the local government National Indicator Set, and is one of

the sixteen statutory education and early years targets.

**Progress towards the 2004 Spending Review Public Service Agreement target 8: To improve levels of school attendance so that by 2008, school absence is reduced by 8% compared to 2003 is set out in Annex O.**

### Behaviour

The proportion of schools judged to have inadequate standards of behaviour is very small and at a historic low. Since April 2005, the National Strategies have been giving priority to supporting secondary schools judged by Ofsted to have inadequate standards of behaviour. Progress in schools targeted has been good with 75 per cent of schools being judged at least satisfactory at their next inspections. During 2007/08, the National Strategies undertook targeted work with secondary schools with the potential to be judged good on behaviour at their next Ofsted inspection. An indicator on standards of behaviour in secondary schools is included in the local government National Indicator Set.

Poor behaviour and other forms of disruption harm the learning of other children in the classroom. The phased national roll-out of the Social and Emotional Aspects of Learning (SEAL) programme to primary and secondary schools underpins the National Behaviour and Attendance Strategy by promoting lasting improvements in behaviour. The primary SEAL programme is in its third year of national roll out with over 60 per cent of schools implementing it. The secondary SEAL programme was launched in September 2007 and it is expected that up to 20 per cent of schools will start implementing it by July 2008. Approximately £10 million per annum has been allocated between 2007 and 2011 to support all schools which want to implement SEAL to do so.

Most secondary schools are participating in behaviour partnerships, which take collective responsibility for pupils and intervene early with children at risk of exclusion and persistent absence. In summer 2007, our design principles were refined to make them more practical and our online guidance around these principles was revised. Early evidence of success from pathfinder school behaviour partnerships has shown a reduction in the need for permanent and fixed period exclusions (through a focus on more effective early intervention) and a downward trend in persistent absence.

As set out in the *Children's Plan*, Sir Alan Steer has been asked to advise the Department on the further development of policies on school discipline and pupil behaviour. His initial report published in March 2008, notes the considerable progress made since the *Learning Behaviour: The Report of The Practitioners' Group on School Behaviour and Discipline*, which he chaired, was published in October 2005. The March 2008 report also pointed towards a range of issues that Sir Alan will be exploring more fully in the following stages of his review. These include, for example, the effectiveness of the new school partnerships for improving behaviour and persistent absence, whether to extend schools' powers to search pupils and the links between special educational needs and behaviour. Sir Alan's review is expected to conclude at the end of November 2008.

### Schools in special measures

School inspections have undergone significant reform in recent years, and the Ofsted inspection framework will be reviewed in September 2009 to coincide with a new inspection cycle. In May 2007, the Department launched new guidelines to ensure effective and early action is taken to improve weak and failing schools. New local authority powers are helping to turn schools

around more quickly, and local authorities able to formally warn schools where there are clear indications they can do better and there is danger of Ofsted failure. Data shows that the average time a school spends in special measures is coming down, and there is good case-study evidence about how successful intervention can turn schools around. An indicator on the number of schools in special measures is included in the local government National Indicator Set.

The Department has continued to drive forward work to reduce the number of schools in special measures. Performance Improvement Boards were set up to work collaboratively with those local authorities with the highest numbers of schools in special measures. Local authorities are making greater and faster use of intervention powers, such as setting up Interim Executive Boards, to help secure and sustain improvement in schools. In addition, to help schools come out of special measures, there is a greater focus on preventing schools from falling into a category. In 2008-09, a new School Improvement Strategy will set out the Department's plans to help local authorities further prevent and reduce the number of schools in categories.

### Pupil Numbers

Annex N shows the number of pupils in maintained schools, academies and city technology colleges.

## Chapter 4

# Departmental Strategic Objective 4: Close the gap in educational achievement for children from disadvantaged backgrounds

The Department is committed to narrowing, and ultimately closing, the gap between the progress and attainment of children from disadvantaged backgrounds and their peers. At present, a child from a low income family is three times less likely than average to achieve good results at age 16 and approximately 50 per cent of young people receiving free school meals go on to achieve a level 2 qualification by the age of 19 compared to a national overall figure of 73.9 per cent.

DSO 4 – to narrow the gap in educational achievement for children from disadvantaged backgrounds – is now driven forward by the cross-government PSA to ‘Narrow the gap in educational achievement between children from lower income and disadvantaged backgrounds and their peers’ (PSA 11). It represents one of the Department’s major contributions towards the Every Child Matters ‘Enjoy and Achieve’ outcome.

DSO 4 is critical to making progress towards the *Children’s Plan 2020* goals: to get ‘Every child ready for success in school, with at least 90 per cent developing well across all areas of the Early Years Foundation Stage Profile by age 5’; and to get ‘Every child ready for secondary school, with at least 90 per cent achieving at or above the expected level in both English and mathematics by age 11’; and to have ‘every young person with the skills for adult life and further study, with at least 90 per cent achieving the equivalent of five higher level GCSEs by age 19; and at least 70 per cent achieving the equivalent to two A levels by age 19’.

### Narrowing the gap in foundation stage achievement

High quality early education helps prevent gaps developing between disadvantaged children and their peers. During 2007-08, the Department focused its efforts on narrowing the gap at the end of the Foundation Stage, including targeted work by the National Strategies to raise achievement and progression for children in the most disadvantaged areas. National Strategies have also engaged with local authorities and providers to ensure they are prepared for the introduction of the Early Years Foundation Stage in September 2008. The mix of targeted and universal activity to

support local authorities will continue, including new programmes to support early speaking and listening skills and social and emotional development, and *Children's Plan* commitments to provide supply cover for early years workers accessing continuous professional development.

The Department has also provided funding to improve the quality of provision in the early years, including support for level 3 qualifications and the Graduate Leader Fund so that every full day care setting will be led by a graduate by 2015.

Use of regular, reliable childcare has benefits for children's development and benefits for parents. At present, every three- and four-year-old is entitled to at least 12.5 hours free early education each week, for 38 weeks a year. The *Children's Plan* announced that over the next three years, the Department would invest £100 million to extend the offer of up to 15 hours free early education each week and offer childcare places to 20,000 two-year-olds in the most disadvantaged communities.

**Progress towards the 2004 Spending Review Public Service Agreement target 2: As a contribution to reducing the proportion of children living in households where no-one is working, by 2008: increase the stock of Ofsted-registered childcare by 10%; increase the number of children in lower-income working families using formal childcare by 120,000; and introduce by April 2005, a successful light-touch childcare approval scheme is set out in Annex O.**

An indicator on take-up of formal childcare by low income families is included in the local government National Indicator Set.

A key aim of Sure Start Children's Centres (SSCCs) is narrowing the gap between the most disadvantaged children and their peers through high quality integrated early years, health and

family support. The latest report of the National Evaluation of Sure Start, published in March 2008, highlighted very clearly that Sure Start programmes are having a positive impact in some of the country's most deprived communities, including improving children's social skills (so they are better behaved and more independent), and strengthening the skills of parents so they can provide a better home learning environment.

Over 2,900 children's centres had been established by the end of March 2008, offering services to well over 2.2 million young children and their families. The Government is committed to delivering 3,500 centres by 2010 – one for every community.

A target to improve the average (mean) score of the lowest 20 per cent of the Early Years Foundation Stage Profile results, so that the gap between the average score and the median score is reduced by an additional three percentage points from the 2008 results, by 2011, is one of those underpinning 2007 Comprehensive Spending Review PSA 11: to narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers. An indicator is also included in the local government National Indicator Set, and is one of the sixteen statutory education and early years targets.

### Progression between Key Stages

In 2007-08, the Department continued to develop a new approach in schools, which looks at progression across stages and means a focus on every pupil, in every group, not just those at the end of key stages and in the middle of the ability range.

From September 2007, a pilot in over 450 schools has been trialling new ways to assess, report and stimulate progress throughout the key stages, so that, no child falls behind or gets stuck at any

stage. As part of the Making Good Progress Pilot, children who fall behind can receive a short burst of 10 hours of extra one-to-one tuition in English or mathematics, outside of the school day. The pilot is also evaluating the use of single level tests, short tests at a single national curriculum level (from level 3-8), which pupils (aged 7-14) can take once their teacher assesses them as ready. The use of stickmen charts on RAISEonline is enabling schools to identify pupils at risk of not making two levels of progress and tailor teaching strategies to help catch-up and progression. The Department has also published a series of practical progress reports for teachers and pupils, based on interviews with teachers and pupils in schools.

The National Strategies have developed their online primary frameworks to incorporate the use of the Assessing Pupil's Progress assessment criteria to support teachers in their understanding of the relationship between planning, learning and teaching, and assessing the progress that pupils make.

Targets to increase the proportion of pupils making two levels of progress between the key stages underpin the 2007 Comprehensive Spending Review PSA 11: to narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers. Progress measures are also included in the local government National Indicator Set, and form part of the sixteen statutory education and early years targets.

### **Narrowing the gap in achievement for children receiving free school meals**

The Department encourages all parents of children eligible to receive free school meals (FSM) to take-up the entitlement. Schools should offer a free meal that parents value and is nutritionally sound.

Every effort should be made to ensure that pupils who receive a FSM are not easily identifiable.

The group of pupils eligible for FSM does not include all those affected by poverty and deprivation, but it provides a useful measure against which to scrutinise local and national progress in narrowing the attainment gap. Actions the Department is taking to improve progress at each Key Stage will disproportionately benefit children who receive FSM, because fewer of these make regular progress now. Programmes such as Aiming High, and the London Challenge (launched in 2003), have helped pupils from schools in some of the most deprived communities in London to make significant progress. In June 2007, the Department announced the extension of the London Challenge programme and the launch of similar programmes in Greater Manchester and The Black Country.

Indicators measuring the achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stage 2 and 4 underpins the 2007 Comprehensive Spending Review PSA 11: to narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers. An indicator is included in the local government National Indicator Set.

### **Achievement of children from black and minority ethnic backgrounds**

Some black and minority ethnic (BME) groups are more likely to be eligible for FSM, and this links to the fact that some achieve lower results at school than their peers. There has, however, been a significant narrowing of the gap for certain BME groups. For example, in November 2007, the Department announced that black pupils had made the biggest improvement in GCSE results, with black Caribbean pupils' rate of improvement almost twice the national average. Bangladeshi

children now attain at almost the same level as the rest of the population at Key Stage 4 (five or more A\*-C), having made a 15 percentage point increase since 2002 (against ten percentage points for the whole population).

If the Department's targets for improved progress in English, mathematics and science at Key Stages 2, 3 and 4 are met, the gaps for particular BME groups will narrow much further. Thus a combination of mainstream programmes of personalised learning, supplemented by well-focused targeted programmes managed by the National Strategies, remains the strategy most likely to succeed.

The only group for whom the gap appears not to be narrowing is Gypsy, Roma and Traveller (GRT) pupils. The Department has been working closely with partners, including the Traveller Education Support Service, local authorities, National Strategies and other government departments to remove barriers to achievement and to improve the quality, sensitivity and relevance of education for these pupils. The E-Learning and the Mobility Project (ELAMP), managed by the National Association of Teachers of Travellers, works with 35 local authorities to provide distance learning opportunities to enable travelling pupils to keep in contact with their host schools and teachers. In February 2008, the Department published guidance to encourage children to identify themselves in school census data.

Recognising the benefits of early help for children whose first language is other than English (EAL) to integrate quickly, the Department has been working to build capacity in local authorities and schools to support their needs. In July 2007, the Department launched the New Arrivals Excellence programme, to provide advice, guidance, training and a range of resources to enhance that support.

### Achievement of children in care

The attainment of children in care has been improving; however faster progress is needed. In June 2007, the Department published the White Paper *Care Matters: Time for Change* which set out a range of measures to improve the education of children in care. The *Children and Young Persons Bill* will place the role of Designated Teacher (for children in care) on a statutory basis for all maintained schools and ensure that care planning takes greater account of the importance of education in improving outcomes for children in care. The Department's commitment to improving educational outcomes for children in care is set out in the PSA to narrow the attainment gap between low income and disadvantaged children and their peers.

**Progress towards the 2004 Spending Review Public Service Agreement target 5: To narrow the gap in educational achievement between looked after children and that of their peers; and improve their educational support and the stability of their lives so that by 2008, 80% of children under 16 who have been looked after for 2.5 or more years will have been living in the same placement for at least 2 years, or are placed for adoption is set out in Annex O.**

Two targets: i) to increase the proportion of children in care achieving level 4 in English to 60% by 2011, and level 4 in mathematics to 55% by 2011; and ii) to increase the proportion of children in care achieving 5 A\*-C GCSEs (and equivalent) at Key Stage 4 to 20% by 2011 underpin 2007 Comprehensive Spending Review PSA 11: to narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers. Indicators are also included in the local government National Indicator Set and are part of the sixteen statutory education and early years targets.

### **Achievement of children with special educational needs**

Children identified as having special educational needs (SEN), which includes many disabled children, means they have a learning difficulty that requires additional or different provision than that of other children. In January 2007, some 229,100 (or 2.8 per cent of) pupils across all schools in England had statements confirming they had SEN. This is a slight fall since 2006 when there were 236,750 in England with statements confirming they had SEN. In addition, there were some 1,333,400 pupils with SEN without statements representing 16.4 per cent of pupils across all

schools. This is an increase from 15.7 per cent a year earlier.

Many children with SEN require additional specialist support and mainstream schools should be providing support for most of these. The *Children's Plan* set out how the Department would spend £18 million over the next three years to improve outcomes for children with SEN, including workforce understanding, better data and Reading Recovery Support. In September 2007, the Department launched the Bercow Review into the provision of services for children and young people with speech, language and communication needs. The interim report was published in March 2008 and the final report is due for publication in July 2008.

Indicators on SEN statements issued within 26 weeks; the SEN/non-SEN gap at Key Stage 2; and the SEN/non-SEN gap at Key Stage 4 are included in the local government National Indicator Set.

### **Gaps in achievement at level 2 and 3 at 19**

Young people receiving free school meals (FSM) are less likely than their peers to achieve level 2 at 19; and of those who do, a smaller proportion go on to achieve level 3 by 19. The level 2 attainment gap at age 19 between those eligible and those not eligible for FSM has closed by 2.3 percentage points between 2004 and 2007 and at level 3 it has closed by 0.8 percentage points. Nevertheless, white boys and black Caribbean boys are still the lowest attaining amongst the FSM group.

Raising the participation age will offer more young people in receipt of FSM the opportunity to increase their skill levels and better prepare them to find and succeed in employment. Helping young people to make an effective transition from pre- to post-16 learning is crucial. The post-16 progression measure will recognise schools that support their students to make good choices post-16. Transition mentors also support vulnerable

young people to make an effective transition post-16 and Connexions services personal advisers can already provide this support, working with schools to identify those young people most in need.

Measures are being implemented to help engage young people who are not aware of the post-16 opportunities available to them. The September Guarantee is an offer of an appropriate learning place for every young person leaving year 11 who wants one, and from September 2008, the guarantee will be extended to 17-year-olds. The 14-19 Prospectus, available online in every area, gives all young people impartial, comprehensive details of the courses available to them. Access to financial support is vital to overcoming the financial barriers to participation that FSM families face. Education Maintenance Allowance (EMA) pilot evaluation evidence showed that EMA led to increases in participation nationally by 3.8 percentage points for 16-year-olds and 4.1 percentage points for 17-year-olds.

Indicators on the inequality gap in the achievement of level 2 qualifications by the age of 19; and the inequality gap in the achievement of level 3 qualifications by the age of 19 are included in the local government National Indicator Set.

### Widening participation in higher education

Widening participation in higher education is a success measure of raising aspirations, narrowing achievement gaps and improving social mobility.

The 14-19 reforms are offering young people more routes to higher education. The new 14-19 Diplomas have been designed by employers and higher education and, at advanced level, will prepare young people for further learning at university. Changes to A level, are ensuring that assessment places even more emphasis on deep learning and the ability to make connections across a subject, all the skills that higher education

have said they want. In addition, an extended project to demonstrate independent learning and research skills is being introduced and an apprenticeship guarantee for all young people who want one, which will provide a work-based learning route into higher education. The level 3 attainment at 19 indicator raises the importance of level 3 skills and will increase the numbers of young people prepared for higher education.

An indicator measuring the gap between the initial participation in full-time higher education rates for young people aged 18, 19 and 20 from the top three and bottom four socio-economic classes underpins 2007 Comprehensive Spending Review PSA 11: to narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers. Access to financial support is vital to overcoming the financial barriers to participation that the families of young people in receipt of FSM face.

## Chapter 5

# Departmental Strategic Objective 5: Ensure young people are participating and achieving their potential to 18 and beyond

A changing economy means children and young people need to have a high level of skill as they become adults and move into further or higher education, or into work. All young people need opportunities to learn in ways which motivate and engage them and, through hard work, position themselves for success in life. Young people need to stay in learning, get on the right courses, and achieve.

DSO 5 – to ensure young people are participating and achieving their potential to 18 and beyond – contributes to the cross-government PSA to ‘Raise the educational achievement of all children and young people’ (PSA 10). It represents the Department’s contribution to the Every Child Matters ‘Enjoy and Achieve’, ‘Achieve Economic Wellbeing’ and ‘Make a Positive Contribution’ outcomes.

DSO 5 is critical to making progress towards the *Children’s Plan 2020* goals: to get ‘every young person with the skills for adult life and further study, with at least 90 per cent achieving the equivalent of five higher level GCSEs by age 19; and at least 70 per cent achieving the equivalent to two A levels by age 19’ and to have ‘employers satisfied with young people’s readiness for work’.

The 14-19 reforms create a system in which every young person can prepare themselves through education and training to make a success of their life. At the centre of these plans is the reform of 14-19 curriculum and qualifications.

The Department is creating a qualifications system in which every young person can access a learning programme at the right level for them, in a style that suits them, no matter where they are in the country, and achieve a valuable qualification if they succeed. Putting that in place, together with the right information, advice and guidance and the right personal and financial support arrangements, is a key part of the Department’s drive to raise participation in learning post-16 and attainment by 19. Success depends most of all on local partners: local authorities; the Learning and Skills Council; schools; colleges; and work-related learning providers working together to deliver a better offer for young people.

### Participation of 17-year-olds in education or training

Participation rates have risen to their highest levels ever. The total number of 16-to 18-year-olds in education and work-based learning increased by 15,500 to 1,547,000 at the end of 2006 and currently 77.5 per cent of 17-year-olds are participating. However, that still means over 20 per cent of 17-year-olds are not in education or work-

based learning. Often these are the very young people who would benefit most from increasing their employability skills.

In November 2007, the Department published *Raising Expectations: Staying in education and training Post-16 – From Policy to Legislation*, which set out building blocks to underpin government plans to raise the education participation age to 17 by 2013, and to 18 by 2015. The strategy includes:

- Curriculum and qualifications that provide the right learning opportunity for every young person, personalised to their needs, aptitudes and aspirations.
- Advice and guidance that helps all young people make the right choices.
- Financial support so that no one is excluded because of cost (for example through the Education Maintenance Allowance).
- Employer engagement and the right training and apprenticeships.

Raising the participation age builds on the Department's aspiration to continue to build levels of participation by 16- to 18-year olds and provides a sharp incentive to achieve levels as near to full participation as possible before implementation. This means making sure that there is a suitable place for every young person, at every level, wherever they live in the country. Since September 2007, there has been an online prospectus for every local area, setting out information about each course available across the area to inform choice, and local authorities are being strongly encouraged to develop a common application process alongside the prospectus to manage and track post-16 applications. In addition to the information, advice and guidance strategy, the use of transition mentors and taster courses by schools to support young people as they make decisions about post-16 learning is being encouraged.

The September Guarantee is critical to making sure a place is delivered for every young person every year. It was implemented nationally for the first time in 2007 and ensures that every young person leaving compulsory education is guaranteed an offer, by the end of the September, of a suitable place in post-16 learning. Successful implementation of the September Guarantee requires close partnership working between the local authority, 14-19 Partnerships, schools, colleges, training providers, Connexions services providers and the Learning and Skills Council to prepare, support and enable young people to make the transition to post-16 learning. The September Guarantee is now being extended to 17-year-olds as well as 16-year-olds. This will build on existing arrangements to ensure that young people who complete courses at 17 or drop out during their first year of post-compulsory education are given the support to re-engage. It is critical to reducing the number of young people not in education, employment or training (NEET).

An indicator on the participation of 17-year-olds in education or training is included in the local government National Indicator Set.

### 14-19 Qualifications and Curriculum

The 2005 White Paper, *14-19 Education and Skills* said that a qualifications system would be created in which every young person can learn the right subject for them, at the right level for them, learning in a style that suits them, no matter where they are in the country and achieve a valuable qualification if they succeed.

In March 2008, the Department published *Promoting Achievement, valuing success: a strategy for 14-19 qualifications* which set out proposals to simplify the qualifications so that all courses are well understood and valued and offer young people a clear route into further study or directly into skilled employment. It consults on four key,

national qualification routes: GCSEs and A levels; Diplomas; Apprenticeships; and the Foundation Learning Tier. These will offer a range of choices from general education to job-specific, and will support learners of all abilities throughout the country. This clear new offer will build on the best of existing provision, but will also secure a coherent system of 14-19 education that is truly fit for the future, with the flexibility to meet the needs and aspirations of each and every young person.

### Functional skills

Whichever route they take, all young people will be required to study the English, mathematics and ICT needed to succeed in life and employment.

Functional skills are those core elements of English, mathematics and ICT that provide an individual with the essential knowledge, skills and understanding that will enable them to operate confidently, effectively and independently in life and at work. Individuals of whatever age who possess these skills will be able to participate and progress in education, training and employment as well as develop and secure the broader range of aptitudes, attitudes and behaviours that will enable them to make a positive contribution to the communities in which they live and work.

Functional skills will be incorporated into the Key Stage 3 and Key Stage 4 programmes of study from September 2008 and Functional Skills qualifications in English, mathematics and ICT will be taken alongside reformed GCSEs, the new Diplomas, Foundation Learning Tier and Apprenticeships, as well as being available as standalone qualifications for young people and adults.

These three Functional Skills qualifications are currently being piloted across 1,000 centres and a further 1,000 centres will join the pilot this year, in September 2008, and will be available nationally from September 2010.

### 14-19 Diplomas

Raising participation on courses that lead to level 2 and level 3 involves creating a range of opportunities that young people want, including new diplomas. The 14-19 entitlement will ensure that by 2013, every young person has the choice to pursue one of 14 diplomas at an appropriate level for them, wherever they are in the country. The Department is consulting on extending this entitlement to all 17 Diplomas for post-16 learners and will consider extending the entitlement to pre-16 young people in 2013. By 2013, there will be a national entitlement in fourteen lines of learning at levels 1, 2 and 3 covering all sectors of the economy. They will sit alongside, and may incorporate A levels and GCSEs. Diplomas will help to ensure every student reaches their maximum potential.

During 2007-08, the Department focused on developing 14 diploma qualifications. The first five diplomas – in Construction and the Built Environment; Creative and Media; Engineering; Information Technology; and Society, Health and Development – will be offered for the first time in September 2008. Diplomas will follow in: Business, Administration and Finance; Hair and Beauty; Hospitality; Environmental and Land-Based Studies; Manufacturing and Product Design; Public Services; Retail; Sport; and Leisure, Travel and Tourism.

In October 2007, the Department announced three new diplomas in Science; Languages; and the Humanities, which will be ready for first teaching from 2011. Their design and structure will be the same as the first 14 bringing the diploma offer to a wider group of learners. They will guarantee a core of functional skills, critical for success in further learning, employment and adult life. In March 2008, the Department announced the chairs of the Diploma Development Partnerships which will be launched shortly. They will specify the content for

each of the new diplomas, consulting with a wide range of partners and stakeholders. All 17 diplomas will be available from 2011, including an Extended Diploma at all levels in each of the lines. These extended diplomas will offer larger programmes of learning for those young people who want it and will include a strengthened core (English and mathematics) and an additional element of the learner's choice. There will be a national entitlement to the first 14 from 2013. The Department's Qualification Strategy is consulting on extending the entitlement to the new diplomas in science, humanities and languages post-16.

An indicator on take-up of diplomas is included in the local government national indicator set.

Successful delivery of diplomas will require a skilled and confident workforce.

The Department has been working with a range of partner organisations throughout 2007-08 to ensure that all practitioners who will be delivering the Diploma from September 2007 will have had the training they need. A wide-ranging package of support has been available that has included: face to face training and coaching; supporting training materials and tools for all five diploma lines; a virtual environment that allows practitioners to access online support materials and engage in peer discussion; and a series of networks of lead practitioners that teachers can turn to for support and advice.

### Apprenticeships

Increasing opportunities for young people includes high quality work based learning routes. The number of apprentices is at a record level with around 240,000 now in learning (up from 75,000 in 1997). Completion rates have also improved from 24 per cent in 2001/02 to 63 per cent in 2006/07 with around 130,000 employers involved nationally.

In January 2008, the Department published *World Class Apprenticeships* in collaboration with the Department for Innovation, Universities and Skills (DIUS), the Prime Minister's Strategy Unit and the Learning and Skills Council (LSC). The Department is now working with DIUS and the LSC to set up the new National Apprenticeship Service and achieve a major expansion in high quality workplace learning, which includes the creation of a further 90,000 apprenticeships for young people by 2013.

### Post-16 participation in physical sciences

During 2007-08, the Department has implemented a range of measures to ensure enough young people with higher level science, technology, engineering and mathematics (STEM) skills to meet the economic needs of the UK. As set out in Chapter 3, the Department continued to support the partnership, Transition to Teaching, between employers and the Training and Development Agency for schools. It also began a STEM communications campaign aimed at pupils, parents and teachers and announced a £10 million contribution to Project Enthuse to give secondary science teachers inspirational, contemporary continuing professional development. Challenging targets have been set for recruiting and retaining and retraining subject specialist teachers and for increasing A level entries in physics, chemistry and mathematics.

An indicator, measuring post-16 participation in physical sciences (A level physics, chemistry and mathematics), underpins 2007 Comprehensive Spending Review PSA 4: to promote world class science and innovation in the UK. An indicator is also included in the local government National Indicator Set.

## Level 2 achievement at age 19

Figures published in February 2008 showed that 73.9 per cent of 19-year-olds reached level 2 (equivalent to five A\*-C GCSEs). Whilst the 14-19 reforms will provide more opportunities for young people to participate and attain in the future a range of measures is being put in place to raise attainment now.

Key to raising participation and attainment at level 2 and level 3 are:

- Careful tracking of young people so those at risk of not participating or attaining are identified and supported.
- Guidance and support, particularly through transition, to make sure young people know how to access education, training or employment and to enable them to overcome barriers to participation.
- Provision of a full range of courses to meet demand.
- A sharp focus on provider quality led by the Learning and Skills Council in delivering quality outcomes for all young people in every area.

The post-16 progression measure, for which data will be provided to all schools by July 2008, will help schools assess if they have prepared young people for further learning and encourage them to ensure the whole cohort makes a good transition at 16, which will increase their likelihood of attainment by 19. Specifically, it will give schools information on the participation at 17 and attainment at ages 17, 18 and 19 of pupils attending the school at 16.

A target to increase the proportion of young people achieving Level 2 at age 19 to 82 per cent by 2011 underpins 2007 Comprehensive Spending Review PSA 10: to raise the educational achievement of all children and young people.

An indicator is also included in the local government National Indicator Set.

## Level 3 achievement at age 19

Figures published in February showed that 48 per cent of 19-year-olds reached level 3 (equivalent to two A Levels). The Department has launched a priority review to establish what changes may need to be made to the delivery system to enable more young people to achieve level 3 skills by the age of 19 and to understand how to build on the conversion rates from level 2 to level 3 by age 19. The review will make recommendations in May 2008 and will be followed by a delivery plan. The majority of young people reach level 3 through school sixth forms. The Learning and Skills Council has been charged with challenging and supporting secondary schools over the student outcomes from their school sixth forms.

Improvement priorities have focused on quality and performance including value-added measures; recruitment, retention and student support; achievement and attainment generally and in particular subject areas; widening participation; and increasing the learner offer.

During 2007-08, the Department took forward changes to A levels to increase stretch and challenge and reduce the burden of assessment. The reforms include the reduction from six assessment units to four in the majority of subjects; more open-ended questions which require extended essay responses; and the introduction of an A\* grade. Students will also be able to undertake an extended project alongside their A levels which will help to develop their independent research and study skills. These changes are being introduced for first teaching from September 2008.

A target to increase the proportion of young people achieving Level 3 at age 19 to 54 per cent

by 2011 underpins 2007 Comprehensive Spending Review PSA 10: to raise the educational achievement of all children and young people. An indicator is also included in the local government National Indicator Set.

**Progress towards the 2004 Spending Review Public Service Agreement target 11: Increase the proportion of 19-year-olds who achieve at least level 2 by 3 percentage points between 2004 and 2006, and a further 2 percentage points between 2006 and 2008, and increase the proportion of young people who achieve level 3 is set out in Annex O.**

### Information, Advice and Guidance

Information, advice and guidance (IAG) forms one of the key building blocks on which the raising of the participation age and wider 14-19 reforms rest. Good quality, impartial IAG about learning and career options challenges stereotypes and raises aspirations. It is very important if young people are to make learning choices that are right for them and which will encourage them to participate in learning and then achieve their full potential. From April 2008, local authorities assumed responsibility for commissioning information, advice and guidance services, enabling them to integrate IAG with the wider youth support service. The 14-19 partnerships convened by local authorities will help local authorities to commission and manage IAG services that meet recently published Quality Standards for IAG. The standards were published alongside extensive support materials, and further good practice and other support is planned to help organisations deliver IAG that meets the Quality Standards.

Building on the actions detailed in the *Children's Plan*, the Department will continue to drive up the standard of careers education in schools through

the provision of good practice and training materials, in addition to examining the scope for a CPD programme.

Connexions services are targeting young people not in education, employment or training (NEET) to ensure they have the IAG that they need to understand their options.

### 14-19 Partnerships

Government is committed to partnerships as the way forward for delivery of 14-19 education which requires a collaborative approach and the involvement of several partners. The 2005 White Paper *14-19 Education and Skills and Implementation Plan* placed a commitment on local authorities to set up 14-19 partnerships for their area. Evidence from progress checks show that all areas in the country have 14-19 Partnerships but effectiveness and level of local support for them varies. Partnerships play a pivotal role in configuring and planning local systems and bringing providers together to deliver the raising of the participation age and the new curriculum entitlement for 14- to 19-year-olds. Increasingly, following the Machinery of Government changes and the move of 16-18 funding to local authorities, partnerships will be critical to providing a responsive supply side to the local authorities' commissioning plan.

This year, the Department has worked with a group of 14-19 Partnerships to more clearly define the functions of a 14-19 Partnership, their membership and governance structure.

This group defined the 14-19 Partnership by its strategic role in:

- Agreeing the local vision for 14-19 that is consistent with the wider Sustainable Community Strategy, Children and Young People's Plan and Local Area Agreement.

- Developing and articulating strategies for the full range of 14-19 priorities.
- Supporting Diploma consortia so that they are ready to deliver.

14-19 Partnerships are expected to play a key role in delivering the entitlement to 17 diploma lines across the country by 2013. It is their role to lead on the development of the local 14-19 prospectus in every area, and to manage with Connexions services, the information, advice and guidance that every young person needs to support their choices. In addition, a partnership will play a strong strategic role in assessing their local skills needs, as well as demand from young people, and ensuring that provision meets demand. They will engage employers in local delivery of provision and play a pivotal role in managing local communication and collaboration between providers, parents and the community. They will have a role in the quality assurance of good provision as well as an oversight of workforce development at a partnership level.

The Department is planning to provide a statutory underpinning to 14-19 Partnerships through the *Education and Skills Bill* currently going through Parliament. This Bill seeks to place an explicit duty on local authorities to make co-operation arrangements for 14-19 by amending section 10 of the *Children Act* which provided the basis for Children's Trusts. This provision is expected to come into force by the end of 2008.

### Enabling the system to deliver

In June 2007, as part of the Machinery of Government change, it was announced that funding for 16-18 participation would transfer to local authorities, subject to consultation and the necessary legislation. In March 2008, *Raising Expectations: enabling the system to deliver*, a joint consultation between the Department for Children, Schools and Families and the

Department for Innovation, Universities and Skills was published. This consultation included the transfer of planning and funding responsibilities for 16- to 19-year-olds from the Learning and Skills Council to local authorities and proposals for reforming the post-19 skills landscape.

On 26 September 2007, the Department announced that it will legislate to create a new independent regulator of qualifications and tests, the Office of the Qualifications and Examinations Regulator, which will take on the regulatory functions of the Qualifications and Curriculum Authority (QCA); and a development agency for curriculum, assessment and qualifications which will take on the non-regulatory functions of the QCA. In December 2007, the consultation document *Confidence in Standards: Regulating and developing qualifications and assessment* was published which sets out proposals for the powers and responsibilities of the new regulator and the agency. It also includes proposals on issues such as governance, appeals and the operational relationship between the two organisations.

## Chapter 6

# Departmental Strategic Objective 6: Keep children and young people on the path to success

All young people should enjoy happy, healthy and safe teenage years, and be prepared for adult life. Young people need to feel valued in society, with their achievements recognised and celebrated.

DSO 6 – to keep children and young people on the path to success – contributes to the cross-government PSA to ‘Increase the number of young people on the path to success’ (PSA 14). It represents the Department’s contribution to the Every Child Matters ‘Achieve Economic Wellbeing’ and ‘Make a Positive Contribution’ outcomes.

DSO 6 is critical to making progress towards the *Children’s Plan 2020* goals: to get ‘all young people participating in positive activities to develop personal and social skills, promote wellbeing and reduce behaviour that puts them at risk’ and to ‘significantly reduce the number of young offenders receiving a conviction, reprimand, or final warning for a recordable offence for the first time’.

### Positive activities

In July 2007, the Department and HM Treasury published *Aiming High for Young People: A ten year strategy for positive activities*. It set out the Government’s long-term vision for young people in England, and how, in the context of wider

education and youth service reforms, investment and development of opportunities for positive activities will help to make this vision a reality. The strategy focused on the themes of:

- Empowerment – when young people have the opportunity to influence services they are more likely to find them attractive and to access and benefit from them.
- Access – many young people face barriers to accessing provision. Young people from deprived backgrounds and at risk of poor outcomes are disproportionately likely to face such barriers, and miss out on opportunities that could help support them on the path to success.
- Quality – only high quality services have a real impact on young people’s outcomes.

Implementation of the commitments in *Aiming High for Young People: A ten year strategy for positive activities* is supported by an investment of £679 million over three years. This includes £124 million of new revenue funding, £60 million of new capital funding and the continuation of existing baselines to the value of £495 million. The measures to improve youth facilities will receive further support from an additional £160 million announced through the *Children’s Plan*. Further investment will follow from 2010 through the reinvestment of

unclaimed bank assets, subject to the passage of legislation currently before Parliament.

In March 2008, the Department published an Implementation Plan for *Aiming High for Young People: A ten year strategy for positive activities*, highlighting the progress to date and describing the key actions to be taken over the next twelve months.

The *Children's Plan* announced the intention to develop an entitlement for all children and young people, no matter where they live or their background, to have opportunities to get involved in top quality cultural opportunities in and outside of school.

The Office of the Third Sector funds the youth volunteering charity v to build a new national youth volunteering framework, transforming volunteering for young people in England. On 22 November 2007 v announced its plans for the new National Youth Volunteering Programme to guarantee adequate provision for youth volunteering across the whole of England. It aims to inspire 500,000 more young people aged 16-25 to volunteer in England over the next three years. £75 million will be invested in the new programme. It will target groups that have traditionally found it hard to access volunteering and create an England-wide awards and recognition scheme to raise the profile and status of youth volunteering.

In October 2007, as part of the Machinery of Government changes, the Youth Taskforce was created from the Respect Task Force (previously in the Home Office) and the Targeted Youth Support team (in the Department for Children, Schools and Families). Focused on improving opportunities for young people to give and get respect in their communities, the Taskforce will help drive improvements in delivery for young people. In March 2008, the *Youth Taskforce Action Plan* was

launched at a ministerial summit attended by key stakeholders, frontline workers, parents and young people. The Action Plan includes £22.5 million capital investment to deliver high quality facilities quickly in areas where crime, anti-social behaviour and deprivation are problems.

An indicator measuring young people's participation in positive activities underpins 2007 Comprehensive Spending Review PSA 14: to increase the number of children and young people on the path to success. An indicator is also included in the local government National Indicator Set.

## Parents

As families and the home environment is the most significant influence on child outcomes, the Department has been strengthening its activity to support parents and families in a wide range of circumstances.

The new Parent Know How suite of services was developed over the year and will be launched over the spring/summer 2008. Parent Know How brings together existing telephone helpline services with new, innovative ways of delivering information and support to parents through newer technologies. This provides a national dimension to the Department's plans for information services for parents, with local information delivered through local authority Families Information Services in line with the new information duty placed on local authorities through the 2006 *Childcare Act*. As a way of providing parents with a rounded picture of their child's individual development and wellbeing, the Department is exploring how to develop a personal parent-held record that will run from birth to 11. The Department has been scoping options, seeking views from parents, and Ministers will consider next steps in summer 2008.

Local authorities, as part of their working with Children's Trust partners are expected to play a strong strategic role in developing support for parents in their area. The Department, along with government offices, have continued to support them in this role. Most local authorities have now developed their own local parenting strategies setting out how they will develop and deliver a strategic and joined up approach to supporting parents and improving children's outcomes. During 2007-08, the Parenting Implementation Project was established bringing together 18 local authorities to test and develop new and effective approaches to parenting support and to strengthen the use of evidence-based parenting interventions through extended schools and Sure Start Children's Centres. Best practice material and case studies will be produced and shared with all local authorities. The project will report in April 2009.

To support the development of the workforce offering family support, the new National Academy for Parenting Practitioners was launched in October 2007. Its role is to ensure that those working with parents have the necessary skills and that the evidence base on effective practice in working with parents to improve child outcomes continues to develop.

To improve the support offered to families in challenging circumstances, availability of targeted parenting and family support has been increased. The roll out of the successful Parenting Early Intervention Pathfinders; ongoing funding for the Respect Parenting Practitioners and the new parenting experts announced in the *Children's Plan* will all improve services to parents who need support. In addition, efforts to identify and deliver intensive whole family support to families who are most at need through the expansion of the family intervention projects and the new Family Pathfinders is being stepped up.

The *Children's Plan* included a commitment to set up a new Parents Panel to provide a voice for parents at the heart of government, and to reflect their views in government policy making. Parents' views will also be sought by means of an annual survey, and the results of the survey will be used to develop an indicator of parents' confidence in their ability to support their children's development and of their confidence in the services available to help them do so. Panel members will be recruited from responders to the survey in a way that ensures the Panel is as representative of parents as possible. The first meeting of the Panel is expected to be held in autumn 2008 and the survey responses to be available soon after.

To encourage parents to read aloud to their children and foster a lifelong love of reading, the Department provided free Bookstart book packs for parents of children aged 0-3; and from autumn 2007 free books were provided to children entering reception (Booktime) and to children joining Year 7 (Booked up).

In the school years, the Department is continuing to provide support for parents who find it more difficult to get involved, by expanding the availability of Parent Support Advisers to all schools. Learning from the Transition Information Session demonstration projects, for parents of children starting primary and secondary schools, will inform sessions being offered in all schools from autumn 2008. To ensure that every parent has regular, up to date information on their child's attendance, behaviour, progress and achievement at school, all schools will start the move to online reporting to parents from September 2008. All secondary schools will make reports available online by 2010, whilst all primary schools will be reporting in this way by 2012. The Department has been working with the British Educational Communications and Technology Agency (Becta), the Government agency for ICT in education, to

develop a package of implementation support for schools which will be released in the summer term of 2008.

An indicator on perceptions of parents taking responsibility for the behaviour of children in their area is included in the local government National Indicator Set.

### Building cohesive and resilient communities

The *Children's Plan* included the aim to work together to create more cohesive, safer communities, helping young people to develop a sense of belonging and appreciation of those from other cultures and backgrounds. This aim falls into two distinct areas: community cohesion and building young people's resilience towards violent extremism contributing to 2007 Comprehensive Spending Review PSA 21: to build more cohesive, empowered and active communities (led by the Department for Communities and Local Government (CLG)); and 2007 Comprehensive Spending Review PSA 26: to reduce the risk to the UK and its interests overseas from international terrorism (led by the Home Office). The Community Cohesion Unit has been established by the Department specifically to develop strategy, take forward work and contribute to cross-government developments on both these PSAs.

The new duty on schools to promote community cohesion, which came into effect from September 2007, recognises the central role schools can play, and Ofsted, will from September 2008, include promoting community cohesion as part of its inspection criteria. In July 2007, the Department published guidance setting out what schools in England have to do to promote community cohesion. A national conference and conferences in every government region have been held to raise awareness of the new duty with headteachers, governors and other key

stakeholders. In addition, the Department, with a £1 million donation from the Pears Foundation, has established the School Linking Network to support schools with making links with other schools in England with different intakes and contexts. Through the Aiming High strategy, positive activities that support community cohesion and give young people from different backgrounds the opportunity to come together outside school will be encouraged.

A head teacher's forum has been set up to consult schools on what further help they need to raise awareness of the risks of violent extremism, encourage open discussion and debate about controversial issues, and work in effective local partnerships to support vulnerable young people. In conjunction with CLG, the Department is working directly with young people on how best to support them in rejecting extremism, including through establishing a Young Muslim's Consultative Group and sponsoring a series of regional conferences organised by the UK Youth Parliament.

### Targeted youth support

Targeted youth support is a Department for Children, Schools and Families programme of reform to ensure local areas put in place systematic and joined-up prevention, early intervention and support arrangements for their at risk teenagers by December 2008.

Targeted youth support contributes to 2007 Comprehensive Spending Review PSA 14: to increase the number of children and young people on the path to success. Data received in January 2008 indicated that 72 per cent of local authorities had made progress on the key targeted youth support delivery elements, however, there are still clear challenges ahead in securing full delivery for all local authorities by December 2008.

## Young people not in education, employment or training

Being out of education, employment or training (NEET) between the ages of 16-18 is an enormous waste of young people's potential and their contribution to society. What is more, being NEET is linked to a number of other poor outcomes, including teenage conception and low levels of attainment.

Reducing the proportion of young people NEET is therefore essential to both the Department's objectives of keeping all young people on the path to success and ensuring that young people are participating and achieving their potential.

The latest figures show that 206,000 (10.3 per cent) of 16- to 18-year-olds were NEET at the end of 2006, a reduction from 217,000 (10.9 per cent) at the end of 2005. When broken down by age, the proportion of 16- to 17-year-olds NEET fell from 9.5 per cent to 8.0 per cent, whereas 18-year-olds NEET rose from 13.6 per cent to 14.8 per cent.

Reducing the proportion of young people NEET is particularly important in the context of raising the participation age (subject to Parliamentary assent). In November 2007, the Department published the NEET strategy *Reducing the number of young people not in education, employment or training (NEET) by 2013*. The Strategy is structured around the four key themes that are essential to reducing the proportion of young people who are NEET:

- Careful tracking to identify early those young people who are NEET, or who are at risk of becoming so.
- Personalised guidance and support to enable young people to access suitable provision, and to tackle barriers to learning.
- A flexible mix of learning provision, both pre- and post-16, designed to meet the needs of every young person in every area.

- An emphasis on rights and responsibilities so that there are clear incentives on young people to re-engage quickly if they drop out.

The Strategy set out key actions that the Department will take to support these four themes:

- Work with the Department for Work and Pensions to introduce voluntary (in April 2008) and then mandatory (in April 2009) early entry to the New Deal for 18-year-old jobseekers who have been NEET for 26 weeks.
- Extending the September Guarantee, which currently guarantees the offer of a suitable place in learning to all 16-year-olds leaving school, to 17-year-olds from September 2008.
- Trialling extensions of the Education Maintenance Allowance to include young people taking Entry to Employment courses and other education provision approved by local authorities.
- Enabling more young people to start programmes during the course of the academic year by promoting the use of flexible start dates.
- Piloting a new variant of the Activity Agreement which will offer personalised learning, linked to financial support, for young people as soon as they become NEET.

In addition, the Department announced in the *Children's Plan* that it will allocate £31.5 million over three years to the Entry to Learning programme. This will build upon the innovative and successful programmes run by voluntary sector providers to re-engage young people NEET by ensuring that re-engagement is accompanied by clear and personalised progression routes.

The Department is continuing to work with government offices, through the 14-19 progress checks, Youth Priority Areas and NEET Hotspots, to support and challenge local authorities in their

work to reduce the proportion of young people NEET.

**Progress towards the 2004 Spending Review Public Service Agreement target 12: To reduce the proportion of young people not in education, employment or training by 2 percentage points by 2010 is set out in Annex O.**

The 2010 NEETs target is rolled forward and underpins 2007 Comprehensive Spending Review PSA 14: to increase the number of children and young people on the path to success. An indicator is also included in the local government National Indicator Set.

### Care leavers in employment, education or training

Providing the right kind of support for children leaving care is important for independent and social inclusion in later life. The *Children (Leaving Care) Act 2000* introduced a duty on local authorities (LAs) to assess and meet the needs of young people aged 16 and 17 who are in care or care leavers. The *Care Matters: Time for Change White Paper*, published June 2007, set out the steps the Department will take, together with local delivery partners, to improve outcomes for children and young people in care. During 2007-08, the Department has been developing an implementation plan for Care Matters. Young people leaving care are one of the groups that is at a higher risk of not being in education, employment or training (NEET). The Department's work on NEET aims to reduce the overall proportion of young people NEET and puts a particular focus on vulnerable groups such as care leavers.

An indicator measuring the percentage of care leavers in employment, education or training underpins the 2007 Comprehensive Spending Review PSA 16: to increase the proportion of socially excluded adults in settled accommodation and employment, education or training. An

indicator is also included in the local government National Indicator Set.

### Care leavers in suitable accommodation

Local authorities have a duty to assess the needs of and provide support for looked after children and care leavers. Since the *Children (Leaving Care) Act* came into force in 2001 far fewer young people are discharged from their final care placement before legal adulthood at age 18, however, some of the most vulnerable care leavers may still be expected to live independently at a much younger age than other young people. Following publication of the *Care Matters White Paper* the Department has launched a number of initiatives to improve care planning by local authorities, so that looked after young people only move to independence when they have been properly prepared and feel ready. In October 2007, the Department started the *Right2bCared4* pilot programme in eleven LAs. Supported by £6 million funding over three years, the programme is exploring how best to plan care around the needs of young people and give them a greater say over whether they stay in care until they are 18, or move out into independent flats or hostels. Lessons learnt will then be shared with other LAs to aid their planning for young people in care. From summer 2008, the Department has also committed funding for the *Staying Put: 18+ Family Placement* pilots in ten local authorities which will provide greater stability enabling care leavers to remain with their former foster families up to the age of 21.

An indicator measuring the percentage of care leavers in suitable accommodation underpins 2007 Comprehensive Spending Review PSA 16: to increase the proportion of socially excluded adults in settled accommodation and employment, education or training. An indicator is also included in the local government National Indicator Set.

## Teenage pregnancy

Supporting young people to look after their sexual health and delay parenthood until they are ready is critical to helping them make a successful transition to adulthood. Figures published in February 2008 showed the biggest drop for five years in teenage conception rates. There has been a 13.3 per cent overall reduction in the under 18 conception rate in England since 1998, and a two per cent reduction from 2005.

The Government's ten-year, Teenage Pregnancy Strategy was launched in 1999. It is based on international research evidence on what works to reduce teenage pregnancy and improve health/education outcomes for teenage parents and their children. During 2007-08, the Department has continued to work with the Department of Health to take forward the five main themes of the strategy: Joined-up action; National Media Campaign; Support for the parents of teenagers; Prevention including improving sex and relationships education and access to contraception; and Support for teenage parents.

All local areas have a ten-year teenage pregnancy strategy in place. In February 2008, the Department published a league table showing the teenage pregnancy trends for every local authority, so that everyone can see where progress has been excellent and where performance must improve.

**Progress towards the 2004 Spending Review Public Service Agreement target 3: Reduce the under-18 conception rate by 50% by 2010 as part of a broader strategy to improve sexual health is set out in Annex O.**

The 2010 teenage pregnancy target is rolled forward and underpins 2007 Comprehensive Spending Review PSA 14: to increase the number of children and young people on the path to success. An indicator is also included in the local government National Indicator Set.

## Sex and relationships education in schools

To make safe and responsible choices in relation to their sexual health, young people need to increase their knowledge. The *Children's Plan* committed to reviewing best practice in effective sex and relationships education (SRE) and how it is delivered in schools. The review will be taken forward by an external steering group, co-chaired by Schools and Learners Minister Jim Knight, Jackie Fisher (Principal of Newcastle College) and Joshua McTaggart, a member of the UK Youth Parliament. Members include: practitioners involved in leading and delivering SRE in schools, experts in young people's sexual health, faith organisations and young people themselves. The review is due to conclude in July 2008, at which point recommendations will be made to Ministers on what needs to be done to drive improvement in SRE delivery. In the meantime, schools are being encouraged to seek the views of young people on whether the SRE that is being provided is meeting students' needs, using an audit toolkit developed by the Sex Education Forum.

## Prevalence of Chlamydia in under 25-year-olds

Chlamydia trachomatis is the most common sexually transmitted infection (STI) in England and can have serious consequences if left untreated.

At least 70 per cent of women and 50 per cent of men with chlamydial infection show no symptoms and remain undiagnosed in the absence of screening. To address this, since 2003, the Department of Health has been rolling out a national screening programme, the National Chlamydia Screening Programme (NCSP), to target those at highest risk of infection – young people aged under 25. Screening takes place in traditional health settings and increasingly, in a range of community venues, for example further education colleges, schools, universities and shopping centres. From 2008/09, chlamydia prevalence in those aged 15-24 is included in the National Indicator Set for Local Government in recognition of the impact this infection can have on young people and the importance of partnership work between the non-health sector and primary care trusts in reducing prevalence.

### Alcohol and drug use

The proportion of young people drinking alcohol and using drugs is falling, but alcohol consumption amongst young people who do drink doubled in the ten years to 2000. Levels of illicit drug use remain relatively high compared to the rest of Europe. Alcohol and drug use contributes to a wider range of other problems experienced by teenagers.

In June 2007, the Department, the Home Office and the Department of Health published a strategy for national and local action to achieve long-term reductions in alcohol-related ill health and crime – *Safe. Sensible. Social. The next steps in the National Alcohol Strategy*. The Youth Alcohol Action Plan is due to be published in the coming weeks. The Department is working with partners to look at what more can be done to impact upon young people's alcohol consumption, which includes tackling under-age sales of alcohol and

communicating with parents and young people about the dangers of drinking.

In February 2008, the Department, the Home Office and the Department of Health published a 10 year drug strategy: *Drugs: protecting families and communities*. The strategy aims to restrict the supply of illegal drugs and reduce the demand for them, focusing on protecting families and strengthening communities. The four main strands of work being taken forward are:

- protecting communities through robust enforcement to tackle drug supply, drug-related crime and anti-social behaviour;
- preventing harm to children, young people and families affected by drug misuse;
- delivering new approaches to drug treatment and social re-integration; and
- public information campaigns, communications and community engagement.

**Progress towards the 2002 Spending Review 2002 Public Service Agreement target 6: To reduce the harm caused by drugs by: Reducing the use of Class A drugs and the frequent use of any illicit drug among all young people under the age of 25, especially by the most vulnerable groups is set out in Annex P.**

An indicator measuring the proportion of young people frequently using illicit drugs, alcohol or volatile substances underpins 2007 Comprehensive Spending Review PSA 14: to increase the number of children and young people on the path to success. An indicator is also included in the local government National Indicator Set.

## Permanent exclusions from school

Excluded young people are more likely to become involved in crime. Nearly two-thirds of young offenders of school age sentenced in court have been excluded from school or are significant truants. In 2005/06, there were 9,170 permanent exclusions, a reduction of almost three per cent from 2004/05.

In September 2007, the *Education and Inspections Act* came into force, introducing a number of discipline measures. This included: parenting contacts to ensure parents tackle problem behaviour before a child has reached the point of being excluded from school; parents being responsible for ensuring their children are properly supervised in the first five days of exclusion, with a new offence of failing to ensure their child is not found in a public place without reasonable justification; and ensuring education provision is made for all excluded pupils from day six of their exclusion. Preventative action by schools to address poor behaviour before it reaches the crisis point of permanent exclusion is crucial. In this context, effective whole school behaviour policies, partnership working between schools and with external agencies to address behaviour issues, and specific programmes such as Social and Emotional Aspects of Learning (SEAL) all have an important role to play.

Local authorities (LAs) have a duty to ensure excluded pupils have access to educational provision, either as direct providers (through pupil referral units) or as commissioners of a range of alternative provision from the private and third sectors. The *Children's Plan* stated that the Government would ask local authorities to collect and publish performance data for pupils not on a school roll, to ensure LAs have incentives to improve their performance. It also committed to introducing new legislation to require LAs to

replace failing pupil referral units with a specified alternative. An indicator on the rate of permanent exclusions from school is included in the local government National Indicator Set.

## First time entrants to the Criminal Justice System

Following Machinery of Government changes in June 2007, a joint unit was created between the Department and the Ministry of Justice, with responsibility for youth justice issues and sponsorship of the Youth Justice Board. The unit brings together the expertise of both departments to contribute to the protection of the public by developing policy and law in relation to children who offend and are at risk of offending. During 2007-08, the Department worked with the Ministry of Justice and the Youth Justice Board to support young people on the cusp of offending.

An indicator measuring the number of first time entrants to the Criminal Justice System aged 10-17 underpins the Comprehensive Spending Review 2007 PSA 14: to increase the number of children and young people on the path to success. An indicator is also included in the local government National Indicator Set.

From April 2008, the Department for Children, Schools and Families has taken ownership of an indicator under PSA 14: to reduce the number of first-time entrants to the criminal justice system aged 10-17. The Youth Justice Board had previously owned a target to reduce first-time entrants by five per cent against their 2005/06 baseline and, while final data for 2007/08 is not yet available, all the indications are that this target has been met and exceeded. The Department for Children, Schools and Families will build on this success, publishing a numerical target for reducing first-time entrants as part of the forthcoming Youth Crime Action Plan, which will set out the

Government's plans for tackling offending and re-offending by young people.

### Re-offending by young offenders

The new Joint Youth Justice Unit has been leading a review of education and training for young offenders, and has made commitments to deliver improvements in the recent *Children's Plan*. In March 2008, the Department for Children, Schools and Families and the Department for Innovation, Universities and Skills launched the consultation *Raising Expectations: enabling the system to deliver* which includes proposals for local authorities to take on planning and funding responsibilities for all young people up to the age of 19, to bring education and training delivered to young offenders in custody more into line with arrangements in mainstream education. Wider proposals to improve education and training for juvenile offenders will be included within the forthcoming Youth Crime Action Plan.

The *Children's Plan* gives details of several further schemes to address youth offending. These include:

- A new Youth Restorative Disposal will use restorative justice approaches to target low level first time offending – to nip problem behaviour in the bud before it escalates to more serious offending.
- The Youth Conditional Caution for young people to provide an additional out-of court disposal for those who are not suitable to receive either a reprimand or warning.
- Examining how the services young people receive can be improved once they leave custody or the supervision of a youth offending team. Proposals for improving post-justice continuity of care will be included within the Youth Crime Action Plan.

- £4.1 million of additional funding to support intensive fostering for young offenders will enable the current pilots to be sustained and extended to provide more places.

The Department for Children, Schools and Families, the Ministry of Justice and the Home Office are collaborating on the Youth Crime Action Plan, to be published this summer 2008. The Action Plan will seek to ensure that:

- Future prolific offenders are identified earlier and supported intensively.
- Chaotic families receive the support (and challenge) they need to recover.
- The police and courts have a range of disposals and alternatives to custody that they have confidence in and which take account of frequency and seriousness of offending; there is consideration of the wider needs of the young offender, particularly for 10- to 14-year-olds, with early and targeted intervention from other agencies where needed.
- The secure estate better meets the needs of young offenders, making the most of short periods in custody and preparing those serving long sentences for life after custody.
- Resettlement and continuity of care for young offenders is improved.

The Youth Justice Board has targets to reduce youth re-offending, working towards a 10 per cent reduction by the end of the decade. Rates of young people that re-offended fell by 0.1 per cent in 2005 compared to 2000, though the latest national statistics on re-offending show that those who did re-offend committed 17.4 per cent less crime in 2005 than in 2000.

### Local government national indicator sets

An indicator on the rate of proven re-offending by young offenders is included in the local

government National Indicator Set. Other youth justice related indicators include: young people within the Youth Justice System receiving a conviction in court who are sentenced to custody; the ethnic composition of Youth Justice System disposals; young offenders' engagement in suitable education, employment or training; and young offenders' access to suitable accommodation.

Long term sustainable reductions in re-offending by children and young people themselves requires parents and carers, the community, local agencies and young people themselves to work in partnership to tackle the risk factors associated with offending and strengthen factors which protect against offending. Reducing re-offending is everyone's business.

### Youth taskforce

Most young people enjoy their teenage years and make a successful transition to adult life, but for some young people, adolescence is a time when earlier difficulties escalate, or new problems emerge, and they and their families need more support. A significant minority of young people can get into trouble with alcohol or illegal drugs, persistent truancy, or other unacceptable or anti-social behaviour, causing serious problems in their neighbourhoods.

The Youth Taskforce was created from the Respect Task Force and the Targeted Youth Support team to concentrate on this group of young people. It will specialise in working with local partners: children's services; the police; schools; and community safety teams, to ensure that across the country every area has an effective approach for dealing with young people who are in difficulty.

The *Youth Taskforce Action Plan* was published in March 2008, and sets out the issues that the Taskforce will focus on initially and the actions to be taken to address them. They include:

- Improving the response to anti-social behaviour and other serious problems, through a combined approach of setting clear boundaries and challenging unacceptable behaviour, supporting young people and their families, and systematic prevention through the targeted youth support reforms.
- Action to ensure parents are able to fulfil their responsibilities and ensure a whole family approach to young people's problems.
- Making sure that positive activities quickly reach the most vulnerable young people in the most deprived areas, and that communities receive support to tackle anti-social behaviour.
- Working with Government Offices and other bodies to drive up local authority performance.

In doing so, the Taskforce will help local services deliver the new Youth Public Service Agreement 11. It will also support delivery of the Home Office's safer communities PSA 12 to tackle anti-social behaviour. The Taskforce will bring an innovative and imaginative approach to these problems, working directly with young people, parents and front-line delivery agencies, as well as engaging strategically with local partnerships and with regional and central government. This Action Plan sets out 18 commitments it will deliver, and a total funding package of up to £218.5 million that will support its work.

## Chapter 7

# Lead and manage the system

Chapters 1 to 6 spotlight each strategic objective and highlight achievements over the last year. This Chapter on leading and managing the system reports information about the Department itself, together with external system-facing activities such as the workforce.

This Chapter consists of four sections:

- Leading and managing the system.
- Culture.
- Managing and developing people.
- Business systems.

### Leading and managing the system

#### Children's Plan

During September and October 2007, the Department ran a national consultation 'Time to talk'. From the debates, online consultation and the views of experts both in and outside the Department, a range of opinions and suggestions were gathered which helped to form the *Children's Plan* which was published on 11 December 2007.

Five principles underpin the plan:

- Government does not bring up children – parents do – so government needs to do more to back parents and families.
- All children have the potential to succeed and should go as far as their talents can take them.

- Children and young people need to enjoy their childhood as well as grow up prepared for adult life.
- Services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries.
- It is always better to prevent failure than tackle a crisis later.

The *Children's Plan* sets out plans for the next ten years under each of the Departmental Strategic Objectives (DSOs). Progress against each DSO will be reported in this and future Departmental Reports and Autumn Performance Reports.

#### About The Department

The Department for Children, Schools and Families (DCSF) is responsible for all policy across government to promote the wellbeing of children and young people. It also shares responsibility for certain programmes with other government departments, for example, the Sure Start programme with the Department for Work and Pensions.

The 2007 Comprehensive Spending Review (CSR07), published in October 2007, introduced 30 new Public Service Agreements (PSAs) across government and the DCSF is responsible for five of these which are to:

- Improve the health and wellbeing of children and young people.
- Improve children and young people's safety.
- Raise the educational achievement of all children and young people.
- Narrow the gap in educational achievement between children from lower income and disadvantaged backgrounds and their peers.
- Increase the number of young people on the path to success.

The DCSF also has six Departmental Strategic Objectives (DSOs) for the CSR07 period which cover all aspects of the Department's business and are reported on in Chapters 1 to 6 of this Departmental Report.

### *The Department's Board*

David Bell became the first Permanent Secretary for the new Department of Children, Schools and Families following the Machinery of Government changes in June 2007. David is the Department's Accounting Officer and as such is accountable to Parliament and the wider public for the actions of the Department in the spending of public funds.

David heads the Department's Board which consists of five members who lead the five directorates, along with a sixth, the Director for Strategy.

The executive Board members are appointed by the Permanent Secretary (with the approval of the

Senior Appointments Selection Committee where appropriate).

In addition to the executive Board members, there are two non-executive Board members who provide an external challenge and perspective to the Board. Table 7.1 shows the Board membership and their responsibilities.

The Board provides collective leadership to the Department and has overall responsibility for its performance. It is also responsible for:

- taking forward the department's strategic aims and objectives;
- advising on the allocation of its financial and human resources;
- managing departmental resources;
- monitoring the achievement of performance objectives;
- maintaining a transparent system of prudent and effective controls; assessing and managing risk; and
- leading and overseeing the Department's reform programme.

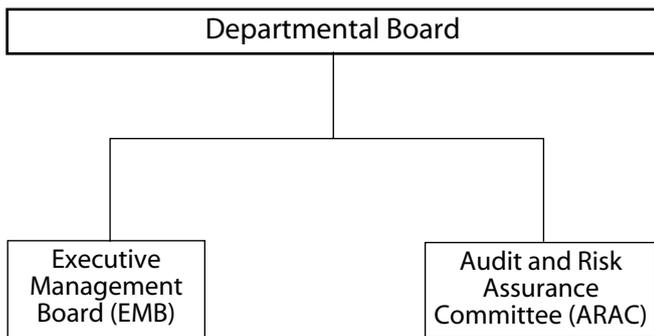
The Board regularly reviews its ways of working and has put in place a corporate governance structure (Table 7.2) which enables the main Board meeting to focus more clearly on strategy and performance.

### **Table 7.1: Board Responsibilities**

Permanent Secretary: David Bell

<b>Directorate</b>	<b>Director/Director General</b>	<b>Departmental Strategic Objective</b>
Children & Families	Tom Jeffery	1 & 2
Schools	Ralph Tabberer	3 & 4
Young People	Lesley Longstone	5 & 6
Communications	Caroline Wright (currently on maternity leave) Jane Cooper (interim)	
Corporate Services	Jon Thompson	
Director for Strategy	Stephen Meek	
<b>Non-executive Board members</b>		
Philip Augar		
Katherine Kerswell		

**Table 7.2: Corporate Governance Structure**



**Executive Management Board (EMB)**

The EMB advises on the allocation of financial and human resources to achieve the Department’s aims and objectives. It is chaired by David Bell, the Permanent Secretary, and the membership comprises of the six Board members. The EMB acts as a sub-Board to the main Departmental Board and meets monthly, and have held meetings on all four of the Department’s headquarter sites.

**Audit & Risk Assurance Committee (ARAC)**

The composition of ARAC is in line with the guidance in *Section 5 of the HM Treasury Corporate Governance in Central Government Departments: Code of Good Practice (July 2005)*.

It is chaired by Philip Augar, a non-executive member of the Board, and its membership comprises Katherine Kerswell also a non-executive member of the Board plus three independent members. The majority of members have recent and relevant financial experience. The National Audit Office (NAO), the Head of Internal Audit, the Accounting Officer and the Director General of Corporate Services Directorate attend all the meetings.

ARAC complies with good practice in the HMT Treasury’s publication, *The Audit Committee Handbook (March 2007)*. Its terms of reference are published on the Department’s website. It reviews its effectiveness at least annually and produces an

annual report for the Accounting Officer and the Board.

During the year, ARAC met on five occasions: four main committee meetings plus an awayday event. It considered the following issues:

- The management of risk within the Department, including those risks and challenges facing the department as a result of the Machinery of Government changes and the establishment of the Department for Children, Schools and Families.
- The Department’s Resource Accounts, and advised that the Accounting officer sign the Statement of Internal Control.
- Reports from the Chairman of the Fraud Sub-Committee.
- Internal audit’s strategy, plans and significant findings.
- The audit and value for money work of the NAO.

**Departmental Action Plan**

The Capability Review of the former Department for Education and Skills in 2006 and its resulting implementation plan set out specific areas where improvement in the Department (strategy, delivery, people management and Board impact visibility). These priorities were carried forward into the Department of Children, Schools and Families and progress against them assessed by the Cabinet Secretary twelve months on from the original review.

Building on progress in improving the Department’s capability and to meet the challenges facing the Department, the Board has agreed a *Departmental Action Plan (DAP)* which sets out the internal improvements needed to support the new department’s wider remit for the children, young people and families agenda.

Incorporating and building on the existing plans for implementation of the Capability Review findings, the DAP sets out improvement priorities under four broad themes:

- **Leading the system** – improving our ability to set clear shared priorities and strategies for better outcomes for children, young people and families, lead delivery and manage the performance of the system;
- **Culture** – developing the behaviours and instilling the values which the Department will need to work by.
- **Managing and developing** – improving the quality and consistency in the Department's internal management and leadership, ensuring that the Department has the right skills and embed equality and diversity.
- **Business Systems** – ensuring that all the Department's processes and business systems are efficient and responsive to the needs of the organisation and support delivery of better outcomes for children and families.

Specific outcomes under these headings are covered elsewhere in this chapter. For example, the *Children's Plan*, developed after a wide ranging and far reaching consultation sets a clear, widely agreed strategy for the next decade. The Corporate Services Transformation programme is underway to provide more efficient and effective support to the Department through shared financial and human resource transactional services across departments and redefined service capability. New corporate planning and reporting processes (including non-departmental public body accountability through delivery agreements) improve the support for decision making at corporate levels and a basis for transparent performance discussions with the Department's delivery partners.

## Improving Information Sharing and Management (IISaM) Programme

The Department for Children, Schools and Families has developed a single programme to oversee information sharing policy, ContactPoint, the electronic enablement of the Common Assessment Framework (eCAF), the Integrated Children's System (ICS) and the Client Caseload Information System (CCIS). The programme was officially established in December 2007.

The vision for the programme is to help make Every Child Matters a reality, by providing guidance and technology to support children's services to improve their management and use of information. By supporting the development of integrated working practices, the Programme will enable better coordination and targeting of services and support those working with children, young people and families in England to improve outcomes and change lives.

The IISaM Programme itself does not cover all areas relating to improving integrated and multi-agency working, however the new structure will enable better alignment of delivery and more effective working with other parts of the Integrated Working and broader ECM agendas.

### *Summary of projects covered by the IISaM Programme:*

**Information Sharing:** The purpose of this project is to identify the key remaining barriers and challenges to information sharing and to work with relevant partners to manage or undertake activities to address them.

ContactPoint, eCAF, ICS and CCIS: A range of approaches is required to effectively support children with diverse needs. In turn, each of these approaches requires specific, enabling IT solutions. These are all separate systems which exist for different, specific purposes, but together will support improved integrated working in children's services.

- **ContactPoint:** This will be the quick way for a practitioner to find out who else is working with the same child or young person, making it easier to deliver more coordinated support. It will not hold case data.
- **eCAF:** The Common Assessment Framework (CAF) is aimed at children with additional needs and offers a holistic and co-ordinated approach to assessment from potentially a range of different children's services. The CAF is a voluntary, consent based process. In order for CAF to work to its full potential, it requires a secure, national electronic storage and retrieval system (eCAF).
- **ICS:** The Integrated Children's System is targeted at children in need. Supported by information technology, it is the core of the electronic social care record for children and provides a tool for managing detailed information securely and efficiently.
- **CCIS:** The Client Caseload Information System will support the work of the Connexions service to provide a joined-up service to young people aged 13- to 19-years-old by improving the information that is held, used and shared about them.

### IT enabled projects

The Department for Children, Schools and Families has a number of enabling programmes and projects that have a high level of dependency on IT. Some of the more prominent IT programmes and projects include:

- **Free School Meals:** The programme uses IT to allow local authority users to determine free school meal eligibility for children in schools by using a web-based checking system.
- **The myguide Project:** myguide aims to make the internet available and accessible to those not using it and who are currently not targeted by any other service. myguide helps introduce such disadvantaged groups to the benefits of online public services, not only around education and children's services but all government information and transactional services. Additionally, myguide improves people's lives by enhancing their ability to engage with family, friends and the wider community; and opening-up opportunities for learning. The project was successfully completed in March 2008 and is now being run as a mainstream service for at least the next three years. [www.myguide.gov.uk](http://www.myguide.gov.uk).
- **Identity Assurance:** This project aims to create a public facing, whole life and unique learner identifier and single sign on registration service for DCSF service users. This will enable enhanced and joined up educational and children's services produce a better front line experience and increase customer engagement.
- **Implementing e-Channels (leC):** This programme aims to deliver the Internet infrastructure to provide a platform for the delivery of the Department's internet channels. The work is part of a shared services initiative currently including two other government departments (Directgov and Department of Health).
- **Diploma Aggregation Service:** The Qualifications and Curriculum Authority are leading the project to design, build and implement the service, including the IT infrastructure that will enable and support the awarding of the new 14-19 Diplomas.
- **Sector Shared Services:** The Schools Recruitment project aims to provide an externally hosted (web-based) online platform

for recruiting teachers, classroom assistants and other support staff.

- National Strategies (IT and web programmes): One of the principal objectives of the National Strategies is to offer quality continuing professional development materials and programmes to early years settings, primary and secondary schools, particularly in the core subjects of English, mathematics and science, behaviour and attendance and school improvement generally. A key component of this continuing professional development work is the development of e-learning materials and targeted communications, guidance and training. The National Strategies Management Team (NSMT) provides an 'intelligent client' interface between agreeing the Department's strategic objectives and their delivery by the National Strategies contractor. This includes the development of the learning and communities platform, aligned to the Department's Schoolsweb e-channel programme. This platform will improve engagement and interaction with practitioners more generally, and allow more effective engagement with specific audiences.

## Our partners

The Department for Children, Schools and Families will be working with other government departments, along with the Department's other partners to achieve the Government's priorities set out in the 2007 Comprehensive Spending Review Public Service Agreements.

### *Non-Departmental Public Bodies*

Non-departmental bodies are arms length bodies which assist Ministers and the Department in the making or delivery of its policies, particularly in areas where the expertise and understanding of lay persons (including specialists) is needed. These can

be either statutory or non-statutory bodies which have been formed to carry out duties and functions in which the Department has a public interest, they include:

- Executive non-departmental public bodies which carry out operational and regulatory functions, scientific or commercial activities, for example, the National College for School Leadership, and the Qualifications and Curriculum Authority.
- Advisory non-departmental public bodies which advise the Department on a specific issue, for example, the Independent Advisory Group on Teenage Pregnancy.
- Bodies which have judicial or quasi-judicial functions, for example, the Special Educational Needs and Disability Tribunal.

Details of the Department's executive and advisory non-departmental bodies following the Machinery of Government changes in June 2007 are shown in Annex L. Details of the public appointments to executive and advisory non-departmental bodies are shown in Annex M.

Details of current public appointment vacancies can be found at [www.publicappts-vacs.gov.uk](http://www.publicappts-vacs.gov.uk)

The Cabinet Office is no longer responsible for publishing a central *Public Bodies directory*. Details of the Department for Children, Schools and Families Public Bodies 2008 directory can be found at [www.dcsf.gov.uk/ndpb](http://www.dcsf.gov.uk/ndpb)

The administration costs of the Department's executive non-departmental bodies is shown at Table 8.11.

### *Joint International Unit*

The Department for Children, Schools and Families has a significant international agenda; most importantly in promoting the international dimension in schools, delivering teacher and pupil mobility programmes and in benchmarking pupils'

performance against the performance of pupils in other countries.

The Department has continued to promote international work in schools.

Key activities have included:

- Expanded support for the International School Award to recognise schools which have begun to integrate global issues and international awareness into their curriculum.
- Developing and delivering the Prime Minister's Global Fellowships Programme to give 100 young people work and cultural experiences in the emerging market economies of India, China and Brazil.
- Support for language programmes including: the Primary Teacher Project, German bilateral programmes and the Arabic immersion course.
- Promoting Continuing Professional Development by providing funds for 2,500 teachers and 350 Heads per annum to go on Teachers International Professional Development (TIPD) and the International Programme for Head Teachers (IPH).

The development of education and school links plays an important part in cementing bilateral relations with key emerging and developing countries and regions. With India, the Department is taking forward UKERI (UK-India Research Initiatives) where clusters of schools in UK and India are brought together for joint curriculum projects and professional development opportunities; and with China, the Department is working with the authorities to promote Chinese learning and teaching in UK schools in accordance with an agreement signed in 2006.

During 2007-08, the Department has continued to be effectively engaged in the European Union (EU) with Ministers attending the Education and Youth

Councils. New EU activities for education and training (Lifelong Learning Programme) and youth (Youth Action Programme) are being developed to widen participation to the schools with pupils with the least opportunity, and to demonstrate how international activity can help to raise standards and motivation for staff and pupils.

The Department is also engaged in shaping and influencing the terms of debate and defending UK interests in the work of the OECD and has continued to play a full part in influencing the work of that organisation both to benchmark performance and gather evidence to inform policy and practice in relation to the development of our policies for children's services, education, youth and skills. The Department has also worked actively with other multilateral organisations including: G8, Council of Europe, UNESCO and the Commonwealth in order to promote and defend the Department's international and domestic priorities and share policy experience.

### *Ofsted*

Ofsted is a non-ministerial government department accountable to Parliament. The new Office for Standards in Education, Children's Services and Skills (Ofsted) came into being on 1 April 2007. It brings together the wide experience of four formerly separate inspectorates. It inspects and regulates care for children and young people, and inspects education and training for learners of all ages.

The *Education and Inspections Act 2006*, which established the new Ofsted, specifically required that in everything Ofsted do they should:

- Promote service improvement.
- Ensure services focus on the interests of their users.
- See that services are efficient, effective and promote value for money.

Ofsted carry out hundreds of inspections and regulatory visits each week and publish findings on their website.

Ofsted published their Departmental Report on 15 May 2008.

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 London WC2B 6SE

### Government Offices (GOs)

The Government Office Network consists of nine regional offices and their corporate centre, the Regional Co-ordination Unit. They are located in major cities across England. GOs are the primary means by which a wide range of government policies are delivered in the English regions, representing 11 departments, including the Department for Children, Schools and Families.

The Local Government White Paper, *Strong and Prosperous Communities*, published in October 2006, introduced a new performance management framework for local government, based on a set of 198 national performance indicators. GOs have the lead role in negotiating Local Area Agreements on behalf of central government, reviewing progress and co-ordinating action to improve performance.

The Department's three high level priorities for GOs are to:

- Support the implementation of the *Children's Plan* and delivery of Public Service Agreements and Every Child Matters outcomes.
- Contribute to policy design and delivery.
- Contribute local intelligence into the improvement cycle to challenge and support localities to improve outcomes and co-ordinate and deliver improvement support.

Table 7.3 shows the Directors for Children and Learners in each Government Office.

**Table 7.3: Directors for Children and Learners**

Government Office	Director for Children and Learners
East of England	Christopher Hilliard
East Midlands	Hâf Merrifield
London	Jennifer Izekor
North East	Jackie Doughty
North West	Nigel Burke
South East	Peter Weston
South West	Peter Cloke
West Midlands	Clive Wilkinson
Yorkshire and the Humber	Helen McMullen

### Regional Development Agencies (RDAs)

There are eight RDAs in the English regions and the London Development Agency.

Their mission is to spread economic prosperity and opportunity to everyone in the nine regions of England. The RDAs do this through providing strategic direction for economic development, ensuring the needs and opportunities for every region are taken into account. They work to make lasting improvements in the economic performance of all regions and to reduce the gap in growth rates between the regions.

More information can be found at [www.englishsrdas.com](http://www.englishsrdas.com)

### Local authorities (LAs)

Local authorities (LAs) have a duty to promote the economic, environmental and social wellbeing in their area and have a crucial role in driving through the education and children's services reform agenda, as strategic leaders, commissioners and champions of parents and children.

The Government is committed to improving roles, structures and relationships between central government and LAs and also amongst LAs and their partners.

This commitment is underpinned by the *Children's Plan* which set out some ambitious goals to

improve the lives of children, young people and families by 2020, and included the expectation that LAs and strategic partners in Children's Trusts champion and take responsibility for achieving measurable improvements in the lives of children across all five Every Child Matters outcomes. LAs will play a key role in delivering the *Children's Plan* goals, and they will do so in the context of the new local performance framework announced in the 2006 Local Government White Paper *Strong and Prosperous Communities*. This new cross-Government framework is more streamlined than previously, and allows LAs greater flexibility to focus on the issues that really matter in their local area, while at the same time ensuring that national goals for children, young people and their families are addressed. The key elements of the new performance framework are:

- a National Indicator Set (NIS) of 198 outcome focused indicators for local government to deliver (alone or in partnership), replacing all existing indicator sets including PAF and BVPIs;
- new, statutory Local Area Agreements (LAAs) to set out how local and national priorities will be delivered. Each LAA will contain up to 35 targets agreed with government, drawn from the NIS;
- a new risk-based monitoring system – Comprehensive Area Assessment (CAA) – to replace existing inspection regimes (CPA, JARs, APA) from 2009-10;
- support and challenge for LAs and partners, established by the new National Improvement & Efficiency Strategy (NIES); and
- more funding freedoms – many grants paid on an unringfenced basis through Formula Grant or the new Area Based Grant.

More information can be found at [www.dcsf.gov.uk/localauthorities/index.cfm](http://www.dcsf.gov.uk/localauthorities/index.cfm)

### Third sector

The third sector is a diverse, active and passionate sector with organisations sharing common characteristics: They are:

- non-governmental;
- value-driven; and
- principally reinvest any financial surpluses to further social, environmental or cultural objectives.

The third sector encompasses both voluntary and community organisations, charities, social enterprises, co-operatives and mutuals both large and small.

The Office of the Third Sector leads work across government to support a thriving third sector. Its role is to enable the sector to campaign for change, deliver public services, promote social enterprise and strengthen communities.

The Department values the role of the third sector in designing and delivering innovative services, often for the most vulnerable and most hard-to-reach individuals and groups.

More information can be found at [www.cabinetoffice.gov.uk/third\\_sector](http://www.cabinetoffice.gov.uk/third_sector)

### Procurement and Partnerships

The Department's Commercial Group and its delivery partners are responsible for the common vision and strategy for procurement and commissioning in the children, schools and families sectors. It also provides procurement services for the Department for Innovation, Universities and Skills and in the higher and further education sectors.

Working across a rapidly changing and complex procurement landscape, recognised by the Office

of Government Commerce (OGC) as extremely challenging, the Commercial Group had helped achieve procurement efficiencies of £364 million per annum by March 2008 and has further challenging targets going forward into the 2007 Comprehensive Spending Review period.

Under the leadership of the Department's first Commercial Director, the Department successfully piloted the first of the OGC Procurement Capability Reviews and is now working towards achieving its mission of delivering sustainable procurement capacity and capability.

Moving forward, the Commercial Group will support both its internal and external customers through the key themes of: Govern; Enable; and Deliver.

- Govern – how the Department will help customers procure legally and avoid challenge by suppliers, and promoting a common Procurement Strategy across the wider system.
- Enable – Commercial Group will apply its procurement expertise and understanding of the wider system, as well as its relationship with OGC and other departments, to develop improvement initiatives and agree them with delivery partners ready for implementation, including promoting improvements to the way the wider public sector procures food for schools.
- Deliver – in all areas of procurement across all the sectors, Commercial Group will take a direct role in managing or advising on delivery of systems and processes to improve procurement performance. This includes the OPEN marketplace for schools and the use of the Procure to Pay functions of the Oracle ERP system in the Department itself.

## Sustainable Development

Preparing young people so they are fully equipped for the challenges of the future is central to the work of the Department and vital to the long term health of society.

The vision set out by the Government in *Securing the Future (2005)* is 'to enable all young people throughout the world to satisfy their basic needs and enjoy a better quality of life, without compromising the quality of life of future generations'. The *Children's Plan* vision 'to make this country the best place in the world for our children and young people to grow up' is complementary to that of sustainable development: children cannot grow up into a stable and secure world unless as a country, and an international partner, ways to improve our wellbeing without destroying our planet are found.

Five key principles were set out in *Securing the Future (2005)* and these continue to provide the basis for sustainable development policy in the UK. These principles are:

- living within environmental limits;
- ensuring a strong healthy and just society;
- achieving a sustainable economy;
- using sound science responsibly; and
- promoting good governance.

The Department for Children, Schools and Families and its predecessors have had a Sustainable Development Action Plan since 2003, and the Department has recently published its latest Sustainable Development Action Plan *Brighter Futures – Greener Lives* covering the period April 2008 to March 2010. This is not a statement of the Department's core business, which is set out in the *Children's Plan* but of how the Department delivers its core business to support the Government's commitment to sustainable global development.

The plan covers the whole of the Department's remit, from the way its buildings are operated, through to policy and the work done to lead the system of agencies and local authorities supporting schools and children's services. The plan gives an overview of the work planned which is underpinned by more detailed delivery plans covering sustainable operations, sustainable schools and children's wellbeing. Each delivery plan is a living document that will be reviewed and updated throughout the period of the Sustainable Development Action Plan. Comments and suggestions are welcomed from interested parties on these plans, particularly on what more the Department could be doing to promote sustainable development through its policies.

The Department's objectives are:

- Leading change in the system – achieving the goals for children and in doing so ensuring sustainable development.
- Leading by example.
- Empowering and educating young people for life in a sustainable world.

The Department works with other government departments, local authorities and other partners to create an environment fit for children and ensure young people grow up in places which encourage physical activity, outdoor play, socialisation, mental health and, above all, a positive sense place, belonging and contribution to the world.

Working with others, the Department must ensure that the earth's natural resources are not exhausted by the time our children have grown up, or failed to deal with climate change and placed their economic prosperity, and lives, at risk. It is the Department's duty to ensure young people are prepared to tackle the type and scale of the challenges they will face in their lives, and do so

confidently and optimistically rather than becoming overwhelmed or apathetic.

The Department's ambitions for the wellbeing of children are fundamental to the purpose of partnerships with other organisations and to the role of its partners. The remit letters for each of the Department's non-departmental public bodies require them to consider how they ensure that their actions support sustainable development and, by working together refine messages on sustainable development.

The Department has an obligation to improve its own operational performance and the Sustainable Development Action Plan reflects this. There is also huge scope within the Department to marry value for money to environmental and social concerns and this is reflected in the Department's sustainable procurement strategy. A stronger message will be given to staff and our delivery partners about the importance of delivering the Department's objectives, and operating its estate, in a way that supports sustainable development. Delivering these ambitions will require a much more effective internal governance and accountability structure for sustainable development which has been set out in *Brighter Futures – Greener Lives*.

### Better Regulation

*Improving policy development and Impact Assessment: the steps taken to improve engagement with stakeholders*

The Star Chamber is pivotal in the Department's drive to reduce unnecessary bureaucracy impacting on local authority children's services (including education) and schools. It was formed in 1999 to review existing and proposed data collection exercises originating from within the Department, and re-launched in October 2006 with a wider remit and enhanced powers.

The Star Chamber:

- Ensures that new data collection exercises do not create any unnecessary burdens and do not duplicate in content existing collections.
- Seeks to keep data requests to the absolute minimum needed to develop a policy.
- Amalgamates and streamlines exercises wherever possible.

As part of its re-launch, a standard External Scrutiny Group (ESG), consisting of local authority representatives and head teachers, and an Internal Scrutiny Group of data and finance expert was set up. It met for the first time in early 2007 to consider proposals and make recommendations to the Star Chamber Board for a final decision.

The Star Chamber Board is chaired by a Department for Children, Schools and Families (DCSF) Director, with members including DCSF management, local authorities and head teachers. It continues to meet every two months. ESG meets every month and is able to cross-examine at first hand the Department's policy officials who have proposals to collect data or carry out research in schools and local authorities.

The Implementation Review Unit (IRU), the Department's main independent practitioner group, was enhanced in December 2007 with the recruitment of a second bursar, and two more teachers. The Department also has a Secondary Heads Reference Group and a Primary Heads Reference Group, both of whom it continues to consult about proposals in the *Children's Plan*.

#### *The Department's overall level of compliance with the Impact assessment guidance*

Under the framework set out by the Better Regulation Executive (BRE), the Department is required to produce an Impact Assessment whenever a new policy has a noticeable impact on the private, public or third sectors. In the period

covered by this report, the Department has maintained a compliance rate of 100 per cent.

#### *Consultation*

During the period 1 April 2007 to 31 March 2008, the Department launched 42 full public consultations, seven of which ran for less than 12 weeks. Of the seven that run for less than 12 weeks, all had Ministerial approval and the reasons are set out below.

*Guidance on the duty to promote community cohesion* – this was a limited consultation because the new duty to promote community cohesion came into effect from 1 September 2007, and the Department needed to distribute guidance for schools before the end of the school year and before commencement of the duty.

*Consultation on draft amendments to the Education (Specified Work and Registration) (England) (Amendment) Regulations 2003 made under the Education Act 2002* – this was a limited consultation because all the proposed amendments, apart from the arrangements for skills tests, were to come into force on 1 September 2007 for the 2007/08 school year. The proposed changes to the rules about skills tests will not come into effect until the 2008/09 school year, to provide time for teachers and schools to prepare.

Lawyers also advised that a six week, rather than a twelve week consultation was viable in this instance as the changes proposed to the regulations were relatively few and/or minor, and not likely to be controversial.

*The Education (National Curriculum) (Foundation Stage Early Learning Goals) (Amendment) (England) draft Order 2007 and the Education (National Curriculum) (Attainment Targets and Programmes of study in English) (Amendment) (England) draft Order 2007* – this was a limited consultation because it was imperative to have the National Curriculum

phonics amendments in place by the 2007 autumn term, so that they could be aligned with the revised Foundation Stage publications.

*Schools capital consultation on programme proposals for 2008-2011* – this was a limited consultation to allow for time to analyse and take account of the consultation responses before preparing the final funding models and capital allocations for schools and local authority areas to be announced in October 2007. Any additional delay in announcing funding for 2008-2011 would have significantly impacted on schools' and local authorities' ability to plan effective use of the available funding.

*Safeguarding children who may have been trafficked* – this was a limited consultation because it was non-statutory guidance.

*Review of implementation of guidance on handling allegations of abuse against those who work with children and young people* – this was a limited consultation because the Department had made a public commitment to complete the review within 2007, and a longer consultation would have made that unworkable. Ministers approved the limited consultation and key stakeholders were engaged, prior to, and throughout the consultation.

*Time to Talk* – this was more an exercise to gather views rather than a formal consultation. It was limited because, although the Department wanted people's ideas, it was also eager to get on with making further improvements to the provision for children and young people. The consultation process was straightforward and immediate, and encouraged stakeholders to get involved so that they could see the results of their input as soon as possible.

There were a number of ways for stakeholders to get involved in the consultation and give their views, including: online; local and national debates; postcard questionnaires; and road shows. Since

then, the public has continued to be engaged and formally consulted on the proposals in the *Children's Plan*, as have experts and practitioners.

### Best practice in consultation

The *Time to Talk* consultation was launched on 6 September 2007 at a deliberative forum coinciding with the opening of Bristol Brunel Academy, and continued until 19 October 2007. It involved a mixture of traditional and new innovative ways to engage with stakeholders and the public, including:

- Four further regional deliberative events.
- An online consultation survey.
- Nine group discussions with children aged 8 to 15.
- A paper consultation survey distributed via local community venues.
- An online survey on the GMTV website.
- Toolkits for people to run their own listening workshops with adults and young people.
- Video diaries that visited one secondary school in each of nine cities.
- Advice from three expert working groups looking at issues for 0- to 7-year-olds, 8- to 13-year-olds and 14- to 19-year-olds.

The consultation informed the *Children's Plan*, and the Department has continued to engage with the public, experts and practitioners to review progress against the commitments in the plan.

### Progress on producing and publishing a rolling simplification plan

The Machinery of Government changes in June 2007 resulted in the Department for Education and Skills (DfES) simplification agenda being split between the newly formed Department for Children, Schools and Families (DCSF) and Department for Innovation, Universities and Skills (DIUS). The DCSF baseline for administrative

burdens was recalculated, and the Department was able to report that it has identified slightly more than the 25 per cent reduction that is to be achieved by May 2010.

Building on feedback from the previous year, the Department set out to produce a more user-friendly Simplification Plan that would be meaningful to all stakeholders, particularly front-line professionals.

Taking this a step further, the Department has begun work on producing three short summaries of the plan, with the intention to send these out, via established communication channels, to key groups of front-line professionals to inform them of current developments and to encourage feedback.

### *Examples of simplification measures*

#### Improvements to inspection arrangements

Ofsted, working together with relevant inspectorates, has developed proposals to reduce the new inspectorate's costs by about a third over the medium term, in line with a commitment in the 2005-06 Budget, and the Government's policy on inspection.

The proposals are part of ongoing work to refocus, rationalise and reduce the work of inspectorates, and will realise savings in the region of £80 million. The new arrangements have been operational from April 2007.

The impact on front-line staff is that they are dealing with a reduced number of contacts for inspection arrangements. The potential for duplication and over-complexity has been reduced, and the aims of inspection are more transparent and easier to act on.

#### Work in the Third Sector

The Department has simplified contractual arrangements with third sector providers. For example, improvements to the charging system for

foster care provision will mean greater stability for local authorities and providers, which will allow them to manage their budgets with greater certainty. The improvements are seen as a better solution than a move to three year funding and have been welcomed by the providers themselves.

The Department is also brokering the development of a suite of standard contracts for children's services between commissioners and providers. The development and adoption of standard contracts will reduce burdens on providers who currently have to negotiate contracts with each commissioning authority. The contracts are designed to monitor outcomes in a consistent way and will, if used properly, raise the quality of practice across the sector.

The first contract was launched in May 2007 covering non-maintained and special schools. A second contract was launched in November 2007 for residential care. A contract for independent fostering is currently under development.

#### Workforce Reform

In 2007-08, continued progress has been seen in developing partnership working through Children's Trusts. Integrated working, in Children's Centres, Extended Schools or other multi-agency teams, is increasing, and more health practitioners are promoting public health, through their work in schools and the community. The Common Assessment Framework is being used extensively by practitioners working with families to identify and respond to the needs of children and young people. Most local authorities are well advanced in putting in place targeted youth support arrangements.

The Department has continued to work with key delivery partners to implement a range of measures designed to raise the quality and

effectiveness of the children's workforce. For example, the Children's Workforce Development Council (CWDC) has delivered a demanding and expanded remit, with notable achievements including over 1,000 people achieving Early Years Professional (EYP) status; establishing local networks to support EYPs after receiving the status; working with partners in the Children's Workforce Network in developing a Society, Health and Development diploma; continued development, with partners, of the Integrated Qualifications Framework for the children's workforce, which remains on course to be in place by 2010; taking forward, with Lifelong Learning UK, the workforce proposals in the 10 year youth strategy.

In April 2008, *Building Brighter Futures: next steps for the Children's Workforce* was published. This set the scene for development of a long term strategy for the whole children's workforce – recognising that everyone who works with children, young people and their families has a role to play in supporting them to ensure they fulfil their full potential. This strategy will build on the achievements since the 2005 Children's Workforce Strategy consultation and the 2003 National Agreement on Raising Standards and Tackling Workload for schools to set the direction of workforce reform to 2020 and incorporate developments in the following sectors.

### Children's Social Care Workforce

Achievements in social work and social care workforce in 2007/08:

- Building on the *Options for Excellence Review* and the *Care Matters: Time for Change* the Department has engaged with a wide range partners and stakeholders to develop a programme of proposals aimed at improving the retention, recruitment and training of social workers in children's services. A package of work amounting to nearly £73million

investment was recently announced in *Next Steps for the Children's Workforce*.

- The CWDC has been commissioned to undertake workshops with over 500 new social workers to set the baseline for developing a newly qualified status for children's social workers from September 2008.
- Alongside GSCC and DH new post qualifying awards in social work were launched in October 2007. These include a specialist award in children's and mental health areas of work.
- Local areas have been supported to purchase laptops to help free up social worker time for more direct work with families. This represents a capital investment of £13 million in 2007-08.
- Started to review training and continuing professional development of social care workforce as part of the National Minimum Standards (NMS) review.

*Building Brighter Futures: Next Steps for the Workforce (April 2008)* outlined the Government's intention to invest nearly £73 million (including £7 million in capital) over the next three years in a package of proposals to enhance the capacity and skills of social workers working with children and families. This builds on the government's commitments in the *Children's Plan* to developing the children's workforce to help make this country the best place for children to grow up. The package includes:

- Pilots of a newly qualified status offering a year of guaranteed induction, protected caseloads, improved supervision and appraisal against outcome standards for new social workers (pilots will commence in 2008-09 and run for three years until 2010-2011).

- A fast-track entry and progression route and a graduate recruitment scheme and a major marketing campaign.
- A new continuing professional development framework to encourage good social workers to remain on the front line and with specific support for early professional development.
- Opportunities to accelerate remodelling of social care remodelling, through peer support for middle managers.
- Targeted remodelling pilots in regions with the most acute social work vacancy and turnover rates.

### School Leaders

Attracting and retaining high quality school leaders remains high on the agenda to ensure delivery of the Department's vision for the 21st century school.

The Department is working closely with the National College for School Leadership (NCSL) to ensure that schools have the right leaders and leadership teams, with a broad range of skills to deliver the reforms needed to enable every school to become a good school.

The Department will need to recruit a larger than usual number of new people into school leadership over the next few years because of demographic turnover. As part of the NCSL's succession planning strategy, all local authorities have signed partnership agreements setting out how they will each work with schools to bring on leadership talent in their area.

The 21st century school will require leaders to have a broader range of skills. That is why NCSL has developed a new National Professional Qualification for Headship (NPQH) to commence in September 2008. NCSL has also developed the role of a School Business Director to help inject new skills and talent into school leadership teams.

Ofsted have found that the number of schools where leadership is good or better has improved in the last year. In 2006/07, primary from 62 per cent to 64 per cent and secondary from 57 per cent to 62 per cent compared to 2005/06. However, there are still too many schools which have poor leadership. The Department has seen some good examples of the best headteachers and their schools working with other schools to help them improve their performance. That is why, the Department has announced an expansion of the National Leaders of Education (NLE) programme to 500 NLEs and their National Support Schools by 2012, alongside an expansion of the Future Leaders programme so that there are 500 of these high calibre leaders working in urban complex schools by 2012.

### School Support staff

At January 2008, there were 322,200 full-time equivalent support staff working in schools, with just over 175,000 of these being teaching assistants. This new workforce has freed up teacher time, allowing them to concentrate on the classroom.

To fully exploit the potential of this workforce, the Training and Development Agency for schools have been asked to work with the NCSL to refresh *Developing people to support learning: a skills strategy for the wider school workforce 2006-09* to ensure it is aligned with the vision for the 21st century school set out in the *Children's Plan*.

### Recruitment and retention of excellent school teachers

With the quality of entrants into teaching improving over the last decade, more than 100,000 people will be recruited to train as teachers over the next three years. A growing number of these people will be changing careers and many will

bring managerial and leadership skills to the classroom.

In addition to the most popular route into teaching, the post graduate certificate in education (PGCE), there are undergraduate courses on the job training such as the Graduate Teacher Programme and Teach First, already expanded from London to Manchester and the Midlands and due to expand further.

However, not all routes into teaching have delivered equally high quality standards and from 2008 new recruits will spend at least one year in training. Recruits with a higher level of experience may be able to qualify earlier.

Teaching is recognised as a highly skilled, and high status occupation and to boost the status of teaching still further, the Department's goal is for all teachers to achieve a Masters qualification over the course of their career.

### Continuing professional development (CPD)

To learn from best practice and to keep their skills up to date, everyone working in early years, schools and colleges should be committed to CPD. It can be difficult for settings to accommodate a programme of CPD for practitioners and the Department will fund supply cover for early years workers to take part in CPD.

### Early Years

The quality of the early years workforce generally and its leadership specifically are the most important factors in contributing to the quality of early years provision. It is in private, voluntary and independent (PVI) settings where quality most needs to improve and where the workforce is least well qualified. That is why the Department is focusing workforce reforms on these PVI settings so that all young children benefit equally from

high quality early years provision wherever it is and whoever delivers it.

The Department wants to see much more widespread graduate leadership of practice in settings. To this end, we have created the Early Years Professional Status (EYPS), equivalent to Qualified Teacher Status. So far 1,365 candidates have achieved the status and there are 2,072 currently in the process of doing so.

A Graduate Leader Fund, assured until 2015, has been introduced to help stimulate the recruitment and retention of graduate leaders so that every full day care setting is led by a graduate with EYPS by 2015 and there are two graduates per setting in disadvantaged areas. By 2010, the Department wants all Sure Start Children's Centres with early years provision to be led by someone with EYPS.

Leaders and managers of early years settings have a crucial role to play in developing and maintaining high quality, sustainable provision.

The Department wants to see them being able to develop their skills, knowledge and experience through strong continuing professional development, and all early years workers able to benefit from well structured development and progression opportunities. Creating widespread graduate leadership of settings, supported by a workforce increasingly qualified to at least Level 3, gives a clear framework for this to happen.

Continuing professional development should equip the workforce to meet the challenge of improving the quality of provision and to progress their careers within the sector. Together with the CWDC, the Department is committed to raising the proportion of the early years workforce with an appropriate Level 3 qualification.

The Early Years Sector-Endorsed Foundation Degree (EYSEFD) is a vocational higher education qualification at level 5. It enables learners to remain employed and to study through a variety of means

including online and distance learning. It is helping to raise workforce standards through giving practitioners enhanced career progression and the greater knowledge and understanding required to improve practice and thereby improve the quality of early years services. The take up of the course has exceeded original expectations. A total of 13,500 students have studied or are currently studying for the EYSEFD at 150 higher and further education institutions with over 5,800 graduating since the qualification began in 2002. The EYSEFD is an important stepping stone for many of those in the early years workforce to go on to achieve EYP Status.

The National Professional Qualification in Integrated Centre Leadership (NPQICL), started in 2004, and is delivered by the National College of School Leadership and designed to meet the development needs of leaders in multi-agency, integrated Sure Start Children's Centres. The NPQICL covers general theories and ideas about leadership and management and relates them to leading a children's centre within the specific context of an integrated early years service. In the first three years, 700 centre leaders graduated. In September 2007, 400 started on the course and in autumn 2008 a further 400 will begin the course. The NPQICL is presently being reshaped to ensure it continues to meet the leadership development requirements of children's centre leaders. The reshape will be completed in May 2008 in time for the recruitment of the September 2008 intake.

### Young People

*Aiming High for Young People: a ten year strategy for positive activities* published in July 2007 set out how £25 million will be invested in priority areas that will help realise improvements across the youth workforce and deliver high quality practice. These include:

- introducing a new leadership and management initiative to support the development of a shared set of skills, knowledge and behaviour for leaders and managers across all sectors who work with young people, particularly those leading the integration of youth support services;
- encouraging more people into the workforce to whom teenagers can relate and who will raise their aspirations, including developing a new post-graduate recruitment scheme and promoting existing youth apprenticeships and undergraduate courses;
- working with national third sector youth organisations to support the training needs of staff working in the third sector and volunteers who will continue to be critical to achieving the ambitions set out in *Aiming High* and the *Children's Plan*; and
- working with partners to introduce a common platform of skills and training for those across all sectors who work with young people, including developing new qualifications as appropriate for support staff.

The Children's Workforce Development Council (CWDC), Lifelong Learning UK (LLUK) and other key Sector Skills Councils are currently developing detailed delivery plans for each of these commitments under the leadership of CWN and in consultation with employers and a wide range of staff working with young people across public, private and third sectors. An implementation plan is being developed to bring together these plans into a delivery strategy with implementation beginning early in 2008-09.

## Culture

### Staff Survey

A Staff Survey took place during May 2007 and the results were published in August 2007.

Responses were received from 2,333 (83 per cent) of staff, exceeding the 75 per cent response rate in 2005.

The evaluation showed the Department had made progress on: reward and recognition; leadership; and communication, but more needed to be done on: people management; corporate and local induction; planning for project and programme management; and work/life balance.

The next Staff Survey commenced in mid April 2008.

### Equality and Diversity

The Department's Equality and Diversity Delivery Plan includes the vision that everyone should have an equal opportunity to meet their aspirations, realise their full potential and improve their life chances. Providing that equal opportunity will make for a fairer and more prosperous society.

The Department will work with its partners to ensure policies and services recognise and respond to the diverse needs of all children, young people and adults, and to ensure that excellent learning experiences are universally available.

The Department aspires to be an exemplar equal opportunities employer and to create a workplace which values diversity and is free from any form of unfair discrimination (also see The Department's Workforce). In doing so, the Department will be able to better meet the needs of its diverse range of customers and to develop and deliver policies which better meet the needs of all the communities it serves. Progress will be monitored to ensure the Department is making a full contribution to building a diverse and inclusive society.

## Managing and developing people

### The Department's Workforce

The Department is committed to being an equal opportunities employer, valuing and welcoming diversity. It wants to reflect the communities served by employing a wide range of people with differing experiences and from different backgrounds.

The Department aims to develop every member of staff so that they can make a full contribution to meeting the Department's objectives, as well as fulfilling their own potential.

Bullying, harassment or other discrimination on grounds of sex, marital status, race, colour, nationality, ethnic or national origin, disability, age, religion or sexual orientation will not be tolerated.

**Table 7.4: Equality and Diversity targets**

	Targets for 2008	Position at 31 March 2008	Cabinet Office 2008 targets
Woman in the SCS	45%	47.71%	37%
Women in top jobs – Directors and above	40%	48%	30%
Black and ethnic minority staff in the SCS	6%	1.83%	4%
Disabled staff in the SCS	4%	1.83%	3.2%
Women in the SCS feeder grades – 6/7	50%	52.32%	
Black and ethnic minority staff in the SCS feeder grades	6%	6.27%	
Disabled staff in the feeder grades	5%	7.10%	

Table 7.5: Analysis of Departmental HQ Staffing at 1 January 2008

Grade	Total Staff	Female staff	Male staff	Black & minority ethnic staff	Staff with a disability	Staff aged under 24	Staff aged 50 and over
Executive Asst <sup>1</sup>	465	314	151	40	35	12	288
Executive Officer	625	412	213	97	45	7	360
Higher Executive Officer	647	360	287	70	49	1	102
Senior Executive Officer	450	245	205	46	22	9	123
Grade 6/7	621	321	300	39	43	0	200
Senior Civil Service	106	48	58	3	2	0	41
<b>Total</b>	<b>2,914</b>	<b>1,700</b>	<b>1,214</b>	<b>295</b>	<b>196</b>	<b>29</b>	<b>1,114</b>

1. Executive Asst = Admin Asst and Admin Officer combined from 2007.

Table 7.5 shows an analysis of the Department's HQ staffing by sex, ethnicity, disability and age.

The use of a range of flexible working patterns is promoted to help staff to balance home and work responsibilities and everyone will be treated fairly, irrespective of their working arrangements.

#### Sickness Absence

The Department has agreed a goal with Cabinet Office to reduce sickness absence levels to seven days per full time equivalent (FTE) member of staff by 2010 and year-on-year targets have been agreed to help do this.

A report published about sickness absence in the Civil Service for 2006-07 showed that levels in the former Department for Education and Skills during this period were 8.4 average working days lost per staff year compared to 8.9 in the previous year.

Cabinet Office has introduced a new system for departments to report their progress on a quarterly basis in the quarter after the end of the reporting period. It differs from previous Civil Service absence reports in the way it counts staff in departments, taking full account of all leavers and joiners in the period, and covers a rolling 12 month period. These changes, applied retrospectively to the data for 2007-08, have resulted in a significant differential between the performance levels calculated under the new system compared with those under the previous arrangements. For example, as the Department for Children, Schools and Families was only formed in July 2007, our first return under the new arrangements, covering the period January-December 2007, was based on six months actual data and estimated data for the first six months. The report covering Department for

Table 7.6: External Recruitment 2007<sup>1</sup>

Grade (including grade equivalent)	No of posts
Senior Civil Service B2	2
Senior Civil Service B1	1
Grade 6	10
Grade 7	8
Senior Executive Officer	5
Higher Executive Officer	4
Executive Officer	0
Executive Assistant	8
Support Grade B1	1
<b>Total</b>	<b>39</b>

1. A breakdown by sex, disability and ethnicity will be published in the Department's Diversity Delivery Plan.

Children, Schools and Families performance for 2007-08 will be available in July 2008.

The Department’s absence levels are anticipated to fall during 2008-09 as more actual Department for Children, Schools and Families data becomes available, and as a result of the continued action and support within the Department to manage attendance.

### Recruitment

Recruitment is carried out in accordance with the *Civil Service Commissioners’ Recruitment Code*. The Department’s approach to recruitment reflects its commitment to equal and fair opportunity for all. This includes adherence to the *Civil Service Code of Practice on the Employment of Disabled People*. Table 7.5 shows the recruitment undertaken in 2007.

Jobs are advertised externally using a variety of media, including the national press, specialised publications and the Department’s website and recruitment consultants web presences, as appropriate.

The facility to register and apply for opportunities via the Department’s external website has been successful, with the majority of applicants choosing this way.

### Exceptions to Fair and Open Competition

The Department recruited a very small number of people without full fair and open competition in accordance with the exceptions permitted by the Office of the Civil Service Commissioners. This was where it was necessary to secure very specific skills and to deliver specific tasks.

### Inward and Outward Secondments

Inward and outward exchanges bring a greater diversity of staff background, outlook and experience to the Department’s policy making and services. In 2007, the number of inward secondees at Grade 6 and below, including loans from other government departments has decreased slightly from 102 to 100, and the numbers seconded to outside organisations decreased from 171 to 79.

The number of Senior Civil Service level secondees to outside organisations and other government departments was four and the number seconded into the Department was two.

### Senior Civil Service

The Senior Civil Service (SCS) was created in April 1996 following the White Papers *Continuity and Change* and *Taking Forward Continuity and Change*. The SCS is made up of over 3,000 senior managers, specialists and policy advisers across Whitehall.

The Department is responsible for recruiting to fill its own SCS posts, subject to the Civil Service Commissioners’ rules, and for managing pay, performance and career development. The Senior Appointment Selection Committee (SASC) advises the Head of the Civil Service on staffing across Whitehall at the most senior levels.

The Department’s SCS Pay Committee determines remuneration for SCS members within the limits set by the Government in responding to the report of the Senior Salaries Review Body.

Table 7.7 shows the salaries of SCS members reflecting staff numbers at 1 April 2007. It includes staff on loan from other government departments and those on secondment to other organisations

**Table 7.7: Salaries of Senior Civil Servants at 1 April 2007**

Salary range (£s)	Number	Salary range (£s)	Number	Salary range (£s)	Number
55,000 to 64,999	37	95,000 to 104,999	7	Above this level	3
65,000 to 74,999	35	105,000 to 114,999	5		
75,000 to 84,999	16	115,000 to 124,999	2		
85,000 to 94,999	8	125,000 to 134,999	4		

who are covered by the Department's pay arrangements. It does not include staff on loan to other government departments or those on temporary promotion into SCS posts.

### Investors in People

Investors in People UK was established in 1993 to provide national ownership of the Investors in People (IiP) Standard. This organisation, which is sponsored by the Department, is responsible for the promotion and branding, quality assurance and development of the IiP Standard. The Department first gained the IiP Standard in 1999.

In line with the IiP rules on recognition, the Department was required, within three years of first recognition, to undergo a re-assessment to confirm that achievement of the Standard had been maintained. This re-assessment was carried out in June 2002.

During March to June 2004, the Department's team of Internal Reviewers completed an IiP health check review in preparation for the next formal assessment in May 2005 which confirmed the Department had maintained its status as an Investor in People. The Department underwent a further IiP health check during February to April 2007 in order to highlight any areas of development which would need to be addressed before formal re-assessment of our IiP accreditation in May 2008.

However, following the Machinery of Government changes in June 2007, the new Department for Children, Schools and Families (DCSF) rescinded its IiP status. DCSF does not therefore presently have IiP status. A project and strategy to provide a pathway for achieving IiP 'profile' status during 2009 is currently being worked on.

### Human Resource Strategy & Professional Skills for Government (PSG)

HR Organisational Development are currently in the process of writing a three year Departmental Skills Strategy which is due to be finalised in June 2008.

The Skills Strategy project encompassed:

- Reviewing and redefining the HR focus on skills.
- Embedding and maintaining the Skills Audit and the process for reviewing and updating individual profiles to support personal; development planning.
- Enhancing the existing PSG skills sets to incorporate additional essential skills, e.g. Change Management; Relationship Management and Leadership below Senior Civil Service level.
- The pathway for achieving Investors in People 'profile' in 2009.
- The pathway for achieving the Skills Pledge in 2010.

### Health & Safety

The Department believes that it is essential to demonstrate active commitment to protecting the health, safety and welfare of staff. High quality training of staff plays a key role in this respect and in 2007-08, 1,946 people have completed the Department's online health and safety training package. Effective health and safety management is another critical success factor and to assess the Department's capability in this area an independent review and audit of health and safety management was carried out. The reviewers commented on the sound and well managed arrangements for the health, safety and welfare of the Department's staff and other people affected by the Department's operations.

The Department took the opportunity during the European Week of Safety and Health in October 2007 to raise staff awareness of musculo skeletal disorders and an occupational health expert on this subject was available to give advice and guidance to staff. Events took place at all sites and were well attended.

The Department will continue to build on its achievements in health and safety management during the coming year in order to continue to provide a safe and healthy working environment for staff. A Health and Safety Action plan will ensure a structured approach, leading to continuous improvement throughout 2008-09.

## Business systems

### Corporate Services Transformation

Corporate Services Directorate (CSD) is transforming in order to provide more coherent and efficient support and services to the Department. The Corporate Services Transformation Programme (CSTP) will not just change the way CSD works but will change and improve the ways of working for everyone in the Department.

It will help everyone to do their jobs better because there will be more online access to information and services relating to how resources are managed, both in terms of people and money. A key part of the CSTP will be the introduction of an ORACLE enterprise resource planning system (bringing together on one system all of the Department's human resource, finance and procurement data), as part of a shared services agreement with the Department for Work and Pensions (DWP).

The Department for Innovation, Universities and Skills has also selected the Department for Children, Schools and Families as their provider of

choice for a range of shared services. Both this decision and the planned partnership with DWP reflect the broader government-wide agenda for finding more cost effective ways of sourcing corporate services.

### Risk Management

Within the Department a risk is defined as 'an uncertain event or set of events which, should it occur, will have an effect on the achievement of objectives'.

Risk management in the Department is defined as all the processes and activities required to identify and control its exposure to those risks which may have an impact on the achievement of its business objectives. It is seen as an integral part of good management.

In managing risk, the Department seeks to minimise, though not necessarily eliminate, threats and maximise opportunities. Successful risk management within the Department involves:

- Identifying and assessing threats.
- Taking action to anticipate or manage them.
- Monitoring them and reviewing progress in order to establish whether or not any further action may be necessary.

People in the Department who deliver and implement policy are responsible for managing the risks of failing to deliver. The Department uses programme and project management as the framework within which policy is developed and delivered. Risk management forms an integral part of this and of operational business management.

Understanding risk and making informed decisions is fundamental to the effective delivery of the Department's policies and services. Managers in the Department are expected to take well managed risks to achieve improved outcomes and make a difference. The Department's approach is

Table 7.9 Freedom of Information requests compliance rate

Year	Total requests	Compliance within 20 days (%)	Whitehall compliance (%)	Internal reviews	Complaints to Information Commissioner
2005	548	92	81	33	6
2006	546	81	89	27	12
2007	502	91	89	7	9

to assign risks to those best placed to manage them. The Department's Programme and Project Management, Risk and Assurance Unit – which is the Department's centre of excellence in Risk Management – provides risk management consultancy support and advice to those responsible for business planning and delivery.

The above risk management process is built into the Department's corporate business planning and performance reporting and management arrangements. There is clear accountability and ownership of risk to ensure that risk is managed at the appropriate level and there are frameworks in place to escalate risks to ensure that significant risks are reported to senior management and, if required, via the Department's Risk Committee to the Board and Accounting Officer.

### Departmental Correspondence

All Whitehall Departments and Agencies have published targets for answering correspondence. The Department's target is to reply to 95 per cent of all correspondence within 15 working days. In 2007-08, replies were sent to 96 per cent within the deadline. This is two percentage points higher than our performance in 2006-07.

The Permanent Secretary is required to report to the Cabinet Office bi-annually on the Department's performance against this target. Ministers are also held to account by the Cabinet Secretary.

Members of the public are entitled to complain if they do not receive a reply within 15 working days

or if they consider their correspondence has not been dealt with correctly. In these cases, they have the right to ask their Member of Parliament to raise the matter with the Independent Parliamentary Commissioner for Administration who will review the complaint and how it has been handled.

### Freedom of Information

The 2000 *Freedom of Information Act* took effect from 2005. Its aim is to increase accountability and transparency and is seen as part of public sector reform to build a culture of rights and responsibilities for citizens. The Act gives a statutory right to the public to information held by most public authorities, subject to exemptions to disclosure.

Not all public sector bodies are included in the Act and coverage includes central government, non-departmental public bodies, National Health Service, local authorities, maintained schools, colleges and universities and many more. Academies are not covered as they are maintained schools.

A request for information can be made by any person, organisation, company or group. They do not have to say why they want the information and their reason or motivation behind the request is irrelevant. The enquirer does not have to be a UK national or resident and can live anywhere in the world.

In 2007, the Department achieved a 91 per cent compliance rate following the list 99 campaign in 2006 which reduced the Department's compliance rate to 81 per cent.

Provisional quarter 1 2008 (Jan to March) figures indicate a decline in the compliance rate reflecting the recent increase in the number of more complex cases. This is also reflected in a marked increase in the number of requests for internal reviews during the quarter, already more than in 2007.

### Data Protection

The *Data Protection Act 1998* received Royal Assent in July 1998 and came into force on 1 March 2000. It supersedes the *Data Protection Act 1984* from that date.

Data Protection is the regulation of the processing of information about individuals so as to safeguard their right to the privacy of their information. The *Data Protection Act 1998* imposes obligations on those responsible for the processing of personal data and confers rights on individuals to access their information and be given assurances about the processing of it.

**Table 7.10 Data protection requests completed within deadline**

Year	Subject access requests	Within deadline (%)
2005	49	79
2006	27	67
2007	28	77

In 2007, the Department completed 77 per cent of subject access requests within deadline, a ten percentage point improvement since 2006.

Provisional quarter 1 2008 (Jan to March) figures indicate a slight decline in the percentage of requests within deadline.

### Advertising and Publicity

The Communications Directorate within the Department aims to improve the effectiveness of communications with people who play a significant role in the life of children and families

and is central to the successful delivery of all the Department’s programmes and initiatives.

The Communications Directorate communicates government policy to those who need to know about it. They are:

- The schools’ workforce.
- The children’s workforce (i.e. professionals outside schools who deliver children’s services – social workers, child health professionals, etc).
- Local authority staff managing education and social services.
- Parents.
- Families.
- Children and young people.
- Employers.
- A range of stakeholders and delivery partners.

Some of the high level campaigns the Communications Directorate delivered in the last year include:

- 14-19 Diplomas – raising participation and educational achievement.
- National Year of Reading – illustrating the importance of reading and encouraging reading from an early age.
- Every Lesson Counts – raising and improving attendance among school children.
- Early Years Recruitment – raising the quality of early years learning and schooling.
- Frank (working with the Department of Health) – raising awareness of substance misuse.
- Teenage Pregnancy (working with the Department of Health) – raising awareness of sexual health and reducing the number of teenage conceptions.

## Public Accounts Committee

The Public Accounts Committee is the parliamentary committee that examines how well Government has used its resources. In the period 1 December 2006 to 1 December 2007 two Treasury Minutes were published replying to reports concerning the Department and its associated bodies (see Annex J).

## Sponsorship

Cabinet Office guidelines require the Department to disclose details of sponsorship valued at more than £5,000 which directly contributes to the Department's work. No sponsorship valued at more than £5,000 was received during the year.

The Department does welcome private sector and other external organisations' sponsorship of projects concerning children, schools and families. This support is important in helping meet the challenges faced by the Department. The Department is increasingly looking to its partners to deliver these projects and as such is actively encouraging sponsors to work with our partners, rather than directly through the Department.

## Business Continuity Management

The Departmental Security Unit (DSU) is responsible for ensuring that appropriate security arrangements are in place to allow the Department's employees to carry out their normal business safely and securely. Policies and guidance are made available to everyone via the DSU website and are reviewed regularly. The policies include:

- Physical security.
- Personnel Security.
- Information Assurance.
- IT security.
- Business continuity management.

Procedures are followed and audited for compliance and reported security incidents are resolved as quickly as possible.

Business Continuity Management (BCM) is fundamentally concerned with managing risks to ensure that at all times an organisation can continue operating to at least a pre-determined minimum level.

BCM ensures the continued existence of an organisation and its ability to continue to carry out the business or services offered.

The DSU works very closely with Directorate BCM co-ordinators to identify the business critical processes and the relevant times of the year when those processes and corresponding systems and applications are required to enable normal working should an incident occur. In order to ensure the Department's readiness to manage a crisis the following measures are in place:

- Annual scenario based BCM tests are carried out to validate the Crisis Management team's functions and working practices.
- On-going assessment of the Department's Disaster Recovery readiness.
- Reciprocal arrangements with other government departments and non-departmental public bodies to ensure that off-site facilities are available to key staff from which to invoke BCM plans.
- DSU ensure departmental representation in cross-government BCM exercises.
- Staff training/awareness is carried out regularly.

The DSU also engage with the Department's non-departmental public bodies in BCM awareness sessions and encourage third party, partner organisations to review their own BCM preparedness against current ratified standards.

# Chapter 8

## Spending to Deliver

The Department for Children, Schools and Families continues to increase investment in education and children's services. This chapter and the tables contained within it provide an analysis of departmental expenditure in resource terms, showing resource consumption and capital investment.

### Overall Departmental Spending

Table 8.1 (and Annexes A, B and C) shows spending on programmes which are within the Department's Departmental Expenditure Limit (DEL). In 2007-08 forecast outturn is £50.3 billion. By 2010-11, planned expenditure within the Department's DEL will have risen by £9.1 billion to £59.4 billion.

**Table 8.1: Summary of Resource and Capital tables 2002-03 to 2010-11 (£ million)<sup>1,2</sup>**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Estimated	2008-09	2009-10	2010-11
	Outturn	Outturn	Outturn	Outturn	Outturn	Outturn	Plans	Plans	Plans
Consumption of resources:									
Schools	8,056	9,143	10,099	11,146	38,063	41,226	43,004	44,786	47,678
Young People	3,508	4,364	4,692	5,323	5,686	5,815	5,785	5,9650	6,219
Children and Families <sup>3,4</sup>	1,347	1,491	1,370	1,778	1,991	2,940	2,290	2,913	3,661
Area Based Grants	-	-	-	-	-	-	1,168	1,285	1,236
Activities to support all functions	209	229	245	230	247	270	492	474	597
<b>Total Department for Children, Schools and Families</b>	<b>13,120</b>	<b>15,227</b>	<b>16,406</b>	<b>18,477</b>	<b>45,987</b>	<b>50,251</b>	<b>52,739</b>	<b>55,423</b>	<b>59,391</b>

1. This table only includes figures in DEL and is therefore not directly comparable with Annexes A, B and C which include Annually Managed Expenditure (AME).
2. Includes both resource and capital expenditure.
3. Includes expenditure on Sure Start programmes, early years and childcare.
4. Includes expenditure on the Childrens Fund.

## Spending on Education

Table 8.2 shows spending on education in England. This is set to rise to £76.4 billion in 2010-11. The proportion of gross domestic product (GDP) spent on education in the UK will be 5.6 per cent in 2010-11. In 1996-97 the inherited level of GDP spent on education in the UK was 4.7 per cent.

Table 8.2 shows that both Department for Innovation, Universities and Skills and the Department for Children, Schools and Families spending on education in England will increase over the next three years.

**Table 8.2: Total Education<sup>1</sup> Spending in England, 1997-8 to 2010-11 (£ million)**

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Estimated	2008-09 <sup>2</sup> Projections	2009-10 Projections	2010-11 Projections
	Outturn	Projections	Projections	Projections										
Total Education Expenditure in England	29,704	31,023	32,860	35,922	39,779	42,743	48,491	51,824	56,114	58,530	62,853	68,100	71,600	76,400
<i>of which:</i>														
DCSF	–	–	–	–	–	–	–	–	–	–	47,811	50,924	53,335	56,591
DIUS	–	–	–	–	–	–	–	–	–	–	12,537	12,538	13,000	13,531
Real Total Education Expenditure	36,931	37,619	39,058	42,098	45,529	47,437	52,301	54,393	57,654	58,530	60,904	64,004	65,525	68,079
Year in Year Real Term rises	–	1.9%	3.8%	7.8%	8.1%	4.2%	10.3%	4.0%	6.0%	1.5%	4.1%	5.1%	2.4%	3.9%

1. Total education spending in England includes DCSF and DIUS DEL and AME spending on schools, further and higher education (including the student loans resource budget charge), plus New Deal for Schools capital, the Childrens Fund and Sure Start. It also includes local government formula and self-financed expenditure.
2. The total education expenditure in England figures for 2008-09 to 2010-11 are projections based upon the best information available at the time of Budget 2008 for the purposes of estimating total education expenditure in line with the UN Classification Of the Functions Of Government framework. They are not therefore spending plans. These projections also make further assumptions about local government spending decisions.

## Spending by Function

Table 8.3 provides a more detailed breakdown of departmental expenditure. Spending on children and families, schools and young people will all rise over the next three years. Spending on administration costs will fall reflecting efficiency gains by the Department in its core services.

Table 8.3 shows that:

- Capital investment has risen considerably over the last ten years. Capital investment in schools will rise from £1 billion in 1997-98 to £6.5 billion in 2010-11 with another £1.3 billion coming through the private finance initiative. Much of this investment is to go towards renewing the school stock and creating extended school facilities. In addition,

there are substantial capital investment programmes associated with information and communications technology, academies and specialist schools.

- In 2007-08 approximately £2.9 billion was spent on children and families. This will rise to over £3.6 billion by 2010-11. Over half of the budget will go to support Sure Start. Spending on Sure Start has risen from £680 million in 2002-03 to nearly £1.8 billion in 2007-08. It will increase to over £1.9 billion by 2010-11.
- Spending on schools was £41.2 billion in 2007-08. This is forecast to increase to £47.7 billion by 2010-11. The vast majority of schools funding goes through the Dedicated Schools Grant, £28 billion in 2007-08.
- Spending on young people will increase to £6.2 billion in 2010-11 from £3.5 billion in 2002-03. The vast majority of expenditure, £4.5 billion in 2007-08, was for 16-19 further education delivered through the Learning and

Skills Council (LSC). A further £550 million was spent on Education Maintenance Allowances to support young people in education. £419 million was spent on Connexions services related activities in 2007-08. The majority of the Connexions services grant will be routed through Area Based Grants in future years.

- Table 8.3 shows that nearly £1.2 billion will be spent in 2008-09 through Area Based Grants. The Area Based Grant includes a number of departmental funding streams, covering a range of departmental activities, which were previously paid as ringfenced grants to local authorities. Local areas will therefore have much greater freedom to spend this money in a way that suits their particular local circumstances and priorities. Area Based Grant also replaces Local Area Agreements.
- Table 8.3 also shows the administration costs of the Department. These will fall from £194 million in 2007-08 to £180 million in 2010-11 reflecting efficiency gains in the way the Department delivers its business.

**Table 8.3: Detailed Breakdown of Expenditure by Function within DEL, 2002-03 to 2010-11 (£ million)<sup>1</sup>**

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Estimated	2008-09 Projections	2009-10 Projections	2010-11 Projections
	Outturn	Outturn	Outturn	Outturn	Outturn	Outturn	Projections	Projections	Projections
Schools	8,056	9,143	10,099	11,146	38,063	41,226	43,004	44,786	47,678
<i>of which:</i>									
Investment in School Buildings <sup>2</sup>	2,113	2,681	3,082	3,381	3,315	3,974	4,644	5,119	6,517
<i>of which:</i>									
Voluntary Aided Schools	306	493	564	501	635	697	595	444	422
Capital Grants within Standard Funds	995	1,188	1,263	1,478	1,458	1,304	3,004	3,730	5,550
Credit Approvals	812	1,000	1,198	1,375	1,022	1,032	1,045	945	545
Building Schools for the Future			57	27	210	941			
Dedicated Schools Grant <sup>3</sup>	0	0	0	0	26,576	28,064	29,563	30,615	31,893
Other Standards Funds	1,441	1,046	1,269	1,461	2,125	2,064	2,022	2,088	2,133
School Standards Grant	668	847	928	923	1,217	1,554	1,598	1,629	1,666
Schools Sixth Form Funding (through Learning Skills Council)	1,399	1,525	1,655	1,783	1,944	2,040	2,107	2,184	2,263
ICT	308	395	408	429	253	617	287	251	268

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
	Outturn	Outturn	Outturn	Outturn	Outturn	Estimated Outturn	Projections	Projections	Projections
Modernising the Teaching Profession	1,158	1,427	1,607	1,751	901	879	803	804	797
Academies and Specialist Schools	225	405	624	754	1,073	1,133	670	607	419
CTCs	73	78	81	72	65	84	24	26	27
Support for School Meals	0	0	0	60	87	88	88	87	86
National Strategies	390	442	301	355	366	381	361	361	361
Other miscellaneous programmes	281	297	144	177	141	348	837	1,015	1,248
<b>Area Based Grants</b>	–	–	–	–	–	–	<b>1,168</b>	<b>1,285</b>	<b>1,236</b>
<b>Children and Families</b>	<b>1,347</b>	<b>1,491</b>	<b>1,370</b>	<b>1,778</b>	<b>1,991</b>	<b>2,940</b>	<b>2,290</b>	<b>2,913</b>	<b>3,661</b>
<i>of which:</i>									
Sure Start <sup>4</sup>	680	721	921	1,240	1,346	1,762	1,573	1,889	1,941
Parenting and Families	22	16	45	28	25	75	102	107	117
CAFCASS	85	93	107	101	106	107	153	171	193
Local Area Agreements	0	0	0	57	147	697	0	0	0
Special Educational Needs/ Disabilities	37	30	50	41	40	43	60	110	278
Children's services/Services for Children	487	594	213	248	250	183	320	532	1,032
ContactPoint (Revenue and Capital)	0	0	0	0	28	71	88	86	85
Other miscellaneous programmes	36	37	34	63	49	67	83	97	119
<b>Young People</b>	<b>3,508</b>	<b>4,364</b>	<b>4,692</b>	<b>5,323</b>	<b>5,686</b>	<b>5,815</b>	<b>5,785</b>	<b>5,965</b>	<b>6,219</b>
<i>of which:</i>									
Learning and Skills Council (excluding Sixth Form Funding and EMA) <sup>5</sup>	2,657	3,275	3,469	3,968	4,267	4,462	4,745	4,960	5,236
14-19 Development	0	11	12	14	7	38	88	127	119
Qualifications and Curriculum	94	100	133	152	182	165	219	199	204
Offenders' Learning and Skills	10	12	17	19	22	22	23	23	24
Education Maintenance Allowances	120	142	239	407	503	550	529	509	510
Childrens Fund	140	262	222	169	143	123	0	0	0
Connexions Service <sup>6</sup>	428	489	473	454	416	419	25	24	18
Youth Task Force	0	0	0	0	17	8	33	27	23
Other Youth Programmes	59	73	127	140	129	28	113	81	65
<b>Central activities to support all functions</b>	<b>209</b>	<b>229</b>	<b>24</b>	<b>230</b>	<b>247</b>	<b>270</b>	<b>492</b>	<b>474</b>	<b>597</b>
<i>of which:</i>									
Communications and Research	21	35	35	29	50	75	49	48	49
Reserve	0	0	0	0	0	0	252	240	367
Administration Costs	183	193	209	193	196	194	190	185	180
Other miscellaneous programmes	5	1	1	8	1	1	1	1	1
<b>Total Department for Children, Schools and Families DEL</b>	<b>13,120</b>	<b>15,227</b>	<b>16,406</b>	<b>18,477</b>	<b>45,987</b>	<b>50,251</b>	<b>52,739</b>	<b>55,423</b>	<b>59,391</b>

1. The 2008-09 to 2010-11 figures excludes planned additional expenditure that will be funded from previous years' underspends.
2. Figures do not include Public Finance Initiative Credit Approvals as only DEL is shown.
3. From 2006-07 schools budget expenditure will be funded through the Dedicated Schools Grant.
4. From 2003-04 the funding for Childcare and Nursery Education has been merged with that for Sure Start.
5. This line is different from last years LSC line because it also excludes adult education and training.
6. From 2001-02 the activities of the Careers Service were taken over by the Connexions Service.

## Expenditure on Education by sector

Table 8.4 provides a breakdown of education expenditure by sector. Figures cover the Department for Children, Schools and Families and the Department for Innovation, Universities and Skills and also any contributions that local authorities have chosen to make to education

above and beyond their funding. All sectors have increased their expenditure on education since 1997-98. The largest increase is in the schools sector where expenditure has increased by £18 billion since 1997-98. Large increases have also been seen in further education, adult and community learning and higher education.

**Table 8.4: Education Expenditure<sup>1</sup> by Central and Local Government<sup>2</sup> by Sector in Real Terms<sup>3</sup> in England, 1997-98 to 2007-08 (£ million)**

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Outturn	Outturn	Outturn	Outturn	Outturn	Outturn	Outturn	Outturn	Outturn	Provisional	Estimated
Schools											
Capital <sup>4</sup>	1,334	1,460	1,582	1,926	2,228	2,699	3,276	3,671	3,992	4,007	4,519
Current <sup>5</sup>	22,691	23,169	24,860	26,996	29,566	30,509	33,550	34,595	36,227	36,645	37,505
of which:											
Under Fives <sup>6</sup>	2,178	2,223	2,473	2,765	3,306	3,355	3,744	3,982	4,104	3,828	4,052
Primary	8,139	8,258	8,580	9,297	10,038	10,486	11,107	11,237	11,676	11,819	12,056
Secondary	9,862	10,053	10,594	11,371	12,492	12,951	14,313	14,888	15,457	15,797	16,059
Other <sup>7</sup>	2,229	2,347	2,910	3,237	3,371	3,345	3,975	4,061	4,548	4,748	4,877
Further Education and Adult and Community Learning <sup>8,9,10</sup>	4,149	4,065	4,177	4,527	5,369	5,629	6,392	6,603	7,161	7,231	7,544
of which:											
FE and other lifelong learning	#	#	#	#	5,193	5,427	6,136	6,316	6,890	6,858	7,310
Adult and Community Learning Recurrent	#	#	#	#	176	215	24	249	235	218	216
Adult and Community Learning Capital	#	#	#	#	0	21	43	50	44	29	19
Higher Education <sup>11</sup>	5,594	5,548	5,901	5,471	5,831	5,975	6,235	6,467	6,948	6,918	7,189
Higher Education Student Support <sup>12,13</sup>	1,596	1,585	1,423	1,341	953	606	494	939	1,106	1,307	1,445
Administration, inspection costs and miscellaneous services	1,591	1,686	1,118	1,174	1,320	1,497	1,546	1,693	1,750	1,711	1,790
<b>Total</b>											
Real Terms	36,955	37,513	39,061	41,434	44,005	46,915	51,492	53,968	57,184	57,817	59,992
Nominal	29,699	30,911	32,835	35,327	39,519	42,239	47,703	51,377	55,589	57,817	62,242
Other expenditure included in Table 8.2 <sup>14</sup> (nominal)											
Ofsted <sup>15</sup>	—	—	—	—	161	223	232	253	256	215	220
Departmental Admin	—	—	—	—	240	229	237	248	228	250	254
Capital Receipts	—	—	—	—	-146	-234	-220	-209	-216	-259	-430
Other <sup>16</sup>	—	—	—	—	6	286	538	155	257	507	567
<b>Total Education Spending in England<sup>14,17</sup> (nominal)</b>					<b>39,779</b>	<b>42,743</b>	<b>48,491</b>	<b>51,824</b>	<b>56,114</b>	<b>58,530</b>	<b>62,853</b>

- Figures within Departmental Expenditure Limits (DEL). Excludes DCSF and DIUS administration costs and expenditure on other areas than education, for instance on children and families and on skills.
- The recurrent local authority figures in this table are drawn from Table 8.5; the footnotes to that table set out the underlying data sources. The dotted lines denote the changes from the Department of Environment, Transport and the Regions education Revenue Outturn return (the 'RO1') to Section 52 Outturn Statements in 1999-00 and arising from the review of the Section 52 categories in 2002-03 following the introduction of Consistent Financial Reporting to schools.
- All figures have been converted to 2006-07 price levels using the March 2008 Gross Domestic Product (GDP) deflators.
- Excludes Private Finance Initiative (PFI) credits (£35 million in 1997-98, £130 million in 1998-99, £350 million in each of 1999-00 and 2000-01, £450 million in 2001-02, £850 million in 2002-03 and 2003-04, £1,050 million in 2004-05, £1,200 million in 2005-06 and £1,250 million in 2006-07).
- Figures from 2003-04 onwards reflect the transfer of responsibility from the Department to local authorities of costs relating to teachers' pensions.
- Under five figures include Central Government Sure Start expenditure and exclude local authority Sure Start expenditure. From 2006-07, funding for Sure Start Local Programmes was paid through local authorities rather than from Central Government accounting for the fall in under 5's expenditure from that year.
- Includes local authority services to schools, expenditure on Academies, small remodelling programmes and on teacher training.

## Table 8.4: Notes continued

8. This line now includes further education student support (previously a separate line). The figures include Education Maintenance Allowances (EMAs) between 2000-01 and 2002-03 and other support for students in further education and school sixth forms. EMAs were re-classified as being within DEL rather than AME in 2007, hence their re-introduction back into this table.
  9. Adult and Community Learning (ACL) covers Learning and Skills Council (LSC) funding for ACL from 2001-02. Prior to 2001-02 reliable and consistent disaggregation of expenditure on ACL from local authority budgets is not available.
  10. The FE and ACL figures reflect education spend recorded on the expenditure system, but are subject to review following the MoG changes.
  11. The expenditure data in this table and those used in the calculation of funding per student in Further Education in table 8.10 are not directly comparable.
  12. Higher Education Support includes Student Loans RAB charge, but not management of student loans provisions; all grants paid by the Student Loans Company (FT and PT Maintenance grants, HE grant and grants for vulnerable students): Access Funds; Postgraduate Awards; EUI Bursaries; Discretionary Awards; Mandatory and Student Support Awards.
  13. The Student Loans RAB Charge estimates the future cost to government of subsidising and writing off the student loans issued in that year. It does not represent the amount of cash lent to students, which has risen each year since the introduction of student loans.
  14. As recorded in the Total Education Spending in England line of Table 8.2.
  15. Ofsted figures have increased since last year as a result of MoG changes.
  16. The 2007-08 Education Spending figure in Table 8.2 is Planned Spend, the figures in Table 8.4 are Estimated Outturn. Other differences include timing differences and other small expenditure programmes which have not been included in this table.
  17. Total education spending in England figures have increased since last year because of the inclusion of Voluntary Aided Schools capital expenditure.
- # denotes figures not available

## Local Authority Expenditure

Table 8.5 provides a breakdown of local authority expenditure. In 2007-08, local authorities spent an estimated £41.9 billion on education, an increase of £20.4 billion since 1997-98. The vast majority of local authority funding goes to schools, or to provide local authority support for schools.

## Schools Funding

In November 2007, the Department announced, for the first time, a three year funding settlement for schools.

- This included indicative DSG allocations for 2008-2011 based on a guaranteed unit of funding for each authority for each of the three years and estimates of pupil numbers for 2008-2011. This will also allow local authorities and schools to take a longer term, more strategic approach to their financial planning. Final allocations of DSG for 2008-09 will be made once January 2008 pupil number data has been fully validated. Allocations are calculated as the guaranteed unit of funding multiplied by the validated pupil numbers.
- The main points of the three year settlement for schools are:
  - DSG will increase by an average of 13.1 per cent per pupil over the three years.
  - A Minimum Funding Guarantee (MFG) set at 2.1 per cent in each of the three years of the settlement, which includes an assumed efficiency gain of one per cent for each of the next three years.
  - School Standards Grant and School Development Grants increased by the level of MFG each year.
  - Better targeting of funding for deprivation, including £41 million through the DSG for pockets of deprivation, targeting support to children from deprived backgrounds who attend schools in local authority areas with low deprivation.

**Table 8.5: Local authority expenditure<sup>1</sup> on education, 1997-98 to 2007-08 (£ million)**

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Outturn	Provisional	Estimated								
<b>Current expenditure<sup>2</sup></b>											
Schools	17,162	18,635	20,385	22,321	24,887	26,280	29,397	31,213	33,360	34,918	36,792
Under fives <sup>3</sup>	1,049	1,765	2,010	2,233	2,698	2,757	3,040	3,275	3,473	3,693	4,027
Primary Schools <sup>4</sup>	6,153	6,397	6,806	7,496	8,298	8,957	9,752	10,144	10,769	11,198	11,868
Secondary Schools <sup>4,5</sup>	7,299	7,633	8,210	8,999	10,172	10,881	12,346	13,201	13,984	14,571	15,191
Special Schools <sup>4</sup>	1,092	1,156	1,166	1,251	1,373	1,450	1,649	1,741	1,854	1,981	2,046
Meals	355	357	348	336	331	342	354	379	415	460	482
Transport	461	485	531	587	613	716	793	820	909	936	1,027
Non- maintained School Fees <sup>6</sup>	240	248	273	277	312	309	344	376	421	471	502
Teacher Development <sup>2,7</sup>	73	76	74	106	73	17	22	24	23	25	27
Pupil Support	38	39	30	39	37	23	28	45	85	82	84
Other Support Services <sup>2,8</sup>	402	479	939	997	981	828	1,069	1,209	1,427	1,501	1,537
<b>Youth, Community and Administration</b>											
Adult and Community Learning <sup>9</sup>	170	163	183	209	#	#	#	#	#	#	#
EMAs to local Authorities <sup>10</sup>	#	#	#	#	107	119	125	51	0	0	0
Youth Service	248	257	268	272	288	316	350	379	422	432	440
Other Community Services	64	70	51	61	62	41	30	29	24	28	25
Central Administration <sup>2,11</sup>	778	872	381	366	389	563	564	629	652	662	678
<b>Total current expenditure</b>	<b>18,422</b>	<b>19,997</b>	<b>21,269</b>	<b>23,229</b>	<b>25,733</b>	<b>27,320</b>	<b>30,465</b>	<b>32,301</b>	<b>34,458</b>	<b>36,040</b>	<b>37,936</b>
<b>Specific grants outside Aggregate External Finance (AEF)<sup>9,12</sup></b>											
Technical and Vocational Education Initiative	3	2	0	0	0	0	0	0	0	0	0
Work related further education <sup>13</sup>	54	60	59	77	0	0	0	0	0	0	0
Receipts from HEFCE <sup>14</sup>	11	11	11	12	12	#	#	#	#	#	#
HE Student Support <sup>15</sup>	1,982	1,877	796	318	127	81	61	20	0	0	0
<b>Total current expenditure including grants outside AEF</b>	<b>20,472</b>	<b>21,947</b>	<b>22,136</b>	<b>23,635</b>	<b>25,872</b>	<b>27,401</b>	<b>30,527</b>	<b>32,321</b>	<b>34,458</b>	<b>36,040</b>	<b>37,936</b>
<b>Capital Spending<sup>16</sup></b>											
Gross capital spending on education (excluding New Deal for Schools) <sup>17</sup>	1,037	1,027	1,184	1,016	1,746	2,286	2,778	3,086	3,491	3,439	4,187
Local authority receipts	-133	-82	-102	-119	-146	-225	-221	-210	-216	-261	-261
<b>Total net capital spending on education</b>	<b>904</b>	<b>945</b>	<b>1,082</b>	<b>897</b>	<b>1,600</b>	<b>2,054</b>	<b>2,559</b>	<b>2,877</b>	<b>3,275</b>	<b>3,178</b>	<b>3,926</b>
<b>New Deal for Schools</b>	<b>78</b>	<b>224</b>	<b>207</b>	<b>702</b>	<b>316</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>Total net authority capital spending</b>	<b>982</b>	<b>1,169</b>	<b>1,289</b>	<b>1,599</b>	<b>1,916</b>	<b>2,054</b>	<b>2,559</b>	<b>2,877</b>	<b>3,275</b>	<b>3,178</b>	<b>3,926</b>
<b>Total local authority expenditure on education</b>	<b>21,454</b>	<b>23,116</b>	<b>23,425</b>	<b>25,234</b>	<b>27,788</b>	<b>29,455</b>	<b>33,086</b>	<b>35,197</b>	<b>37,733</b>	<b>39,218</b>	<b>41,861</b>

Sources: 1998-99 LEA's education Revenue Outturn Statements to the Department of Environment, Transport and the Regions. Section 52 Outturn statements to the Department. Capital Outturn Returns (COR) to the Department for Communities and Local Government.

- This covers expenditure funded from revenue raised locally through Council Tax and from central government support such as Revenue Support Grant and grants from the Department to local authorities (LAs). Outturn data up to 1998-99 was drawn from education Revenue Outturn Statements which LAs submitted to the Department of Environment, Transport and the Regions. Figures for 1999-00 to 2001-02 were drawn from Section 52 (Table 3) outturn statements which LAs submitted to the former DFES. Figures for 2002-03 onwards are taken from Section 52 (Table A) outturn statements. The change in sources is shown by the dotted lines. Figures within Departmental Expenditure Limits (DEL).
- The introduction of Consistent Financial Reporting (CFR) in schools in 2002-03 led to a review of the Section 52 categories. As a result the figures in some lines are not reported on a consistent basis with earlier years. This applies in particular to Teacher Development, Other Support Services and Central Administration. The 2006-07 figures are provisional and may change.
- Includes expenditure on under fives in nursery schools, in primary schools and in the private, voluntary and independent sectors. 1997-98 outturn expenditure reflects the transfer of £527 million from local government to central government for the nursery voucher scheme. Sure Start expenditure is not included in this table.
- Figures from 2003-04 onwards reflect the transfer of responsibility from the Department to LAs of costs relating to teachers' pensions.
- Includes from 2002-03 onwards, for comparative purposes, expenditure funded by the LSC grant outside Aggregate External Finance (AEF) to school sixth forms.
- Mainly for pupils with special educational needs (SEN). Excludes expenditure on under fives in the private, voluntary and independent sectors.
- Following the introduction of CFR in 2002-03 expenditure on teacher development met by schools is no longer recorded separately.
- Includes services such as the assessment of pupils with special educational needs, improvement in school standards, management of the LA's capital programme, the planning and supply of school places and the Educational Welfare Service.
- Adult and Community Learning expenditure for 2001-02 onwards has been removed from this table as it is mostly funded by the Learning and Skills Council (LSC).
- Education Maintenance Allowances (EMA) payments to LAs. These were distributed through the Standards Fund prior to 2001-02. EMAs were re-classified as being within DEL rather than AME (Annually Managed Expenditure) in 2007, hence their re-introduction back into this table.

**Table 8.5: Notes continued**

11. Up to 1998-99 included administration and inspection costs some of which are included within other categories from 1999-00. From 2002-03 includes some expenditure previously reported under Other Support Services.
  12. Grants outside Aggregate External Finance (AEF) are funded almost wholly by central government.
  13. Work related further education funded by the Further Education Funding Council. This was transferred to the LSC in 2001-02.
  14. Expenditure funded by receipts from the Higher Education Funding Council for England in respect of prescribed courses of higher education in LA institutions. Expenditure data from 2002-03 onwards not available. However, expenditure is estimated to be some £20m to £30m each year from 2002-03 to 2004-05.
  15. Includes expenditure by Welsh local authorities. Student Support payments were made by the Student Loans Company (SLC) from 2004-05 onwards.
  16. Includes expenditure from the education component of the Urban and Regeneration Programme.
  17. Gross education capital spending includes schools, youth and other education services.
- # denotes figures not available.

Table 8.6 shows that total (capital and revenue) funding per pupil increased by £2,440 (84 per cent) in real terms between 1997-98 and 2007-08.

Table 8.7 shows total capital funding per pupil. Between 1997-98 and 2007-08 real terms funding has increased by £670 per pupil (558 per cent).

**Table 8.6: Revenue<sup>1,2,4,6</sup> and capital funding<sup>7</sup> per school pupil<sup>3</sup> 1997-98 to 2010-11 (excluding LA block funding<sup>5</sup>)**

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Estimated Outturn	2008-09 Plans	2009-10 Plans	2010-11 Plans
<b>Real Terms</b>														
Revenue only <sup>8</sup>	2,780	2,860	2,990	3,290	3,470	3,580	3,850	3,990	4,200	4,430	4,580	4,840	4,900	4,940
Year-on-year change	–	80	130	300	180	110	270	140	210	230	150	260	60	40
Real terms Index <sup>9</sup>	100	103	108	118	125	129	138	144	151	159	165	174	176	178
<b>Revenue and Capital<sup>8</sup></b>	2,910	3,030	3,210	3,640	3,820	4,070	4,420	4,650	4,900	5,070	5,350	5,670	5,750	5,910
Year-on-year change	–	120	180	430	180	250	350	230	250	170	280	320	80	160
Real terms Index <sup>9</sup>	100	104	110	125	131	140	152	160	168	174	184	195	198	203

1. Figures are rounded to nearest £10.
2. Funding consistent with Education Standard Spending/ Education Formula Spending and Dedicated Schools Grant from 2006-07 plus all schools-related revenue grants in DCFS's Departmental Expenditure Limit which are relevant to pupils aged 3-19. Funding excludes Childcare and Sure Start.
3. Calculations are based on publicly funded full-time equivalent pupils aged 3-19 in England. Taken from the PLASC dataset, Form 8B and Early Years census. This includes estimated numbers of 3-year-olds funded through state support in maintained and other educational establishments.
4. Includes funding for Academies and Specialist schools but excludes City Technology Colleges.
5. Due to the introduction of the Dedicated Schools Grant (DSG) in 2006-07 the LEA block no longer exists so this has been removed from the earlier years 1997-98 to 2005-06.
6. Pensions transfers to Education Formula Spending and the Learning and Skills Council are now included from 2003-04 onwards.
7. Includes capital budgets (drawn from Annex C) and PFI funding streams.
8. Real terms figures have been calculated using the March 2008 gross domestic product deflators with 2006-07 as the base year.
9. The real terms funding index has been based with 1997-98 as 100.

**Table 8.7: Capital<sup>1,3</sup> only funding per maintained school pupil<sup>2</sup> 1997-98 to 2010-11<sup>6</sup> (maintained sector only)**

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Estimated Outturn	2008-09 Plans	2009-10 Plans	2010-11 Plans
Real Terms <sup>4</sup>	120	170	230	350	360	510	590	680	720	660	790	850	870	1,000
Real Terms year-on-year change	–	50	60	120	10	150	80	90	40	–60	130	60	20	130
Real terms Index <sup>5</sup>	100	142	192	292	300	425	492	567	600	550	658	708	725	833

1. Figures are rounded to nearest £10.
2. Calculations are based on maintained sector full-time equivalent pupils aged 3-19 in England. Taken from the PLASC dataset as at Jan 2007.
3. Includes capital budgets (drawn from Annex C) and PFI funding streams.
4. Real terms figures have been calculated using the March 2008 gross domestic product deflators with 2006-07 as the base year.
5. The real terms funding index has been based with 1997-98 as 100.
6. The apparent drop in funding per pupil between 2005-06 and 2006-07 is caused by the transitional effect of a change in the funding mechanism for the Building Schools for the Future (BSF) programme. This involves the re-phasing of payments to local authorities to better reflect the actual pattern of delivery on the ground. Unspent capital from 2006-07 will be rolled forward to be used in future years, thereby ensuring that the BSF programme is fully delivered. This also applies to unspent capital in 2007-08, where End Year Flexibility funds can be brought forward to 2008-11.

## 16-19 Learning

Funding for 16-19 learning will be allocated through the new common 16-19 funding system for the first time in 2008-09. The system is more transparent and simpler and will better support partnership and collaboration between institutions.

As a first step towards full participation in education up to the age of 18, participation among 17-year-olds is intended to increase from 79 per cent in 2007/08 to nearly 86 per cent in 2010/11. This means, as shown in table 8.8, that the total number of young people in learning in England will increase by 44,000 between 2007/08 and 2010/11 – from 1.472 million to 1.516 million. This is despite the 16-18 age group peaking in 2008/09 and then declining by 65,000 by 2010/11.

It is planned that the increase in learning will be in apprenticeships reflecting the commitment that, by 2013, all suitably qualified young people have the opportunity to undertake an apprenticeship, if they wish to do so. It is planned to expand apprenticeship places to 281,000 by 2010/11.

Reflecting the ambition to increase the proportion of young people succeeding in learning, funding for learning for young people in England will increase from £5.9 billion in 2007-08 to nearly £6.8 billion in 2010-11 – an increase of over £850 million (Table 8.9). Funding is planned to increase on all routes though it will increase fastest on apprenticeship reflecting the planned expansion in apprenticeships.

However, funding will continue to follow learner choices. Tables 8.8 and 8.9 reflect current planning assumptions. If learners' choices result in a different pattern in the mix of learning routes then funding flows will reflect this. The annual allocations process will determine the actual volumes and funding for different types of learning.

Table 8.10 sets out the unit funding per full-time equivalent student in further education between 1997-98 and 2010-11, based on Department for Children, Schools and Families and Department for Innovation, Universities and Skills figures for further education participation budgets. Real terms

**Table 8.8: Projected numbers of Young People Learning in England between 2006/07 and 2010/11**

	2007/08	2008/09	2009/10	2010/11
Further education (FE)	773,000	773,000	773,000	773,000
Part-time FE	655,000	660,000	664,000	666,000
Full-time FE	117,000	113,000	109,000	107,000
Apprenticeships	238,000	240,000	260,000	281,000
Entry to Employment	70,000	70,000	70,000	70,000
School Sixth Forms	391,000	392,000	392,000	392,000
Maintained	382,000	376,000	370,000	364,000
Academies	9,000	16,000	22,000	28,000
<b>Total</b>	<b>1,472,000</b>	<b>1,476,000</b>	<b>1,495,000</b>	<b>1,516,000</b>

**Table 8.9: Planned funding for Learning for Young People in England between 2007-08 and 2010-11 (£ million)**

	2007/08	2008/09	2009/10	2010/11
Further education	3,046	3,300	3,416	3,556
Apprenticeships	624	637	705	776
Entry to Employment	198	185	186	191
School Sixth Forms	2,053	2,108	2,178	2,251
Maintained	2,023	2,054	2,082	2,101
Academies	30	54	96	150
<b>Total</b>	<b>5,921</b>	<b>6,230</b>	<b>6,485</b>	<b>6,774</b>

variations in the unit of funding are influenced by a range of factors which are hard to predict, including fluctuations in full-time equivalent student volumes and the timing when funding is brought to account. The increase in unit funding between 2001-02 and 2003-04 reflects the consolidation of previously ringfenced funds for pay and staff training into core participation funding alongside the Success for All Strategy, and an increase in the numbers of adults taking short courses.

The unit funding series shows a break in 2003-04 to reflect a change in the month in which the

number of learners was measured on the Learning and Skills Council Individualised Learner Records.

The real terms index rises by 16 points between 2003-04 and 2010-11, although it falls by three points in 2008-09 compared to 2007-08 and falls slightly further in 2010-11. Within the three point fall in 2008-09, 16-18 further education unit funding is broadly maintained in real terms whilst adult further education unit funding falls (adult volumes pretty constant, but the adult further education expenditure budget falls).

**Table 8.10: Funding per full-time equivalent student in further education 1997-98 to 2007-08 (£ million)**

	1997-98 <sup>3</sup>	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04 <sup>5</sup>	2004-05	2005-06	2006-07 Provisional	2007-08 Estimated	2008-09 Plans	2009-10 Plans	2010-11 Plans
Funding per full-time equivalent student <sup>1</sup>														
Funding for participation (£) <sup>2,4,7,8</sup>	3,070	3,090	3,290	3,470	3,810	3,940	4,360							
Real Terms Index <sup>6</sup>	100	98	102	107	114	115	123							
<b>Total funding per full-time equivalent student rebased in 2003-04<sup>5,6</sup></b>														
Funding for participation (£)							4,240	4,320	4,880	5,280	5,620	5,620	5,780	5,890
Real Terms Index							100	99	110	116	120	117	117	116

Sources: Learning and Skills Council's (LSC) individualised student / learner records (ISR/ILR) and DIUS/DCSF estimates and projections. Expenditure figures are consistent with LSC accounts and LSC plans.

1. Full time equivalent (FTE) students funded by the LSC in further education sector colleges, external institutions, specialist designated institutions, dance and drama institutions or higher education institutions.
2. Rounded to the nearest £10.
3. 1997-98 only, includes assumed additional employer contributions.
4. From 1999/00 onwards, excludes 18,500 FTE Higher National Certificate/Diploma students and associated funding which was transferred to HEFCE.
5. A break in the series is shown in 2003-04. This follows a change in the method of measurement, meaning that learners leaving between October and November are now captured by the data source, resulting in a larger estimate of full-time equivalents.
6. The real terms funding index has been based with 1997-98 as 100, and rebased in 2003-04 as 100 due to the break in the series, and has been calculated using March 2008 GDP deflators.
7. Unit funding figures for 1997-98 to 2003-04 are based on the actual expenditure by the LSC and actual full-time equivalent volumes. Unit funding figures for 2004-05 and 2005-06 are based on actual expenditure and provisional full-time equivalent volume.
8. Funding for participation includes 16-18 and 19+ Further Education and LSC Specialist Colleges For Learners With Learning Disabilities and/or Difficulties. It also includes Teachers' Pension Scheme (TPS), Teacher Pay Initiative (TPI) and some Standards Fund resources which were consolidated in 2003-04. Funding for participation excludes LSC Ufl/learnirect and Personal Community Development learning/Adult community learning.
9. The funding per FTE figures for 2005-06 and 2006-07 have been adjusted to more accurately reflect the timing of cash demands on colleges across the academic years

## Non-Departmental Public Bodies

Table 8.11 shows the administration costs (outright and future plans) of all non-departmental bodies

from 1997-98 to 2010-11, including those that no longer exist or are now the responsibility of other government departments.

**Table 8.11: Administration Costs of Non-Departmental Public Bodies 1997-98 to 2010-11 (£ million)**

	1997-98	1998-99	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
	Outturn	Estimated Outturn	Plans	Plans	Plans									
British Educational Communications and Technology Agency	3	1.5	1.5	1.54	6.24	6.83	11.85	15.46	16.3	15.75	12.31	16.3	16.3	16.3
Children and Family Court Advisory and Support Service <sup>1</sup>							96.51	105.3	99.48	67.04	107.6	113.04	122.27	131
Children's Workforce Development Council <sup>2</sup>												10.47	10.68	10.81
Funding Agency for Schools <sup>3</sup>	13	12.5	2.3											
National College for School Leadership <sup>4</sup>					9.73	6.4	11.9	17.67	17.01	20.12	9.28	9.67	9.67	9.67
Office of the Children's Commissioner <sup>5</sup>									1.65	2.21	2.55	2.69	2.6	2.5
Partnership for Schools (PFS) <sup>6</sup>								7.67	9.65	9.85	12.4	14.5	15	15.3
School Curriculum and Assessment Authority <sup>7</sup>	5.5													
Qualifications and Curriculum Authority <sup>7</sup>	12.6	25.7	23.7	27.1	31.94	34.37	38.03	41.14	50.96	46.24	50.96	84.03	66.93	59.53
School Food Trust <sup>8</sup>										2.21	3.23	8	7	7
Training and Development Agency for schools <sup>9</sup>	5	4.9	5.9	6.8	8.77	10.44	13.35	14.48	21.75	23.81	25.33	24.3	24.3	24.3

1. Responsibility for The Children and Family Court Advisory Support Service transferred to the Department for Education and Skills from the Department of Constitutional Affairs in June 2003.
2. The Children Workforce Development Council has been classified as an Executive NDPB from April 2008.
3. The Funding Agency for Schools was wound up in 1999-00.
4. The National College for School Leadership started in 2001-02.
5. The Office of the Children's Commissioner was set up in 2005-06.
6. Partnership for Schools was set up in 2004-05.
7. The School Curriculum and Assessment Authority ceased operations on 30 September 1997 to form the Qualifications and Curriculum Authority.
8. The School Food Trust was set up in 2006-07.
9. The Training and Development Agency for Schools was previously known as the Teacher Training Agency.

## Consultants

Like most government departments, the Department uses consultants to work on specific projects outside our business as usual, such as where the Department does not have the skills internally or where a different, external perspective on difficult issues is needed. In 2007-08, the Department spent £52 million on key areas of work such as ContactPoint, where specialist IT consultants are helping to design and develop an electronic tool which will enable practitioners to find out who else is working with a child or young person, making it easier to deliver co-ordinated support; and the Integrated Children's System where specialist consultants are working closely with IT suppliers and local authorities on the implementation of IT products that fulfil the functional requirements for ICS, and which will form the electronic case record management system for use by local children's social care practitioners working with children in need and looked after children. A further £10 million was spent on other external expert advisers on education and children's matters to assist with direct policy implementation and delivery. The Department is playing its full part in a process to improve the use of consultancy across government as a whole, including introducing new arrangements to address recommendations in last year's National Audit Office report on central government's use of consultants.

## Productivity of publicly-funded education

The Office for National Statistics (ONS) publish estimates of the productivity of publicly-funded education. This is measured broadly as a unit of output per unit of input. Output is estimated by the number of pupils attending school, adjusted for changes in the quality of education captured by exam success. Input is measured by expenditure on education.

The latest estimates published in September 2007 showed the following headline results:

- Productivity in UK education has increased by on average 0.1 per cent per year between 1996 and 2006.
- Within that period, productivity increased by 2.1 per cent per year between 1996 and 1999, but fell by 0.7 per cent per year between 2000 and 2006.
- The fall in productivity from 2000 is caused by a decline in the number of pupils of 0.3 per cent a year, whilst at the same time expenditure has increased by 2.7 per cent a year, funding amongst other things a large increase in school support staff.

Figure 8.1 Public services quality-adjusted education productivity estimates

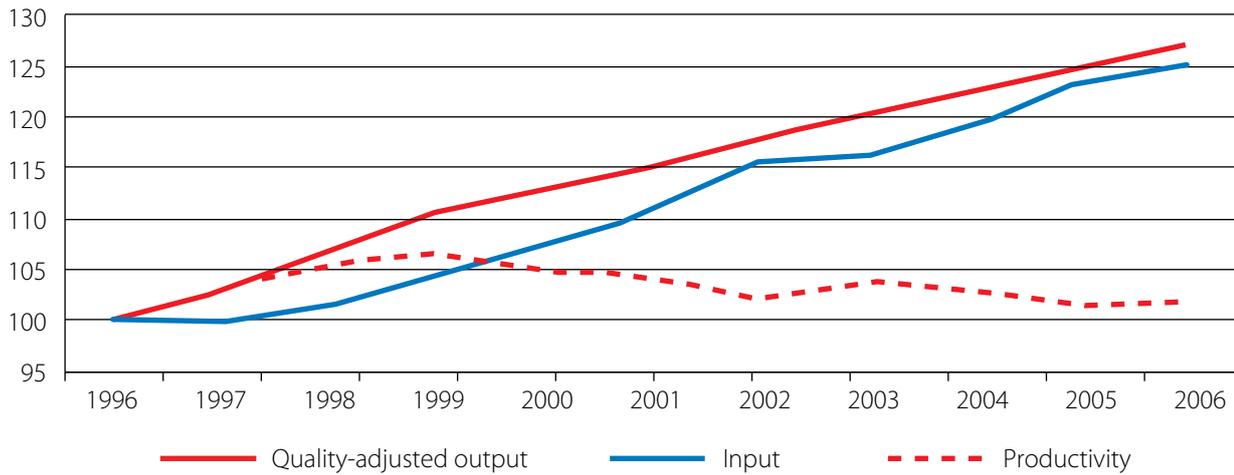


Table 8.12 Public services quality-adjusted education productivity estimates

United Kingdom												1996=100
												Average annual percentage change
	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	1996-2006
<b>Output with new quality adjustment</b>	100.0	102.8	106.9	110.7	113.0	114.9	118.0	120.2	122.7	125.1	127.1	2.4
<b>Input</b>	100.0	99.8	101.5	104.5	107.6	110.6	115.5	116.3	119.2	123.5	125.3	2.3
<b>Productivity</b>	100.0	103.0	105.3	106.3	105.0	103.9	102.2	103.4	102.9	101.3	101.5	0.1

1. Public Service Productivity: Education. ONS September 2007. <http://www.statistics.gov.uk/cci/article.asp?id=1848>

# Chapter 9

## Investing to Deliver

Since the 1998 Comprehensive Spending Review, there has been significant and growing capital investment in each of the sectors for which the Department is responsible. This includes substantial new investment to meet commitments set out in new policy areas, for example, the provision of 3,500 Sure Start Children's Centres to provide a range of childcare, health and family support for every community by 2010, and also substantial new investment to transform the current school estate through Building Schools for the Future.

As set out in the *Children's Plan* the unprecedented capital investment across education and children's services in England since 1997 has already delivered a significant improvement in the quality and quantity of facilities available to children, young people and families. The 2007 Comprehensive Spending Review settlement means that investment will continue, rising from £1 billion a year in 1997-98 to £9 billion by 2010-11.

A new strategic approach to investment began when Building Schools for the Future was launched in 2003 – pioneering an approach focused on area-wide education transformation, as well as on bricks and mortar. Extensive investment in early years and childcare provision including a long term programme to establish Sure Start Children's Centres nationwide, and improve

nursery provision, has supported the creation of over 2,500 centres and more than doubled the number of registered childcare places to 1.25 million. The Primary Capital programme, Play capital programme and *myspace*, the new programme for delivering world class youth facilities, are taking similar strategic approaches to underpin the investment.

The Department continues to build and develop its strategy for capital investment: its priorities; its impacts; and its future needs. This reflects the huge task of addressing the historic backlog of under investment. The Department's new strategic programmes for early years provision, and primary, secondary and further education are now beginning to deliver a transformation in the learning and skills and children's services physical landscape. These will provide a model for how government investment will develop as the 15 to 20 year strategic and transformational programmes roll out.

Seeking to be responsive to local needs and the aspirations of local communities, clear local strategic leadership lies at the heart of the Department's approach to each capital investment strategy. Along with its non-departmental public bodies, the Department works closely with local authorities (LAs) and their local partners to build their skills and capacity so that the investment is

genuinely transformative and plans are integrated with those for the community regeneration to secure value for money. For example, during 2008-09, the Department will be working with LAs to investigate and test further ways capital programmes could be further integrated that enable LAs and their partners to develop the necessary facilities for children, young people and families in a flexible and efficient manner.

Local areas are increasingly co-locating services providing integrated support to children, young people and families and the success of children's centres and extended schools demonstrates the benefits of this approach. The Department will be producing further guidance to encourage and help facilitate increased co-location later in 2008.

Details of the Department's capital spending for the period 2002-03 to 2007-08 and plans for 2008-09, 2009-10 and 2010-11 are set out in Annex C.

Annex D sets out how the capital expenditure has been employed by the Department and its non-departmental public bodies from 2002-03 to 2006-07 with an estimated balance sheet for 2007-08, and forecast balance sheets for 2008-09, 2009-10 and 2010-11 based on investment plans.

### **Sure Start, early education and childcare**

The Department's capital spending on Sure Start, early education and childcare supports the commitments set out in the *Ten year strategy for childcare: Choice for parents, the best start for children* published in December 2004. An action plan *Choice for parents, the best start for children: making it happen* was published in May 2006 setting out how the Department will work with partners to deliver a transformation to services.

LAs are responsible for working with local partners to plan and deliver services to meet the needs of parents and children. The Department provides funding for LAs through the Sure Start, Early Years

and Childcare Grant to create new buildings, and to refurbish and extend existing premises to promote choice and to enable integrated services to be provided.

A total of just under £1 billion capital grant has been allocated to LAs over the 2007 Comprehensive Spending Review period. To promote flexibility, the Department notified allocations in a single capital block for children's centres, childcare and early years provision. This block comprises of capital funding for Sure Start Children's Centres (start up and maintenance), early years provision (including investment both to improve quality and to support the delivery of the extended free offer for 3- and 4-year-olds) and childcare. It also includes funding for the seven authorities participating in the Workplace Nurseries capital programme. This capital programme is designed to both help families with children and work responsibilities and to contribute to sustainable employment in the participating authorities. It will specifically help small and medium sized enterprises to provide good quality childcare for their employees.

Sure Start Children's Centres are at the heart of the Every Child Matters Change for Children programme, offering integrated support to children and their families. Sure Start Children's Centre funding is aimed at developing centres for every community by 2010. In March 2008, the target of 2,500 centres was achieved, so that over two million young children and their families now have access to a children's centre. By 2010, the Sure Start Children's Centre network will grow to 3,500, ensuring that young children and families in every community will have access to a centre.

### **Play and wellbeing**

Children today lead busy lives. They are engaged in a wide variety of activities and there has been an

increase in the level of structured, organised activities in which they take part. The vast majority of children say that they enjoy going outside to play, but the opportunities for outdoor play appear to be falling. Concerns about safety (especially road traffic), the loss of open green space, the poor availability and quality of some existing facilities, and the increasingly structured use of children's spare time are all barriers to children engaging in more outdoor play. The needs of communities, and the families within these, are often not reflected in the design and location of public play areas.

The cumulative impact of these factors is reflected in one of the key messages that children, young people and their parents consistently feed back to the Government – that there aren't enough safe, stimulating places for them to go, and that tackling this is one of the most important things that government can do to help families today.

### *Play Strategy*

The Department has made a substantial investment in providing children with safe, stimulating places to play. The *Children's Plan* announced a new investment package of £225 million over the next three years to support local authorities, parents and communities in providing safe and fun play facilities for children. The Department has now added £10 million to this, meaning that over the next three years £235 million will be invested in play. This will fund 30 new adventure playgrounds, and up to 3,500 play areas nationally will be developed.

The Department wants to see sites that encourage and enable physically active play, which is attractive to 8- to 13-year-olds, and which more children, including disabled children, can access safely. Sites should be open-access, with children generally free to independently come and go as

they please and access to sites should be free of charge.

The £235 million new funding will provide for:

- The piloting of adventure play parks and the innovative development of public play spaces.
- A training offer to every local authority to help planners, engineers and managers of public spaces understand the value of playable space to children and best practice in delivering this.
- Funding to enable 4,000 play workers to achieve recognised play qualifications and, within that, to enable a core of professionally qualified new graduate leaders to emerge.
- An offer of capital funding to every local authority in England not already covered by the pathfinders to support the delivery of stimulating local places to play. This will allow up to 3,500 playgrounds to be rebuilt or renewed and made accessible to all children, including those with disabilities.

### **Schools**

Record investment continues to be made in school buildings and infrastructure with total support for investment in school buildings, facilities and ICT rising from £5.9 billion in 2006-07 to £6.7 billion in 2007-08, and planned to rise to over £8.2 billion (including £1.32 billion private finance initiative (PFI) credits). Over the 2007 Comprehensive Spending Review period, £21.9 billion of schools capital has been allocated. This unprecedented investment is not only improving the condition, suitability and sufficiency of England's schools, but is supporting government priorities of improving standards, the diversity and accessibility agendas, personalised learning, the 14-19 reforms, extended schools and co-location of services, the healthy schools agenda including play, sports and healthy eating, and sustainability aims. It supports wider

regeneration programmes and the creation of sustainable communities.

In the ten years to 2007, local authorities have reported that they have built over 1,100 new schools, including replacement schools, and a further 1,850 schools have had more than half of their buildings renewed. In addition, there have been: almost 28,000 new or improved classrooms and other teaching spaces; over 6,600 new or improved science laboratories; 433 new or improved sixth form blocks; 1,231 new assembly or dining halls; and 2,311 kitchens improved. 2,456 schools have had improved sports provision, with new sports halls, all weather pitches, gyms or changing facilities. In all, over 11,300 temporary classrooms have been removed. 393 new special educational needs (SEN) units in mainstream schools were created, and a further 455 schools had SEN provision improved. In 2007-08, a total of 180 newly built schools were set to open.

The Department provides a balance of programmes that enable schools, local authorities, dioceses and others to invest to the best effect for children and learners. These include:

- Devolved programmes, which go direct to every school, local authority and diocese for local priorities.
- Strategic programmes, to deliver long-term national priorities for renewing the schools estate.
- Targeted programmes, which focus on projects which support government priorities which are too large for the devolved programmes and too urgent to wait for the strategic programmes.

Through Devolved Formula Capital, from 2006-07 until 2010-11, a typical unmodernised primary school of 250 pupils will receive £34,000 each year to spend according to its needs on buildings or

technology. In the same period, a typical unmodernised secondary school of 1,100 pupils will receive £113,000 each year. Schools which have been built or substantially remodelled since 1997 will receive half of these amounts. In addition, over £2 billion will be available each year, across every local authority, diocese and school for local priorities (for example, to support modernisation, basic need or school access programmes).

Building Schools for the Future (BSF), the cornerstone of the strategic renewal of the schools estate aims to give every secondary school pupil and teacher world class facilities in 15 waves of investment from 2005-06, subject to future spending decisions. About 1,000 school building projects in 72 local authorities are already under way in the first six waves of BSF, including 97 academies which are now built through BSF, and 39 schools in the 'One School Pathfinder' offer to authorities late in the BSF programme to renew their neediest school. In September 2007, the first all new BSF school opened at Brunel Academy in Bristol, and by the end of 2007-08 there were 12 BSF schools open. In 2008-09, a further 35 BSF schools should open, in 2009-10 a further 115 BSF schools are expected and in 2010-11 a further 165 schools should be open. From 2011-12, 200 new or remodelled schools a year will be delivered.

BSF ensures that investment in schools supports educational transformation by requiring all authorities, in order to proceed in the programme, to provide a robust 'Strategy for Change' which demonstrates strong strategic delivery of educational transformation and investment plans across their area. The Department is supported in its delivery of BSF by:

- Partnerships for Schools, a non-departmental public body jointly owned and managed with Partnerships UK (PUK).

- Building Schools for the Future Investments LLP, also jointly owned, managed and funded with PUK, who make investments in local education partnerships and project vehicles on behalf of the Department and PUK, as another key component of delivering the transformational change required in BSF.

In 2008-09 the Department is consulting on proposals for the management of waves 7 to 15 of the programme.

The Primary Capital programme is aimed at strategic renewal of the primary schools estate, providing support to local authorities to rebuild, remodel or refurbish at least half of all primary schools over 14 years from 2008-09, with the aim of rebuilding or taking out of use five per cent nationally and a higher proportion in the most deprived areas. The Department is now working with 23 regional pathfinders to: test systems and processes ahead of the national roll out; deliver high quality exemplar projects in each region; and build capacity and share good practice regionally. Pathfinders share £150 million of capital investment in 2008-09. From 2009 to 2011, subject to approval of a primary sector 'Strategy for Change', all authorities will benefit from a share of additional primary sector capital investment of £1.75 billion.

A revised Targeted Fund has been provided over the 2007 Comprehensive Spending Review period to support choice and diversity and other ministerial priorities. These resources may be called upon to provide support for projects such as: new schools by promoters, including parent promoters which local authorities cannot reasonably fund from other sources; fresh start schools and federations; and the expansion of successful and popular schools. It also includes funding to support putting new kitchens in schools without them, in authorities with high levels of this need. Further, local authorities not in BSF waves 1-6 have been

allocated a flat rate of £8 million each for 14-19 and special educational need investment.

In addition, to support a move to new sustainability aims, targeted funding of £110 million has also been earmarked in the three years from 2008 to enable over 230 new school buildings in the BSF, Academies and One School Pathfinder programmes, to meet a 60 per cent carbon emissions reduction. This is the first step towards the longer term ambition of zero carbon new school buildings by 2016.

The Government recognises that significant extra investment comes from local authorities, voluntary aided and specialist schools, local communities, academy sponsors, private developers and from other government and European bodies. This is vital in enabling more work to be done in schools, particularly with extended school facilities for the benefit of the whole community.

Taken together, the Department's support for capital investment in schools supports the aims of the *Children's Plan* to give all our children the best possible start in life. It means:

- More resources for every school and authority to spend on its own priorities at its discretion.
- Support for strategic renewal of the primary and secondary school estates, starting with those that need it most.
- Targeted funding to support government priorities.

### Information and communications technology (ICT)

Harnessing Technology is the Government's strategy for the development of ICT in education, skills and children's services. The British Educational Communications and Technology Agency (Becta) leads the development and implementation of the strategy, and is working with partners across all sectors of education to ensure a co-ordinated approach to its delivery.

Becta has been refreshing the original strategy (published in 2005), to articulate the approach that will be taken in the next six years to ensure that technology supports the achievement of the Department's Strategic Objectives for education and children's services as outlined in the *Children's Plan*. The refreshed strategy and subsequent sector-based delivery plans will focus on how technology underpins the development of a demand-led education system that is responsive to the requirements of learners, parents/carers and employers, and the actions needed at every level in order to create an e-confident system. Whilst good progress has been made, evidence shows that across the system some 20 per cent are well on the way to being e-confident. The strategy aims to increase this figure to 80 per cent by 2012.

In progressing towards such a system, a powerful driver for change will be the demands made by learners and parents/carers around the quality of the technology-based learning experience they expect to receive, and by employers on the types of technology skills they want their future employees to possess. To this end, Becta has launched the Next Generation Learning campaign. This aims to inform and enthuse learners, parents/carers and employers about the benefits of ICT in learning, and to help them be more challenging and demanding of their education and training providers so that everyone gets the best from technology.

Becta continues to help schools realise the full benefit of their technology investment through the Self Review Framework. This provides school leaders with a route map explaining how they should deploy and develop ICT to best support whole school improvement, and tools to assist with critical reflection and action planning. Currently, well over half the schools in England have made active use of the Framework. Becta also operates a range of EU compliant procurement frameworks which provide schools and local

authorities with a simple way of purchasing ICT products and services at best value. Over a three year period (to March 2008), these procurement frameworks have saved the education sector at least £85 million.

Computers and the internet can support pupil learning at home in powerful ways, but those without ready access technology, and the support needed to use it effectively, lose out on these opportunities. From 2006 to 2008, £60 million of funding has been distributed through the Computers for Pupils project to provide home computer access to some of the most disadvantaged secondary school pupils and their families. The longer term ambition is to make home access to personal technology for learning a reality for all pupils by 2011, irrespective of their circumstances. The Home Access Taskforce has been working to identify effective and financially sustainable approaches to achieving this aim and will make recommendations on ways forward in mid 2008.

The substantial central government investment in ICT for schools over the last decade will continue, with over £800 million earmarked for this purpose in the next three years. The method of distributing ICT funding to schools and local authorities has been streamlined by the Department and Becta, with previously separate grants for technology infrastructure, internet connectivity and digital curriculum resources now combined into a single Harnessing Technology grant. The new funding arrangement is simpler for schools and local authorities to manage and allows them greater freedom to use this capital funding in ways that meet their own local priorities. The allocation formula has also been revised to take greater account of deprivation at local authority level, helping schools and local authorities in using technology to overcome the effects of socio-

economic disadvantage experienced by some pupils and their families.

## Supporting young people

### *Improving places for young people to go*

The investment of over £290 million (£190 million via *myplace* delivered by the Big Lottery Fund and £102 million via the Youth Capital Fund) of the Department's funding over the next three years and the reinvestment of unclaimed assets will offer a once in a generation opportunity to improve places to go for young people. The ambition is that the Department's capital investment drives both a major change in the level of ambition across the country and a transformation in the way facilities for young people are planned and delivered, particularly in the role and influence of young people and the level of genuine cross-sector partnership working. *Aiming high for young people: a ten year strategy for positive activities* set an ambition for new and improved places to go in all areas of the country over the next ten years.

In order to make the most of this opportunity it is essential that new investment is underpinned by an integrated and strategic approach by local partners to planning and delivering places for young people to go. This strategic planning should be driven by the active participation of young people and take place in partnership with a wide range of local partners from across the public, third and private sectors. It should consider the need for both large ambitious projects as supported by *myplace*, delivered on behalf of the Department by the Big Lottery Fund, as well as smaller neighbourhood level facilities, particularly in the most deprived areas, including those that can be delivered through the Youth Capital Fund.

On 3 April 2008, *myplace* was launched to deliver £190 million of government capital investment over the next three years through grants of

between £1 million and £5 million. Delivered by the Big Lottery Fund, *myplace* investment will focus on world class facilities driven by the active participation of young people and their views and needs. Facilities will need to be delivered in cross-sector partnership and offer young people a safe place to go, access to an exciting range of positive leisure time activities and access to support services as and when they are needed. The *myplace* investment may fund new builds or the refurbishment or redevelopment of existing assets.

The Youth Opportunity and Capital Funds have already gone a long way in empowering and involving young people in local investment decisions. On top of a baseline of £26.5 million per annum, the Youth Task Force Action Plan announced £22.6 million additional capital investment via the Youth Capital Fund in 2008-09 in the 50 most deprived local authorities. This continued and increased investment over the next three years will ensure that in every local authority area young people will be empowered to improve youth facilities through direct control over capital resources.

### Delivering flexible opportunities for young people 14-19

Established in 2006 the 16-19 Capital Fund, which is administered by the Learning and Skills Council, continues to support new provision in schools and further education that improves quality and choice for 16- to 19-year-olds. The fund totalled £166 million in 2007-08. Over the 2007 Spending Review period a total of £210 million/£210million/£210 million in capital funds is being made available for new 16-19 places in schools, sixth form colleges or further education settings.

The programme of 14-19 reforms, including the introduction of new diplomas, will transform the learning experience for every young person in

England. From September 2008, the first five diplomas will be taught in selected areas of the country, determined following a Gateway process. As part of this process, the Department allocated a one off pot of £47 million for capital projects to support the delivery of diplomas in successful areas.

For the second Diploma Gateway, which announced in March 2008 the consortia that will be delivering one or more of the first ten diploma lines from September 2009, the Department asked local areas to fund diploma capital projects from existing lines of funding (for example, Targeted Capital Funding, BSF, Further Education Modernisation Funding). This reflects the importance of 14-19 within the overall package of capital funding from the Department, and encourages local areas to think about the position of 14-19 reforms within the wider education setting.

### **Public private partnerships/Private finance initiatives**

Public private partnerships projects, including private finance initiatives (PFI) continue to form a significant part of the Department's capital programme. PFI is used in capital procurement where it demonstratively provides the public sector with better value for money in procuring modern, high quality services from the private sector. There are currently 13 signed PFI deals as a result of the Building Schools for the Future programme as well as 107 signed operational PFI contracts in the school sector involving around 845 schools.

# Chapter 10

## Efficiency to Deliver

This section sets out progress towards the Department for Children, Schools and Families (DCSF) element of the former Department for Education and Skills (DfES) 2004 Spending Review Efficiency targets. Progress towards the DIUS element of the former Department for Education and Skills (DfES) 2004 Spending Review Efficiency targets will be reported in the *DIUS 2008 Departmental Report*.

LATEST ASSESSMENT	Former DfES 2004 Spending Review Efficiency target
	The Department plans to:
Element 1: On course	achieve over £4.3 billion in annual efficiency gains by 2007-08, contributing towards the Government's overall target of over £20 billion over the 2004 Spending Review period; (Element 1)
Element 2: On course	reduce the total number of civil service (full-time equivalent) posts by 1,960 (comprising 1,460 department posts and 500 in the Office for Standards in Education) by 2008 from a baseline at October 2003; and (Element 2)
Element 3: Ahead	be on course to relocate around 800 posts from the department and its partner organisations out of London and the South East by 2010. (Element 3)

Following the recent Machinery of Government changes in June 2007, responsibility of delivering the DfES legacy targets is shared between the DCSF and DIUS. The DCSF plans to achieve over £4 billion in annual efficiency gains over the 2004 Spending Review period; reduce the total number of civil service (full-time equivalent) posts by 1,960 in conjunction with DIUS; and be on course to relocate 760 posts.

## Element 1:

Baseline: See *Efficiency Technical Note*

Latest outturn against trend: Efficiency gains of £3.4 billion achieved by 31 December 2007

### Performance:

Against the DfES legacy target of £4.3 billion, £3.4 billion worth of efficiency gains have been achieved by the end of December 2007. Against the DCSF element of this target, £4.0 billion, £2.9 billion worth of efficiency gains have been achieved by the end of December 2007.

Where gains have been reported, the Department is ahead of trajectory overall. There are some lags in the Department's reporting of efficiency gains, due to the use of academic years as opposed to financial years and the unavoidable time taken to gather data from so many frontline institutions.

The Department remains confident that the target will be reached. Of the £3.4 billion reported by the end of December 2007, about £1.1 billion is cashable and £3.2 billion is recyclable in that it is non-financial resource which is being redeployed at the frontline to improve services.

### Quality

The majority of efficiency gains stem from programmes within the Department that were developed to improve the quality of provision in children's services, schools and colleges and quality is therefore expected to improve as efficiencies are realised. A number of quality measures are being tracked to ensure that efficiencies do not lead to reductions in quality. Most of the Department's efficiency measures have quality measures linked to the Department's 2004 Spending Review Public Service Agreement targets.

### Progress

The Department is continuing to take steps to ensure that efficiency gains are integrated into, and implicit in, delivery programmes. The key aim is to help frontline organisations make better use of their funds, increasing value for money. The Department's *Efficiency Technical Note* sets out the key elements of the efficiency programme. Since the *Autumn Performance Report* in December 2007, the following delivery areas have contributed to the efficiency programme:

- Four Local Education Partnerships were established to deliver Building Schools for the Future.
- Final data from local authorities showed that 76 per cent of secondary schools had achieved the Financial Management Standard in Schools at 31 March 2007.
- Implementing the new 2006/07 Consistent Financial Reporting framework to support improved financial reporting and benchmarking by schools.
- Launch of a school efficiency measurement pilot in three local authorities.

Over the next six to twelve months, the Department will carry out the following actions to ensure realisation of its 2004 Spending Review efficiency target:

- Establish the support team for OPEN, the online procurement tool for schools, which includes a supplier adoption element.
- Development of a specification for the Home to School Transport ICT solution along with the appointment of a solution supplier.
- Implement new functionality on the school financial benchmarking website to allow schools to be identified by name.
- Completion of the school efficiency measurement pilot. Results will be used to inform future benchmarking development and promote good practice.

### Element 2:

Baseline: DCSF – 4,660 (full-time equivalent) posts at October 2003, Ofsted 2,570 (full-time equivalent) posts in 2003-04

Latest outturn against trend: Workforce reductions of 2,058 (full-time equivalent) posts have been reported to 31 December 2007

### Performance:

Progress towards achieving the full-time equivalent headcount reductions target has slowed recently and plans are in place to ensure delivery following the recent Machinery of Government changes.

In Ofsted, the merger with other inspection functions has led to headcount reductions beyond those envisaged at the outset of the programme. Ofsted has therefore already made headcount reductions above their 500 target.

### Element 3:

Baseline: Post and staff numbers at 1 April 2004

Latest outturn against trend: 614 posts relocated as at 31 December 2007

### Performance:

#### 760 post relocations target

By 31 December 2007, a total of 614 posts had been relocated against the cumulative profile. Further relocations of posts from the Qualifications and Curriculum Authority, Training and Development Agency for Schools, the Department for Children, Schools and Families and others will take place during the next two years. By 2010 the Department is therefore expected to significantly exceed its target.

## Measurement

### Data Systems:

Elements 1, 2 and 3: Detailed in Efficiency Technical Note

### Method of data collection:

Elements 1, 2 and 3: Detailed in Efficiency Technical Note

### Related Links:

Efficiency Technical Note:

[www.dcsf.gov.uk/publications/pdf/DfES%20Efficiency%20Technical%20Note.pdf](http://www.dcsf.gov.uk/publications/pdf/DfES%20Efficiency%20Technical%20Note.pdf)

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# Annexes

## Annex A: Total Departmental Spending<sup>1</sup>, 2002-03 to 2010-11 (£ million)

	2002-03 Outturn	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Estimated Outturn	2008-09 Plans	2009-10 Plans	2010-11 Plans
<b>Resource DEL</b>									
Schools	5,421	5,847	6,267	7,067	34,363	36,435	37,712	39,143	40,821
<i>of which:</i>									
Dedicated Schools Grants	–	–	–	–	26,576	28,064	29,563	30,615	31,893
Young People	3,484	4,337	4,669	5,314	5,652	5,704	5,511	5,697	5,921
Children and Families	1,293	1,360	1,168	1,465	1,688	2,324	1,982	2,517	3,331
Area Based Grants	–	–	–	–	–	–	1,168	1,285	1,236
Activities to support all functions	193	215	235	219	230	256	356	405	451
<b>Total resource budget (DEL)</b>	<b>10,391</b>	<b>11,759</b>	<b>12,339</b>	<b>14,065</b>	<b>41,933</b>	<b>44,719</b>	<b>46,729</b>	<b>49,047</b>	<b>51,760</b>
<i>of which:</i>									
Near-cash	10,395	11,685	12,321	14,024	41,925	44,731	46,759	49,084	51,785
<b>Resource AME</b>									
Activities to support all functions	–	–	–	–	–	12	–	–	–
Teachers' Pension Scheme <sup>2</sup>	7,156	6,575	6,344	8,037	8,599	10,653	11,138	11,680	12,258
<b>Total resource budget (AME)</b>	<b>7,156</b>	<b>6,575</b>	<b>6,344</b>	<b>8,037</b>	<b>8,599</b>	<b>10,665</b>	<b>11,138</b>	<b>11,680</b>	<b>12,258</b>
<i>of which:</i>									
Near-cash	1,567	659	871	1,107	1,235	1,417	1,774	2,123	2,399
<b>Total resource budget<sup>3,4,8</sup></b>	<b>17,547</b>	<b>18,334</b>	<b>18,683</b>	<b>22,102</b>	<b>50,532</b>	<b>55,384</b>	<b>57,867</b>	<b>60,727</b>	<b>64,018</b>
<i>of which:</i>									
depreciation	14	14	16	16	17	29	11	11	11
<b>Capital DEL</b>									
Schools	2,636	3,297	3,832	4,079	3,700	4,791	5,292	5,643	6,857
Young People	24	27	24	9	34	111	274	268	298
Children and Families	54	131	202	313	302	616	308	396	330
Activities to support all functions	16	14	10	10	17	14	136	69	146
<b>Total capital budget (DEL)</b>	<b>2,730</b>	<b>3,469</b>	<b>4,068</b>	<b>4,411</b>	<b>4,053</b>	<b>5,532</b>	<b>6,010</b>	<b>6,376</b>	<b>7,631</b>
<b>Total capital budget<sup>5,6,7</sup></b>	<b>2,730</b>	<b>3,469</b>	<b>4,068</b>	<b>4,411</b>	<b>4,053</b>	<b>5,532</b>	<b>6,010</b>	<b>6,376</b>	<b>7,631</b>
<b>Total departmental spending<sup>9</sup></b>									
Schools	8,055	9,142	10,096	11,143	38,058	41,223	43,002	44,784	47,676
Young People	3,506	4,364	4,691	5,322	5,685	5,814	5,784	5,964	6,217
Children and Families	1,346	1,488	1,368	1,776	1,989	2,939	2,290	2,912	3,661
Area Based Grants	–	–	–	–	–	–	1,168	1,285	1,236
Activities to support all functions	200	220	235	219	237	258	484	466	589
Teachers' Pension Scheme	7,156	6,575	6,344	8,037	8,599	10,653	11,138	11,680	12,258
<b>Total departmental spending<sup>†</sup></b>	<b>20,263</b>	<b>21,789</b>	<b>22,734</b>	<b>26,497</b>	<b>54,568</b>	<b>60,887</b>	<b>63,866</b>	<b>67,091</b>	<b>71,637</b>
<i>of which:</i>									
DEL	13,106	15,214	16,390	18,460	45,969	50,234	52,728	55,411	59,379
AME	7,156	6,575	6,344	8,037	8,599	10,653	11,138	11,680	12,258

## Annex A: Total Departmental Spending, 2002-03 to 2010-11 (£ million) (continued)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
	Outturn	Outturn	Outturn	Outturn	Outturn	Estimated Outturn	Plans	Plans	Plans
<b>Spending by local authorities on functions relevant to the Department</b>									
<b>Current spending</b>	27,401	30,527	32,321	34,458	36,040	37,936	–	–	–
<i>of which:</i>									
financed by grants from budgets above	4,041	4,180	4,068	4,781	31,898	33,702	–	–	–
<b>Capital spending</b>	2,389	3,050	3,407	3,817	3,815	4,581	–	–	–
<i>of which:</i>									
financed by grants from budgets above <sup>††</sup>	2,463	3,231	3,729	4,060	3,575	4,945	–	–	–

† Total departmental spending is the sum of the resource budget and the capital budget less depreciation. Similarly, total DEL is the sum of the resource budget DEL and capital budget DEL less depreciation in DEL, and total AME is the sum of resource budget AME and capital budget AME less depreciation in AME.

†† This includes loans written off by mutual consent that score within non-cash resource budgets and are not included in the capital support to local authority line in Annex C.

1. The breakdowns in this table are different to those published in other spring publications because they reflect the new DCSF structure adopted to ensure the Department can maximise the effectiveness of delivery on its new priorities.
2. Figures include changes due to the recording of pension scheme accounts, estimates and budgets under FRS 17.
3. Includes expenditure by non-departmental public bodies, which is financed by voted grants.
4. Includes non-cash items i.e. capital charges, depreciation and provisions.
5. Including ring-fenced Capital Modernisation Fund.
6. Figures include reclassification changes of capital investment from resource DEL to capital DEL.
7. Includes capital expenditure by non-departmental public bodies, which is financed by voted grants, and local authority credit approvals.
8. Includes expenditure on the New Deal for Schools previously recorded in the Welfare to Work/Employment Opportunities Fund DEL.
9. Figures exclude any Devolved Formula Capital grant which schools have chosen to carry over for up to three years to help fund larger capital projects.
10. These figures are not directly comparable with table 8.5 as they additionally include spending on Primary and Secondary Voluntary Aided schools.

## Annex B: Resource budget DEL and AME<sup>6</sup>, 2002-03 to 2010-11 (£ million)

	2002-03 Outturn	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Estimated Outturn	2008-09 Plans	2009-10 Plans	2010-11 Plans
<b>Resource DEL</b>									
Schools	5,421	5,847	6,267	7,067	34,363	36,435	37,712	39,143	40,821
<i>of which:</i>									
<i>Dedicated Schools Grant</i>	–	–	–	–	26,576	28,064	29,563	30,615	31,893
<i>School sixth form funding</i>	1,399	1,525	1,655	1,783	1,944	2,040	2,107	2,184	2,263
Young People	3,484	4,337	4,669	5,314	5,652	5,704	5,511	5,697	5,921
<i>of which:</i>									
<i>Learning and Skills Council   (excl School sixth form   funding and EMA)</i>	2,639	3,254	3,454	3,967	4,237	4,367	4,535	4,750	4,996
Children and Families	1,293	1,360	1,168	1,465	1,688	2,324	1,982	2,517	3,331
<i>of which:</i>									
<i>Sure Start</i>	648	604	728	929	1,060	1,160	1,278	1,506	1,626
<i>Cafcass</i>	84	93	107	101	104	106	115	124	133
Area Based Grants	–	–	–	–	–	–	1,168	1,285	1,236
Activities to support all functions	193	215	235	219	230	256	356	405	451
<b>Total resource budget (DEL)</b>	<b>10,391</b>	<b>11,759</b>	<b>12,339</b>	<b>14,065</b>	<b>41,933</b>	<b>44,719</b>	<b>46,729</b>	<b>49,047</b>	<b>51,760</b>
<i>of which:</i>									
Near-cash <sup>†</sup>	10,395	11,685	12,321	14,024	41,925	44,731	46,759	49,084	51,785
<i>of which:</i>									
Pay	204	241	261	274	283	289	–	–	–
Procurement	177	179	162	139	279	348	469	468	470
Current grants and subsidies to the private sector and abroad	1,962	2,328	2,731	2,694	2,449	2,568	2,911	3,343	4,074
Current grants to local authorities	4,041	4,180	4,068	4,781	31,898	33,702	35,794	37,362	38,967
Depreciation	14	14	16	16	17	17	11	11	11
<b>Resource AME</b>									
Activities to support all functions	–	–	–	–	–	12	–	–	–
Teachers' Pension Scheme <sup>1</sup>	7,156	6,575	6,344	8,037	8,599	10,653	11,138	11,680	12,258
<b>Total resource budget (AME)</b>	<b>7,156</b>	<b>6,575</b>	<b>6,344</b>	<b>8,037</b>	<b>8,599</b>	<b>10,665</b>	<b>11,138</b>	<b>11,680</b>	<b>12,258</b>
<b>Total resource budget<sup>2,3,4,5</sup></b>	<b>17,546</b>	<b>18,335</b>	<b>18,682</b>	<b>22,102</b>	<b>50,532</b>	<b>55,34</b>	<b>57,867</b>	<b>60,727</b>	<b>64,017</b>

† The breakdown of near-cash in Resource DEL by economic category may exceed the total near-cash Resource DEL reported above because of other income and receipts that score in near-cash Resource DEL but are not included as pay, procurement, or current grants and subsidies to the private sector, abroad and local authorities.

- Figures include changes due to the recording of pension scheme accounts, estimates and budgets under FRS 17.
- Includes expenditure by non-departmental public bodies, which is financed by voted grants.
- Includes non-cash items i.e. capital charges, depreciation and provisions and expenditure by the levy funded Construction Industry Training Boards.
- Includes figures in both DEL and AME.
- Includes ring-fenced Invest to Save Budget allocations.
- The breakdowns in this table are different to those published in other spring publications because they reflect the new DCSF structure adopted to ensure the Department can maximise the effectiveness of delivery on its new priorities.

Annex C: Capital budget DEL and AME<sup>5</sup> 2002-03 to 2010-11 (£ million)

	2002-03 Outturn	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Estimated Outturn	2008-09 Plans	2009-10 Plans	2010-11 Plans
<b>Capital DEL</b>									
Schools <sup>1</sup>	2,636	3,297	3,832	4,079	3,700	4,791	5,292	5,643	6,857
Young People	24	27	24	9	34	111	274	268	298
<i>of which:</i>									
<i>Learning and Skills Council (excl School sixth form funding and EMA)</i>	18	20	15	1	30	95	210	210	240
Children and Families	54	131	202	313	302	616	308	396	330
<i>of which:</i>									
<i>Sure Start</i>	32	116	193	310	287	602	295	383	315
<i>Cafcass</i>	2	1	1	-	2	1	-	-	-
Activities to support all functions	16	14	10	10	17	14	136	69	146
<b>Total capital budget (DEL)</b>	<b>2,730</b>	<b>3,469</b>	<b>4,068</b>	<b>4,411</b>	<b>4,053</b>	<b>5,532</b>	<b>6,010</b>	<b>6,376</b>	<b>7,631</b>
<i>of which:</i>									
Capital expenditure on fixed assets net of sales <sup>†</sup>	20	15	13	11	18	13	21	20	20
Capital grants to the private sector and abroad	230	203	311	339	430	478	426	336	131
Capital support to local authorities <sup>††</sup>	2,463	3,231	3,729	4,060	3,575	4,945	5,229	5,751	7,104
<b>Total capital budget<sup>2,3,4</sup></b>	<b>2,730</b>	<b>3,469</b>	<b>4,068</b>	<b>4,411</b>	<b>4,053</b>	<b>5,532</b>	<b>6,010</b>	<b>6,376</b>	<b>7,631</b>

† Expenditure by the Department and NDPBs on land, buildings and equipment, net of sales. Excludes spending on financial assets and grants, and public corporation's capital expenditure.

†† This does not include loans written off by mutual consent that score within non-cash Resource Budgets.

\* Included in Resource Budget

1. Includes expenditure on the New Deal for Schools previously recorded in the Welfare to Work/Employment Opportunities Fund DEL.

2. Includes: (a) capital expenditure by non-departmental public bodies financed by voted grants; and (b) local authority credit approvals.

3. Includes figures in both DEL and AME.

4. Includes ring-fenced Capital Modernisation Fund and Invest to Save Budget allocations.

5. The breakdowns in this table are different to those published in other spring publications because they reflect the new DCSF structure adopted to ensure the Department can maximise the effectiveness of delivery on its new priorities.

## Annex D: Capital employed, 2002-03 to 2010-11 (£000s)

	2002-03 Outturn	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Estimated Outturn <sup>2</sup>	2008-09 Plans	2009-10 Plans	2010-11 Plans
<b>Assets on balance sheet at the end of year:</b>	<b>83,711</b>	<b>81,910</b>	<b>86,826</b>	<b>95,663</b>	<b>110,716</b>	<b>96,190</b>	<b>83,076</b>	<b>83,785</b>	<b>84,495</b>
Fixed assets									
<i>of which:</i>									
Intangible assets	1,704	1,417	1,955	2,344	13,499	16,574	18,576	20,575	22,575
Tangible assets	82,007	80,493	84,871	93,319	97,217	79,616	64,500	63,210	61,920
<i>of which:</i>									
<i>Land and buildings</i>	<i>58,901</i>	<i>53,305</i>	<i>56,917</i>	<i>66,194</i>	<i>69,280</i>	<i>49,914</i>	<i>50,000</i>	<i>49,000</i>	<i>48,000</i>
Investments	1,378	788	752	1,354	1,289	1,230	1,170	1,110	1,050
Debtors falling due after more than one year	-	-	2,465	582	111	-	-	-	-
Current assets	337,488	291,028	306,059	231,860	140,438	975,648	300,000	200,000	200,000
Creditors – less than one year	(614,930)	(439,663)	(623,287)	(533,850)	(326,113)	(1,361,066)	(250,000)	(250,000)	(250,000)
Provisions	(38,950)	(32,584)	(62,595)	(72,155)	(73,837)	(64,307)	(54,306)	(51,307)	(49,302)
Capital employed within the main department <sup>1</sup>	(231,303)	(98,521)	(289,780)	(276,546)	(147,396)	(352,305)	79,940	(16,412)	(13,757)
NDPB net assets <sup>2</sup>	14,178	9,932	(2,169)	5,669	(3,679)	(12,000)	(12,000)	50	50
Public corporation net assets	4,940	8,541	8,933	7,803	8,748	8,000	8,000	8,000	8,000
<b>Total capital employed in departmental group</b>	<b>(212,185)</b>	<b>(80,048)</b>	<b>(283,016)</b>	<b>(263,074)</b>	<b>(142,327)</b>	<b>(356,305)</b>	<b>75,940</b>	<b>(8,362)</b>	<b>(5,707)</b>

1. The capital employed for 2002-03 to 2005-06 has been restated to exclude the student loans and related provisions which have transferred to the Department for Innovation, Universities and Skills. A full split of assets and liabilities has been calculated from 2006-07 onwards.
2. Following the machinery of government changes in June 2007 DCSF continued to fund higher education and skills related activities which had transferred to DIUS from the Supply voted to Dept for Education and Skills as they did not have a Supply Estimate of their own. The financing for the DIUS April – December payments was refunded to DCSF when the DIUS Supply Estimate was approved in January 2008. However as departments are not permitted to return funding to the Consolidated Fund in-year, an unusually large balance (£798m) was left in the DCSF bank account at the end of the year. This also resulted in a £798m balance of unspent supply owed to the Consolidated Fund at 31 March which is included in creditors.
3. The NDPB net asset balances in the table have been restated from 2002-03 onwards to reflect the NDPBs that are part of the DCSF group.

## Annex E: Administration costs, 2002-03 to 2010-11 (£ million)

	2002-03 Outturn	2003-04 Outturn	2004-05 <sup>2</sup> Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Estimated Outturn	2008-09 Plans	2009-10 Plans	2010-11 Plans
<b>Administration expenditure<sup>1</sup></b>									
Paybill	118	132	132	114	125	127			
Other	71	71	80	81	74	70			
<b>Total administration expenditure<sup>1</sup></b>	<b>189</b>	<b>203</b>	<b>212</b>	<b>195</b>	<b>199</b>	<b>197</b>	<b>192</b>	<b>187</b>	<b>182</b>
Administration income	-6	-10	-3	-2	-3	-3	-2	-2	-2
<b>Total administrative budget<sup>1</sup></b>	<b>183</b>	<b>193</b>	<b>209</b>	<b>193</b>	<b>196</b>	<b>194</b>	<b>190</b>	<b>185</b>	<b>180</b>
<i>of which:</i>									
<b>Analysis by request for resource</b>									
Children and Families	10	17							
Activities to support All functions	173	176	209	193	196	194	190	185	180
<b>Total administration budget</b>	<b>183</b>	<b>193</b>	<b>209</b>	<b>193</b>	<b>196</b>	<b>194</b>	<b>190</b>	<b>185</b>	<b>180</b>

- Administration costs within the administration costs control regime.
- From 2004-05 the administration costs for all requests for resources were moved into main departmental administration.

## Annex F: Staff numbers<sup>1</sup>

	2002-03 Actual <sup>3</sup>	2003-04 Actual <sup>2,3</sup>	2004-05 Actual <sup>3</sup>	April 2006 <sup>4</sup> Actual	April 2007 Actual	April 2008 Actual	April 2009 Plans	April 2010 Plans	April 2011 Plans
<b>Department for Children, Schools and Families<sup>1</sup></b>									
Civil Service full-time equivalents	4,300	4,500	4,226	3,608	3,271	2,695			
Overtime	50	40	30						
Casuals	110	90	63	27	10	12			
<b>Total</b>	<b>4,460</b>	<b>4,630</b>	<b>4,319</b>	<b>3,635</b>	<b>3,281</b>	<b>2,707</b>	<b>2,620</b>	<b>2,430</b>	<b>2,430</b>

- The Department for Children, Schools and Families (DCSF) was formed when DfES was split during the June 2007 MoG changes.
- Figures from 2003-04 onwards include staff transferring to the Department for Education and Skills (DfES) from the Home Office, Department of Health and the Department of Constitutional Affairs following Machinery of Government (MoG) changes.
- Figures for 2002-03 to 2004-05 are financial year averages. Those for 2006 and forward years reflect the position at the start of each year in line with the DfES planned staff reductions of 1,460 by April 2008.
- Figures from April 2006 reflect the Machinery of Government transfer of DfES staff supporting the Special Educational Needs and Disability Tribunals to the Department of Constitutional Affairs.

## Annex G: Identifiable expenditure on services by country<sup>1</sup> and region (£ million)

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
	Outturn	Outturn	Outturn	Outturn	Outturn	Plans	Plans	Plans	Plans
North East	400	445	462	549	567	688	793	850	920
North West	961	994	1,081	1,260	1,276	1,680	1,890	2,026	2,189
Yorkshire and Humberside	707	706	783	926	941	1,240	1,403	1,513	1,640
East Midlands	564	566	653	697	775	1,006	1,162	1,249	1,350
West Midlands	765	783	832	1,010	1,052	1,352	1,542	1,646	1,763
Eastern	621	653	696	822	865	1,181	1,337	1,443	1,574
London	1,038	1,157	1,286	1,478	1,631	1,959	2,328	2,447	2,551
South East	915	909	1,014	1,212	1,308	1,751	1,987	2,138	2,319
South West	646	634	716	844	895	1,156	1,315	1,420	1,551
<b>Total England</b>	<b>6,618</b>	<b>6,847</b>	<b>7,523</b>	<b>8,799</b>	<b>9,310</b>	<b>12,012</b>	<b>13,756</b>	<b>14,731</b>	<b>15,857</b>
Scotland	11	5	6	8	9	11	12	14	17
Wales	122	53	70	87	97	119	130	153	182
Northern Ireland	2	1	1	1	1	2	2	2	2
<b>Total UK identifiable expenditure</b>	<b>6,753</b>	<b>6,906</b>	<b>7,600</b>	<b>8,895</b>	<b>9,417</b>	<b>12,145</b>	<b>13,901</b>	<b>14,901</b>	<b>16,058</b>
Outside UK	35	17	20	25	28	37	39	46	54
<b>Total identifiable expenditure</b>	<b>6,788</b>	<b>6,923</b>	<b>7,620</b>	<b>8,920</b>	<b>9,445</b>	<b>12,181</b>	<b>13,940</b>	<b>14,947</b>	<b>16,112</b>
Non-identifiable expenditure	0	0	0	0	0	60	224	211	324
<b>Total expenditure on services</b>	<b>6,788</b>	<b>6,923</b>	<b>7,620</b>	<b>8,920</b>	<b>9,445</b>	<b>12,241</b>	<b>14,164</b>	<b>15,158</b>	<b>16,436</b>

1. Annexes G, H and I show analyses of the department's spending by country and region, and by function. The data presented in these tables are consistent with the country and regional analyses (CRA) published by HM Treasury in Chapter 9 of *Public Expenditure Statistical Analyses (PESA) 2008*. The figures were taken from the HM Treasury public spending database in December 2007 and the regional distributions were completed in January and February 2008. Therefore the tables may not show the latest position and are not consistent with other tables in the Departmental Report.
2. The analyses are set within the overall framework of Total Expenditure on Services (TES). TES broadly represents the current and capital expenditure of the public sector, with some differences from the national accounts measure Total Managed Expenditure. The tables show the central government and public corporation elements of TES. They include current and capital spending by the department and its NDPBs, and public corporations' capital expenditure, but do not include capital finance to public corporations. They do not include payments to local authorities or local authorities own expenditure.
3. TES is a near-cash measure of public spending. The tables do not include depreciation, cost of capital charges, or movements in provisions that are in departmental budgets. They do include pay, procurement, capital expenditure, and grants and subsidies to individuals and private sector enterprises. Further information on TES can be found in Appendix E of *PESA 2008*.
4. The data are based on a subset of spending – identifiable expenditure on services – which is capable of being analysed as being for the benefit of individual countries and regions. Expenditure that is incurred for the benefit of the UK as a whole is excluded.
5. Across government, most expenditure is not planned or allocated on a regional basis. Social security payments, for example, are paid to eligible individuals irrespective of where they live. Expenditure on other programmes is allocated by looking at how all the projects across the department's area of responsibility, usually England, compare. So the analyses show the regional outcome of spending decisions that on the whole have not been made primarily on a regional basis.

## Annex H: Identifiable expenditure on services by country and region (£s per Head)

	2002-03 Outturn	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Plans	2008-09 Plans	2009-10 Plans	2010-11 Plans
North East	158	175	182	215	222	270	310	332	358
North West	142	146	159	184	186	244	273	290	312
Yorkshire and Humberside	141	140	155	181	183	240	270	288	310
East Midlands	134	133	152	161	178	229	262	279	299
West Midlands	145	147	156	189	196	251	285	302	322
Eastern	114	119	126	148	154	209	234	250	270
London	141	157	174	198	217	259	305	318	328
South East	114	112	125	148	159	211	238	254	273
South West	130	127	142	166	175	223	252	269	291
<b>Total England</b>	<b>133</b>	<b>137</b>	<b>150</b>	<b>174</b>	<b>183</b>	<b>235</b>	<b>267</b>	<b>284</b>	<b>303</b>
Scotland	2	1	1	2	2	2	2	3	3
Wales	42	18	24	30	33	40	44	51	60
Northern Ireland	1	0	1	1	1	1	1	1	1
<b>Total UK identifiable expenditure</b>	<b>114</b>	<b>116</b>	<b>127</b>	<b>148</b>	<b>155</b>	<b>199</b>	<b>226</b>	<b>241</b>	<b>258</b>

## Annex I: Identifiable expenditure on services by function or programme, country and region for 2006-07 (£ million)

	North East	North West	Yorkshire and the Humber	East Midlands	West Midlands	Eastern	London	South East	South West	England	Scotland	Wales	Northern Ireland	UK identifiable expenditure	Outside UK	Total identifiable expenditure	Non-identifiable	Total
<b>Children, schools and Families</b>																		
<b>Public order and safety</b>																		
Law Courts	7	17	14	8	11	9	16	14	9	104	0	0	0	104	0	104	0	104
<b>Total Public order and safety</b>	<b>7</b>	<b>17</b>	<b>14</b>	<b>8</b>	<b>11</b>	<b>9</b>	<b>16</b>	<b>14</b>	<b>9</b>	<b>104</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>104</b>	<b>0</b>	<b>104</b>	<b>0</b>	<b>104</b>
<b>Health</b>																		
Central and other health services	1	1	1	1	1	1	1	1	2	9	0	0	0	9	0	9	0	9
<b>Total Health</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>9</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>9</b>	<b>0</b>	<b>9</b>
<b>Education (includes training)</b>																		
Primary education	7	16	11	7	11	7	16	10	7	92	0	0	0	92	0	92	0	92
<i>of which:</i>																		
<i>Under fives</i>	4	9	6	4	6	4	10	6	4	53	0	0	0	53	0	53	0	53
<i>Primary education</i>	3	7	5	3	5	3	6	5	3	39	0	0	0	39	0	39	0	39
Secondary education	117	174	127	124	171	102	445	156	125	1,540	0	0	0	1,540	0	1,540	0	1,540
Post-secondary non-tertiary education	204	473	333	274	396	319	571	493	330	3,393	0	0	0	3,393	0	3,393	0	3,393
Tertiary education	18	47	34	31	37	38	51	54	30	339	0	0	0	339	0	339	0	339
Education not definable by level	53	122	86	72	104	83	147	128	86	881	0	0	0	881	0	881	0	881
Subsidiary services to education	21	58	42	36	45	48	57	66	42	414	0	0	0	414	0	414	0	414
R & D education	1	2	1	1	1	1	2	2	1	12	0	0	0	12	0	12	0	12
Education n.e.c. <sup>1</sup>	43	113	81	71	87	84	122	125	75	800	0	2	0	802	1	804	0	804
<b>Total Education and training</b>	<b>462</b>	<b>1,004</b>	<b>715</b>	<b>616</b>	<b>852</b>	<b>683</b>	<b>1,410</b>	<b>1,034</b>	<b>696</b>	<b>7,473</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>7,475</b>	<b>1</b>	<b>7,476</b>	<b>0</b>	<b>7,476</b>
<b>Social protection</b>																		
Sickness and disability	47	123	90	76	90	87	68	130	102	813	6	70	1	891	19	910	0	910
Old age	5	13	10	8	10	9	6	14	11	87	1	8	0	96	3	98	0	98
Survivors	12	31	23	19	23	22	17	32	25	203	2	17	0	222	5	227	0	227
Families and Children	4	9	7	6	7	8	11	11	7	70	0	0	0	70	0	70	0	70
<i>of which:</i>																		
<i>Personal social Services (family and children)</i>	3	9	7	6	7	7	10	11	7	68	0	0	0	68	0	68	0	68
<i>Family benefits, income support and Tax Credits (family and children)</i>	0	0	0	0	0	0	0	0	0	2	0	0	0	2	0	2	0	2
Social exclusion n.e.c.	0	1	27	0	2	1	1	1	1	50	0	0	0	50	0	50	0	50
Social protection n.e.c.	29	77	54	40	56	46	85	71	42	501	0	0	0	501	0	501	0	501
<b>Total Social protection</b>	<b>97</b>	<b>254</b>	<b>210</b>	<b>150</b>	<b>188</b>	<b>173</b>	<b>204</b>	<b>259</b>	<b>189</b>	<b>1,724</b>	<b>9</b>	<b>95</b>	<b>1</b>	<b>1,829</b>	<b>27</b>	<b>1,855</b>	<b>0</b>	<b>1,855</b>
<b>Total Children, Schools and Families</b>	<b>567</b>	<b>1,276</b>	<b>941</b>	<b>775</b>	<b>1,052</b>	<b>865</b>	<b>1,631</b>	<b>1,308</b>	<b>895</b>	<b>9,310</b>	<b>9</b>	<b>97</b>	<b>1</b>	<b>9,417</b>	<b>28</b>	<b>9,445</b>	<b>0</b>	<b>9,445</b>

1. The expenditure shown in education n.e.c. does not include spending by OFSTED, which is included in the departmental grouping 'Children, Schools and Families' in Chapter 9, PESA 2008.'

## **Annex J: Follow-up Action on Recent Reports from the Public Accounts Committee recommendations**

In the period 1 December 2006 to 1 December 2007, two Treasury Minutes were published replying to PAC reports concerning the Department and its associated bodies. Details of the main recommendations in the PAC Report, the Government's Treasury Minute reply and subsequent action are given below.

The associated National Audit Office reports can be accessed through [www.nao.org.uk](http://www.nao.org.uk) and the full PAC reports (incorporating the transcript of the hearing) and Treasury Minute replies are available on the Public Accounts Committee site, accessible through [www.parliament.uk](http://www.parliament.uk)

### **Improving poorly performing schools in England**

NAO report published: 11 January 2006 – HC 679 Session 2005-06

PAC hearing: 27 February 2006

PAC 59th report published: 17 October 2006 – HC 956 Session 2005-06

Treasury Minute published: 14 December 2006 – Cm 6981

Although the number of poorly performing schools has been reducing, at the time of the NAO report there were some 1,500 schools out of the total of 24,000 defined as poorly performing. The definition of poorly performing brings together different categories of school performance which had been revealed largely as a result of inspections by Ofsted.

The Committee took evidence from the Department and Ofsted.

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>1. Improving standards in poorly performing schools will require sustained effort and collaboration by the Department, Ofsted, local authorities and the school community.</p>	<p>The Government agrees that close partnership working is vital to ensure every school is a good school. Considerable progress has been made in recent years in reducing the number of poorly performing schools. In August 1997 there were some 524 schools in special measures and this had fallen to 208 by August 2006. The schools in the Ofsted category of 'concern' has also fallen from 1,064 in August 1998 to 654 in August 2006. The average time a school spends in special measures has also been reducing.</p> <p>The Government is, however, not complacent and despite the reduction in the number of poorly performing school and the improvement in the examination results some pupils do not achieve their full potential, and some poorly performing and their staff do not receive the necessary support and challenge until it is too late.</p> <p>Part 4 of the Education and Inspections Act 2006 has strengthened the legislation and enables local authorities to bring their support to bear at an earlier stage before it leads to formal school failure through the extension of the warning notice system and a new power for local authorities to require a school to take a partner for the purposes of school improvement.</p>	<p>The number of schools in special measures rose after the introduction of the new framework in September 2005. This was partly because the rate at which schools were inspected accelerated whereas the rate of removal from special measures did not. It also reflected the fact that Ofsted "raised the bar" when it introduced the new framework. Current signs are that the proportion of schools that go into categories when inspected has been generally stable over the last two years, with more secondary than primary being judged as special measures.</p> <p>On 31 December 2007 there were 245 schools in special measures and 305 'requiring significant improvement'.</p> <p>The 'warning notice' powers have been used infrequently and inconsistently by local authorities. Up to March 2008, Ofsted was aware of only about 12 warning notices nationally. As a result, a list of 'hard to shift' primary schools included only one that had been given a warning notice, despite the power to issue these for low standards.</p> <p>Data also shows that the proportion of poorly performing schools identified by contextual value added varies considerably between authorities. This suggests that some local authorities are less rigorous at tackling underperformance than others.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>2. Identifying failing primary schools is more difficult because there is less comparative data available than for secondary schools. The Department should develop primary school performance data to help identify under-performing primary schools needing support.</p>	<p>A pilot is underway which introduces a Key Stage 1-2 contextual value added (CVA) measure in the 2007 Achievement and Attainment Tables. This measure takes account of the varying starting point of each pupil's Key Stage 1 assessment, and provides a more accurate way of comparing the progress made by schools with similar pupils.</p> <p>Local authorities already use comparative data to help identify under-performing schools, and Value Added and conversion data are widely used to identify underperformance at pupil level and their use is being expanded with further analysis this autumn commissioned by the Department.</p> <p>As they come on stream, School Improvement Partners will play an important role in the use of these data to challenge and support schools to ensure that all children achieve their potential.</p>	<p>The 2006 KS1-2 CVA pilot was successful and schools welcomed the introduction of CVA measures into the Tables. A KS1-2 CVA score was published for all maintained schools in the 2007 Achievement and Attainment Tables. This is used in RAISEonline, and by Ofsted inspectors.</p> <p>A significant area of weakness has been the lower availability of data for the effective evaluation of Key Stage 1 – it should be remembered that there are many KS1 only schools. Ofsted is investing in RAISEonline contextualised attainment tables for KS1 which will improve the capacity for comparing attainment between schools.</p> <p>Conversion data is also now included in RAISEonline.</p> <p>There is now growing availability of data for the analysis of primary schools. Understanding of this data in the sector is improving, and self-evaluation becoming more effective. At present it remains the case that data in KS2 is more extensive than for KS1 or the Foundation Stage, but the situation is improving as the Foundation Stage Profile becomes more reliable. Ofsted has produced data training resources specifically to cover data in the Reception Year to the end of Key Stage 1.</p> <p>School Improvement Partners continue to use performance data to support and challenge schools.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>3. Although shorter, more frequent inspections by Ofsted can identify poorly performing schools sooner, this could result in less robust judgements. Ofsted should evaluate the shorter inspections after their first year of use.</p>	<p>Ofsted agrees that it is important to evaluate the effectiveness of the shorter inspection model. It published both internal and external evaluation reports on the impact of section 5 inspections in July 2006.</p> <p>The findings from an evaluation in July 2006 by Ofsted of the shorter inspections were generally very positive, and action of shortcomings found (such as the need to improve further the quality of written reporting) is being taken.</p> <p>A study of trends in the differences between Ofsted's and schools' evaluation judgements is currently in progress.</p> <p>A more proportionate approach to school inspections, in which the most successful schools receive an even lighter-touch 'reduced tariff inspection', was introduced in September 2006 and an evaluation of these reduced tariff inspections (RTIs) will be published in spring 2007.</p>	<p>An independent evaluation of the inspection system was published by National Foundation for Educational Research (NFER) in 2007. It confirmed self-evaluation as a particular strength of the new system, which was also confirmed by the York Consulting report (2008). The NFER report showed that 88% of schools were satisfied or very satisfied with the inspections. Two-thirds of survey respondents felt the inspection had made a positive contribution to school improvement, even allowing for the fact that many schools were already good or better. These evaluations identified the quality of feedback as key in ensuring the inspection has impact and further training on this is now planned.</p> <p>A further evaluation by NFER will be published in March 2009, with an interim report in September 2008. In addition to this Ofsted conducts an internal monitoring exercise in partnership with its inspection service providers to evaluate the impact of an inspection for specific themes agreed termly (for example in the spring 2008 term we are looking at what schools have done to improve from satisfactory).</p> <p>Rigorous evaluation of inspection quality by Ofsted is continuing. As a result, guidance to inspectors is adjusted at regular intervals, for example in the use of data and the judgement on targets.</p> <p>The spring 2007 report does not refer to RTIs as they were newly introduced. RTIs were based on a risk assessment of each school. Evaluation showed that, of schools identified: 93% were judged good or better, 3% were ruled out by local intelligence, 4% were judged no better than satisfactory (usually because of lapses that could not be identified in advance, eg safeguarding procedures).</p> <p>The impact of RTIs will be evaluated in the 2009 report, but they have already proved popular with headteachers as shown in the School Inspection Survey returns.</p> <p>Ofsted conducted an internal evaluation of the initial pilot which was positive; the pilot continues.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>4. Introducing lighter touch inspections will produce some spare capacity which Ofsted should redeploy to deeper inspections and support for under-performing schools.</p>	<p>Ofsted agrees that schools that are underperforming should receive more attention than those that are performing well which is why lighter-touch inspections were introduced for higher-performing schools in September 2006.</p> <p>Ofsted is also seeking to reduce the overall cost of inspecting maintained schools, and so only a relatively small proportion of the time saved by reduced-tariff inspections is being devoted to monitoring inspections of those that are under-performing. The Government is committed to a reduction in overall inspection activity – giving the best performers as much freedom as possible, ensuring appropriate and swift action to tackle poor performance and driving improvement across the public services.</p> <p>The 2006 Budget announced that the Government is working with public service inspectorates to assess more fully the scope for reducing inspectorate expenditure by around a third over the medium term as overall inspectorate activity is reformed, rationalised and ultimately reduced.</p>	<p>The introduction of RTIs allowed the transfer of some resources to monitor schools graded as satisfactory, but with some weaknesses. An evaluation of this programme is currently being finalised but suggests that many schools have tackled their weaknesses well. Clarity in giving ‘areas for improvement’ and the understanding that such schools can be monitored has led to a high success rate in the monitoring visits. These visits are now being realigned to give greater coverage of schools with low standards but which are otherwise satisfactory; this is to ensure that all learners with low prior attainment have the benefit of a good school.</p> <p>The 2009 inspection framework will develop this trend by inspecting the best schools less frequently and will make more extensive use of sophisticated risk assessment to identify weak or coasting schools. These processes will enable Ofsted to make substantial savings in the cost of inspection, whilst maintaining a focus on schools needing improvement.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>5. Ofsted inspection reports should comment more on the leadership in the school and where it needs to be strengthened to improve overall performance.</p>	<p>Ofsted agrees that the effectiveness of leadership and management are key to the effectiveness of the school as a whole. Section 5 inspection reports provide a commentary that illustrates the impact of the school's leadership and justifies the grade given. Although a number of staff may contribute to the leadership and management, Ofsted agrees that the role of the headteacher is usually crucial.</p> <p>Effective leadership almost invariably plays a key role in schools' improvement. A survey of the factors that enable schools formerly subject to special measures to sustain their improvement and become good or outstanding has been included in Ofsted's work programme for 2007/08 and this will show the role that effective leadership plays in school improvement.</p> <p>A new school improvement website to supplement the statutory guidance on Part 4 of the Education and Inspections Act 2006 will be launched in early 2007, and will promote good practice in providing early support for school leaders.</p>	<p>The headteacher is a significant factor in any school; a minimum of 40% of schools that go into special measures appear to have absent or acting headteachers and many others have new headteachers. Schools with headteachers in their first year appear to be especially at risk – this may be because schools are still performing badly after the replacement of the old headteachers. 'Transitional leadership' appears to be an area where improvement could be made. Ofsted is now monitoring the leadership situation in schools graded inadequate.</p> <p>Work on schools that return to Special measures for a second time show that sustained improvement depends on depth of leadership across the full range – reliance on a headteacher is unlikely to lead to consistent improvement, because headteachers leave.</p> <p>Ofsted is discussing the relationship between teacher recruitment and systemic school failure with the Training and Development Agency for Schools.</p> <p>Ofsted's report on schools that have successfully emerged from Special Measures will be published shortly.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>6. Although progress is being made in increasing the professionalism of school leaders and improving the training and support they receive, much more is needed to make head teacher posts attractive to good candidates and to develop potential leaders.</p>	<p>Whilst the evidence explicitly shows that only a very small proportion of head teacher posts are unfilled, we agree that some schools are finding it difficult to recruit. We recognise that more heads are reaching retirement age and hence we need to do more to attract more individuals into the profession.</p> <p>Head teacher’s pay scales have increased substantially since 1997 and governing bodies have greater scope, flexibility and autonomy to award attractive recruitment and retention allowances. In addition, the National College for School Leadership has just launched new advice to school governing bodies to help recruitment. They are also piloting approaches, in ten local areas, to improve succession planning within and across schools.</p> <p>The Department is actively encouraging talented teachers to move into leadership sooner through the “Fastrack” programme and we are also testing ways of encouraging those who might not otherwise have applied for leadership posts to do so. The Future Leaders pilot this year is aiming to increase promotional opportunities and diversity in leadership teams.</p> <p>The roles of school leaders are changing and, as requested by the School Teacher Pay Review Body, PriceWaterhouseCoopers are carrying out an independent study into school leadership to see if the right systems and frameworks are in place to best support the school leaders of the future. They will report back to the Department in December 2006.</p>	<p>A high proportion of schools going into special measures have had leadership problems. Between September 2007 and April 2008, 51 out of 73 primary schools newly requiring special measures had experienced significant turbulence in leadership, including headteachers absent and acting arrangements. Several schools have significant difficulties in recruitment. Patterns are not consistent around the country.</p> <p>There is emerging evidence that more needs to be done to attract the best teachers to the most challenging areas – and keep them there. Some areas, such as parts of Cumbria and the Yorkshire coast, have a high proportion of failing schools – this could be associated with isolation and difficulty in recruiting quality middle and senior managers</p> <p>‘Teach First’ was evaluated by Ofsted as highly successful, though expensive, and focused top graduates on weak schools. The emphasis on succession planning in the Future Leaders project is helpful, but Ofsted has not evaluated this.</p> <p>The PwC report into school leaders was received by the Department on 18 January 2007.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>7. The Department and Ofsted should examine the reasons behind the substantial variations between regions in the incidence of schools in Special Measures and explore the extent to which local authorities are intervening early enough to prevent schools requiring Special Measures.</p> <p>The Department should identify examples of authorities providing effective support to struggling schools and using their powers of intervention well to set out the good practices that it expects all authorities to adopt.</p>	<p>Ofsted agrees that there have been substantial regional variations in the proportion of schools made subject to special measures, although these regional variations change over time; the pattern of variations at the end of 2006 is not the same as it was at the end of 2005. Ofsted has considered the possible reasons, and considers that the effectiveness of local authorities is an important factor.</p> <p>Ofsted has reviewed and expanded the questions asked by inspectors during Annual Performance Assessments (APAs) of local authorities, to enable inspectors to identify elements of effective support given by local authorities in turning around schools. The evidence gathered and reports produced in connection with APAs and joint area reviews will be drawn upon to analyse the features of effective support by local authorities.</p> <p>Ofsted is currently considering the inclusion of a survey, drawing on this evidence and identifying effective practice, in its work programme for 2008/09.</p> <p>The statutory guidance that will accompany Part 4 of the Education and Inspections Act 2006 sets out the principles of good local authority practice in supporting schools causing concern. Further practical advice and case studies will be made available on the school improvement website planned for early 2007, including any future evidence from Ofsted.</p>	<p>It is very clear that the performance of local authorities can be a contributing factor – too many ‘challenge’ but fail to develop consistent support, especially for schools that have just come out of special measures. The proportion of good or poor schools in local authorities varies considerably, for example one large shire local authorities has only 2% of secondary schools performing significantly better than average and one urban local authority has none – out of 19 (29% is the average national rate for local authorities).</p> <p>In addition, the track record of local authorities in sustaining schools once they have come out of special measures is variable and has contributed to the number returning to this category a few years later.</p> <p>The APA Outcomes Report will be published in May 2008. It will provide an analysis of the grades awarded and points to areas of strength and relative weakness that were reported in the APA letters for each council in 2007.</p> <p>Guidance to local authorities on schools causing concern is available on the Department’s Standards website.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>8. Poorly performing schools would benefit from increased collaboration with successful schools.</p> <p>Ofsted should expect schools to respond to critical inspection judgements in part by seeking to collaborate with other better performing schools and, in assessing subsequent progress.</p> <p>Ofsted should consider the schools' efforts to collaborate with others. Schools providing support to other schools, for example through the sharing of staff resources or facilities, should also receive due recognition as part of their own inspection by Ofsted.</p>	<p>Ofsted agrees that collaboration with successful schools gives significant scope for supporting improvements in weaker schools.</p> <p>However, realising the full potential benefits depends on successful implementation and support. Local authorities often play an important role in promoting successful collaboration, and the Education and Inspections Act 2006 introduces a new power that allows a local authority to require a school causing concern to work in partnership with an individual or organisation for the purposes of school improvement.</p> <p>When evaluating the progress made by schools subject to special measures or with a notice to improve, inspectors evaluate the impact of external support, including that provided through a federation or other collaborative arrangements, in promoting their progress. Ofsted accepts that this could be done more systematically, and will issue further guidance to this effect.</p> <p>When successful schools support others, through a federation or other collaborative arrangement, they should feel encouraged to provide details in their self-evaluation forms. When inspectors are able to substantiate these details, they will refer as appropriate to the school's involvement in the inspection report.</p>	<p>Collaborative leadership schemes such as Network Learning Environment and federations have expanded. These can be very successful and can help to bring good, experienced staff into weak schools. In some cases, though, the loan of the headteacher to another school leads to some decline in the 'host' school.</p> <p>Ofsted is considering retrieval from inspection reports to look at this.</p> <p>Local authorities have been using the renewed powers by:</p> <ul style="list-style-type: none"> <li>• issuing warning notices to schools causing concern;</li> <li>• creating Interim Executive Boards to replace (weak) Governing Bodies; and</li> <li>• requiring schools to work in partnership to aid improvement.</li> </ul> <p>Guidance for school improvement monitoring has been revised to clarify expectations for the evaluation of external support during monitoring inspections.</p> <p>Successful schools have been encouraged to support other. However the 'soft federation' can cause confusion and the importance of the Unique Reference Number (URN) as showing legal separation is not always understood.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>9. Without good financial management skills, schools will not derive maximum benefit from three-year budgets. As part of the simpler funding arrangement for schools from 2006-07, the Department requires secondary schools to comply with its Financial Management Standard by March 2007, and local authority Chief Financial Officers to certify schools' compliance.</p> <p>The Department should review the application of the Standard at the end of the first compulsory year, and draw lessons for its eventual application by primary and special schools.</p>	<p>The Department intends to evaluate the implementation of the Financial Management Standard in secondary schools at the end of the 2006-07 financial year .</p> <p>In October 2006 we completed a consultation on a timetable for the introduction of the standard in primary and special schools. It has been decided to phase the introduction of the standard over a three-year period up to March 2010 in these schools.</p> <p>To help local authorities implement the standard in secondary schools and look ahead at the potential issues for primary and special schools, the Department has been holding "Supporting Schools Financial Management" workshops.</p>	<p>The evaluation of the Financial Management Standard in secondary schools is currently in progress. The evaluation is expected to be completed in late summer 2008 with publication in September.</p> <p>The Financial Management Standard is being rolled out to primary and special schools over the years 2007-08, 2008-09 and 2009-10 with 40%, 40% and 20% of schools being added in the respective years.</p> <p>A series of five Supporting Schools Financial Management seminars were held in October and November 2007.</p> <p>For 2008 we will combine Supporting Schools Financial Management with wider Value for Money support in another series of five regional seminars.</p>

## Sure Start Children's Centres

NAO report published: 19 December 2006 – HC 104 Session 2006-07

PAC hearing: 22 January 2007

PAC 38th report published: 17 July 2007 – HC 261 Session 2006-07

Treasury Minute published: 11 October 2007 – Cm 7216

Sure Start Children's Centres are multi-purpose centres that bring together childcare, early education, health and family support services. They are designed for use by families, parents and carers of children under five and may be based in schools, health centres, community centres or in their own building. Public, private and voluntary organisations work together in children's centres to provide a wide range of services from childcare to health visiting, employment advice, parenting advice and toy libraries, for all young families, but with a particular emphasis on improving the life chances of the most disadvantaged children.

The then Department for Education and Skills spent £2.1 billion on Sure Start local programmes and children's centres and related programmes up to 2006. It funded some centres directly until March 2006, but from April 2006 local authorities took over planning and managing the children's centre programme in their areas, and the Department for Education and Skills allocated £1.8 billion to local authorities for children's centres from 2006 to 2008. There were around 1,000 centres in September 2006, and local authorities are responsible for raising this to 3,500 centres by 2010. In October 2006 the Department for Education and Skills contracted with the Together for Children consortium to provide support and challenge for local authorities as they set up their centres, and by September 2007 there were over 1400 centres up and running.

The Committee took evidence from the Department for Education and Skills and the Department of Health about the progress of the children's centre programme and whether it is on track to achieve its aims.

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>1. The targets in setting up centres in Phases 1 and 2 of the programme are challenging and the Department should check that the local authorities will be able to establish the centre on time and with adequate management and effective delivery.</p> <p>If this is unlikely to be possible then the Department should consider mitigating actions such as revising the programme in the local authority area so that existing centres are running well before new centres open.</p>	<p>The targets set for the delivery of the first two phases of the national rollout of children's centres have been challenging and some local authorities took longer to build up their capability to deliver.</p> <p>All 136 local authorities succeeded in hitting the first target, to put in place children's centres in very disadvantaged areas to reach 650,000 children under 5, and most local authorities are now well on the way to delivering on the second, to establish 2,500 children's centres reaching nearly two million children by 2008.</p> <p>There are concerns about the capacity within local authorities to meet the high demands being made on them in the current phase and has taken action to address this. It appointed a consortium, <i>Together for Children</i>, to support and advise authorities and to help monitor their progress. By December 2006 the consortium, jointly with each authority, had assessed their capability to deliver against the targets, established levels of risk, and agreed a package of support to improve their capacity and capability to deliver their targets. This support is tailored to meet the individual authority's needs and challenges and is regularly reviewed.</p> <p>As a result of these reviews the Department has agreed that some local authorities can delay the completion of some of their centres beyond March 2008. However we expect nearly all of these centres to be designated by September 2008.</p>	<p>By the end of March 2008 local authorities had opened 2,900 centres, exceeding the national target of 2,500 centres, and only seven local authorities failed to reach their individual target for the number of centres. In these seven authorities all but one of the planned centres should be open by the end of September 2008.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>2. The rapid increase in children's centres creates a risk that the focus on improving services for disadvantaged families will be lost. While the earliest centres were based in deprived areas, the guarantee of a centre for every community means that resources will have to be spread more thinly. Local authorities should distribute resources so that disadvantaged families continue to be a priority.</p>	<p>The Department advised local authorities at the start of August 2007 of their children's centres revenue allocations for 2008-2011.</p> <p>The Government is committed to delivering a children's centre for every community and has increased funding by £459 million to support this across the three year Comprehensive Spending Review period. The Department agrees that the most disadvantaged children must continue to be the priority for children's centres and that the greatest level of resource must be directed to services that meet their needs.</p> <p>In 2006 the Department for Education and Skills issued guidance for local authorities and children's centres on Planning and Performance Management, and on Practice. It was made clear that the greatest resource must continue to support services for the most disadvantaged families and where these families are few in number, amongst a generally more affluent population, authorities must ensure they are able to access the same intensive levels of support offered to families living in the most disadvantaged areas.</p> <p>Further guidance for local authorities on planning and delivering their phase three centres by 2010 will be issued in autumn 2007.</p>	<p>Guidance issued in autumn 2007 contained clear advice on the level of resource needed to provide services in a 'high focus, high need' centre serving a very disadvantaged community as distinct from the level of resource likely to be needed in a 'universal' centre.</p> <p>Illustrative, hypothetical staffing models were included in the guidance to demonstrate clearly the differing resources needed in communities with different levels of need. Running costs for centres in more affluent areas will be lower, reflecting the less complex need and lower demand.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>3 Only a third of the 134 staff working in children's centres whom the National Audit Office interviewed felt well qualified to perform their roles. There is a risk that the number of people being trained under the Department's early years professional scheme will not meet the demand for planned new centres over the next 2 to 3 years, especially given the requirements of the range of other organisations in the early years sector in which newly trained staff can also choose to work. The Department should ask local authorities to evidence their commitments to the development of existing staff and, through the Learning and Skills Council, it should assess the requirement for new training places for potential childcare workers.</p>	<p>The workforce within Sure Start Children's Centres comes from a wide range of professional backgrounds and ensuring they are able to work effectively as multi-agency teams is a major challenge for all concerned.</p> <p>Leaders must be skilled in establishing a common vision for all staff that crosses professional boundaries and focuses on the families' and children's needs.</p> <p>The Department, through the National College for School Leadership, encourages and funds centre leaders to ensure they have these skills by undertaking the National Professional Qualification for Integrated Centre Leadership. Including this year's intake, 1200 participants have taken this up. The Department is also supporting the establishment of the National Academy for Parenting Practitioners which will provide training for centre staff delivering evidence based parenting programmes.</p> <p>The 2006 Survey of Early Years and Childcare Providers shows that over 80% of staff in children's centres hold at least a level 3 qualification. We are committed to securing graduate professional leadership of early years provision. For children's centres, this commitment is being met through our requirement of designation that at least a half-time qualified teacher is involved in planning and delivering the early years provision. Our expectation is that each centre should employ at least a full-time qualified teacher within 18 months of designation.</p> <p>Local authorities are expected to produce local workforce strategies setting out how they will develop their workforce to meet the needs of children and young people in their area. The Children's Workforce Development Council, as the sector skills body for the children's workforce, including early years workers, will publish its Sector Skills Agreement (SSA) by December 2007. This will set out the skills needed by the workforce and how these skills will be developed.</p>	<p>Almost 700 have now graduated from the NPQICL. We expect a further 400 students to enrol on the NPQICL course in September 2008.</p> <p>In March 2008, Children's Centre Leaders attended the first ever national conference for Sure Start Children's Centres. The conference aimed to: inspire and motivate Centre Leaders; emphasise the importance of centres as key delivery vehicles for the Every Child Matters programme; and provide a forum for practitioners to share best practice. At the start of the day, 54% of attendees agreed that they fully understood the Government's vision and priorities. By the end of the conference this had risen to 83%.</p> <p>NCSL and Together for Children (TfC) are developing a leadership network for Centre Leaders which will provide regular and ongoing opportunities for training and development.</p> <p>The National Academy for Parenting Practitioners (NAPP) was launched in November 2007 to improve the quality of support that is made available to practitioners and in turn parents through research, training and information.</p> <p>We are committed to raising the proportion of the early years workforce with an appropriate Level 3 qualification. We have tasked the Children's Workforce Development Council (CWDC) to review the Early Years and Playwork Database. That work will define what constitutes a full and appropriate Level 3 for the early years workforce.</p> <p>We are working towards a much more widespread graduate leadership of practice. We have created the Early Years Professional Status (EYPS), equivalent to Qualified Teacher Status. We have introduced a Graduate Leader Fund, assured until 2015. Both will help stimulate the recruitment and retention of graduate leaders. By 2010 we look to have someone with EYPS in all children's centres with early years provision. By 2015 we aim to have an Early Years Professional (EYP) in every full day care setting with two graduates per setting in disadvantaged areas. The numbers of EYPs to April 08 are 1,365. There are 2,072 in process and we expect 100 to register in May.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
		<p>CWDC’s final Sector Skills Agreement will be unveiled in May 2008 along with national and regional action plans to implement it.</p>
<p>4. Disadvantaged families often rely on services provided by a range of different providers, and these can be more accessible and effective if available through a single children's centre. Getting people from different organisations to collaborate effectively is a major challenge for centre managers and they need practical advice. Good collaborative practices include using early contacts by health staff to help identify families who need most support, and outreach to break down barriers for hard to reach groups. The Department should facilitate dissemination of such practices, for example through a web-based tool for sharing experiences.</p>	<p>The Department agrees that integrated delivery of a range of services for families increases accessibility for parents and will be more effective in improving child outcomes.</p> <p>The 2005 Practice Guidance incorporated evidence based practice, evaluation and research findings and real case studies from existing centres to help other staff grappling with new ways of working and reaching out to some of the most disadvantaged, and socially or physically isolated families. The guidance was updated with new material and additional sections, for example working with homeless families and families of prisoners, in November 2006.</p> <p>In August 2007 the Department, in conjunction with the Department of Health, issued <i>'Linking up'</i> a publication which covers delivering health services through Sure Start Children’s Centres.</p> <p>In October 2006 the Together for Children consortium launched their website – <a href="http://www.children-centres.org">www.children-centres.org</a> – which contains case studies supplied by centres themselves. This has proved to be well used by centres.</p>	<p>To support the sharing of knowledge and experience, in particular to enable better communication between very experienced (often ex-Sure Start Local Programme) managers and newly appointed ones, the DCSF held a one day Children’s Centres Leaders Conference on 4 March 2008. This was attended by 1,000 delegates. The DCSF has commissioned TfC to establish and maintain a Children’s Centres Leaders network. This will be IT supported and will also involve opportunities for face to face, regional events and seminars on key issues affecting children’s centres.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>5. Most children's centres are not doing enough to reach the most disadvantaged families. Only one third of the centres visited by the National Audit Office had proactively sought out hard to reach families. Parents felt centres were less good at meeting the needs of groups such as fathers and some minority ethnic communities, while some did not use centres because of preconceptions about who the types of people they were intended to serve. Centres should adopt strategies to identify disadvantaged families and communities, develop effective outreach with community and voluntary organisations, and provide a welcoming environment in the centre and services to support their children's development that users will value and want to use. Centres should seek help from national and local voluntary groups that have expertise in reaching disadvantaged families and gaining their trust.</p>	<p>Although it is still early days, centres are raising the quality of services and making them more relevant to the needs of lone parents, teenage parents and larger ethnic minority populations. Nonetheless the Department accepts that more needs to be done through children's centres to engage with and meet the needs of the most disadvantaged families.</p> <p>Effective outreach services are key to establishing the vital relationships of trust with those parents and carers who do not, of their own volition, come forward to access much needed services for their children.</p> <p>Guidance issued in November 2006 provides a performance management framework for use by local authorities and centres with key performance indicators, including one relating to engaging with family groups at greatest risk of social exclusion, and a self-assessment form for centres to tailor to reflect their local circumstances. Together for Children also released a toolkit in December 2006 via their website to help local authorities and their children's centres establish better information about the vulnerable groups in their areas and plan and monitor progress in working with them.</p> <p>The Government has allocated additional funding from 2008-09 to support increased resources for outreach to the most disadvantaged parents. This should enable local authorities to fund two outreach workers in every children's centre that provides services predominantly to the most disadvantaged families.</p> <p>Current guidance encourages local authorities and centres to make the best use of existing voluntary and community organisations, many of which are already rooted in communities, to deliver services to families. A survey in 2006 showed that 82 per cent of centres had contracts for services with organisations in the voluntary sector.</p>	<p>In addition to the increased funding for outreach work in the most disadvantaged communities allocated in the recent Comprehensive Spending Review, the Government announced in the Children's Plan (published in December 2007) that more work would be done to improve outreach services by:</p> <ul style="list-style-type: none"> <li>• establishing core principles and standards for an effective and comprehensive outreach service;</li> <li>• supporting this with training materials and courses; and</li> <li>• providing additional funding for practitioners, potentially enabling some 5,000 practitioners to take up new training opportunities.</li> </ul> <p>In March 2008, the Department published a good practice supplement showcasing different approaches to working with Black and Minority Ethnic (BME) families.</p> <p>A survey of local authorities in 2007 showed that 74% of centres have arrangements with voluntary sector organisations for the delivery of services. The sample of centres was larger than the 2006 sample so, although proportionately the percentage has decreased, this represents a far greater number of voluntary organisations involved in Sure Start Children's Centres activities.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>6. Running a children's centre requires a wide range of skills, including business management, financial management and skills in managing diverse relationships. Many children's centre managers would benefit from having more support; for example, except in some centres based on former Sure Start Local Programmes, centre managers received little financial management support. Local authorities should facilitate centres in collaborating to buy in expertise or use existing shared services. Local authorities also should provide earlier indicative budgets so that centres can produce timely financial plans for the coming year.</p>	<p>The Department agrees that there is a need for more training and support for Centre Managers in financial management, business management and managing diverse relationships. The National Professional Qualification in Integrated Centre Leadership, (NPQICL) which we encourage all centre managers to undertake, is designed to equip managers with the leadership skills needed to operate effectively in a multi-agency context. Including this year's intake, 1200 managers have now been on the course. The Department is currently working with the National College for School Leadership to review the course content and from September 2008 the reshaped programme will include a stronger focus on financial management.</p> <p>The Department notified local authorities in August of their children's centres revenue allocations for each of the three financial years from 2008-2011. This early notification together with the business planning toolkit launched by Together for Children on their website in July 2007 should support centres in taking a longer view over the next three financial years.</p>	<p>The National College for School Leadership has worked with the Department to incorporate material on financial leadership within the course material for the NPQICL for the next intake of students in the Autumn.</p> <p>The Department is undertaking a project to look at benchmarking systems already in use in local authorities and children's centres and to judge the feasibility of a system for Sure Start Children's Centres along the lines of the system used in schools.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>7. Children's centres and local authorities do not have good information on what individual children's centre services should cost, leading to a risk that funds are not being deployed cost-effectively or to areas of greatest need.</p> <p>The Department's evaluation of Sure Start and the local monitoring to date gives enough evidence on whether the £2.1 billion spent from April 1997 to March 2006 has been cost-effective. As more funding becomes available for new children's centres, the scope to reallocate funds will increase, but the cost data to underpin effective re-allocation does not yet exist. Local authorities should assess the unit costs of the main children's centre services. They should develop indicative benchmarks, along the lines of those illustrated in the National Audit Office's report, to inform the budget setting for their centres and to provide a baseline for identifying and investigating services where costs are relatively high.</p>	<p>The Department agrees that local authorities urgently need to understand what children's centres services are costing, and the benefits they are gaining from them, so they can ensure, as more and more services come on stream, that they are getting value for money. Local authorities are accountable to the Department for the success of their children's centres and for ensuring the General Sure Start Grant (from 2008 the Sure Start, Early Years and Childcare Grant) is used effectively to deliver improved outcomes for children.</p> <p>Some local authorities, for example Ealing London Borough Council, are already using a shared web-based system to benchmark costs in their centres.</p> <p>The Department is preparing guidance for local authorities to support the planning and delivery of the third phase of the national rollout.</p>	<p>Guidance for local authorities planning children's centres in phase 3 (2008-2010) was issued on 1 November 2007. It contains examples of the levels of resource that should be committed to 'universal' centres as distinct from the 'high focus, high need' centres offering the most intensive services to the most disadvantaged communities as well as illustrative standards of financial management for centres. In addition the Department is undertaking a feasibility study to look at benchmarking tools, with a view to judging whether a system along the lines of the system currently available for schools would be helpful in enabling centres to compare their expenditure with peers to help them assess value for money in services.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>8. Lack of clarity over the cost-effectiveness of the children’s centre programme could increase further in future unless expenditure, outputs and outcomes are properly monitored. Under Local Area Agreements, local authorities will have more freedom to move resources between services. This flexibility could lead to better value for money, but only if the agreement specifies clearly what is to be achieved and it is possible to demonstrate achievement. The Department and local authorities should develop a form of monitoring of Local Area Agreements that makes clear the services to be delivered, the outcomes to be achieved and how cost-effectiveness will be assessed, drawing on the model for measurement in the National Audit Office report as appropriate. The Department could also use longitudinal data from the National Evaluation of Sure Start to assess whether the programme has been benefiting some groups more than others.</p>	<p>The Local Government White Paper published on 26 October 2006 outlined a new performance framework for local government, with new, statutory, Local Area Agreements (LAAs) at the heart of the new framework. Performance reporting in the new framework will be through a new National Indicator Set of around 200 outcomes focused indicators which will be announced as part of the Comprehensive Spending Review 2007. From the National Indicator Set each local area will agree up to 35 improvement targets (plus existing statutory targets, including those relating to early years) with central Government. These will be the only targets that central Government agrees with local authorities and their partners.</p> <p>The new Comprehensive Area Assessment (CAA) inspection regime will focus on four key elements including performance against the national indicator set, a scored Use of Resources judgement for every local public sector body, a scored Direction of Travel judgement for every local authority, and an area risk assessment, carried out by all public service inspectorates, that will consider the prospects for delivery of outcomes in each local area. From 2008-09 performance management of the children’s centres programme will sit within this context.</p> <p>The Local Government White Paper also outlined a new funding regime for local government. Funding will be paid to local authorities on an increasingly un-hypothecated basis, either through Formula Grant or the new Area Based Grant (successor to the LAA grant). There will be fewer ring-fenced grants within this framework, although some will exist, notably the new Sure Start, Early Years and Childcare Grant (the successor to the General Sure Start Grant).</p> <p>The increased focus on outcomes focused performance management through the National Indicator Set, coupled with inspection activity through CAA and further guidance on Children’s centres financial management and continued reporting on spend will enable the Department to effectively assess the cost effectiveness of the programme within the new performance framework.</p>	<p>The new National Indicator Set includes around 16 indicators that relate to outputs and outcomes that can be improved through Sure Start Children’s Centres activities. All local areas will report their performance against these indicators to Government and, depending on particular local priorities, areas may choose to agree specific targets with Government against some of these indicators, or set themselves targets against these indicators, through the Local Area Agreement process.</p> <p>The latest findings from the National Evaluation of Sure Start published in March 2008 showed that in Sure Start Local Programme (SSLP) areas compared with non SSLP areas:</p> <ul style="list-style-type: none"> <li>• parents of three-year-old children showed more positive parenting skills, while providing a better home learning environment</li> <li>• three-year-olds showed better social development, and higher levels of positive behaviour and independence</li> <li>• families took more advantage of the range of support services available than in areas without Sure Start.</li> </ul> <p>In addition, the report found that there was almost no evidence of adverse or negative findings on any of the resident population, and that the positive impacts were found across all population sub groups. This is a significant improvement on the previous 2005 NESS report which highlighted varied experiences for different groups.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
	In addition the National Evaluation of Sure Start will provide the Department with longitudinal evidence of the impact of the early Sure Start Local Programmes on their communities.	
<p>9. Uncertainty about future funding has increased the difficulty of managing some centres. Centres need to know their funding allocations in good time to plan services, but when the National Audit Office visited them in spring 2006, a third did not know their budgets for the forthcoming year. The Department's guidance on the next phase of children's centre roll out should encourage local authorities and centres to have early discussions about budgets, to allow allocations to be planned well in advance of the new financial year.</p>	<p>Centres should have confirmation of the resources available to them well before the start of each financial year, and wherever possible should have indicative allocations for future years as well. The Department notified local authorities in August 2007 of their children's centres revenue allocations for each of the three financial years 2008-2011. Further guidance on planning and delivering centres in the third phase (2008-2010) will be issued in autumn 2007 together with a covering letter asking Chief Executives to ensure early talks are conducted with centres to encourage better forward planning.</p>	<p>Guidance for local authorities planning centres in phase 3 (2008-2010) was issued on 1 November 2007 with a covering letter to Chief Executives as planned.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>10. Partnerships with Primary Care Trusts have been slow to develop. Involving health closely in children's centres has a double benefit by providing a service most families need, and bringing more families into a centre, but pressures at Primary Care Trusts have contributed to difficulties in achieving more commitment from the health sector. All Trusts should establish agreements with local authorities to provide child and family health services through children's centres.</p>	<p>The Department of Health agrees that Primary Care Trusts (PCTs) and local authorities need to have clear agreements about which health services will be delivered through children's centres.</p> <p><i>The Planning and Performance Management Guidance and the Practice Guidance</i> stress the importance of early discussion between local authorities and PCTs on the planning and delivery of children's centres.</p> <p>Increasingly we would expect to see the Child Health Promotion Programme, the core universal service that promotes the health and wellbeing of children, delivered from children's centres. The Department of Health has highlighted the importance of providing health services in community locations, such as children's centres, where they will be more accessible to the local population and this advice has been issued to all Primary Care Trusts.</p> <p>However there will be some situations where it will be easier to reach out to excluded families by locating health services in other community locations. Where collocation is not possible, it is important that close links are maintained between children centre staff and health professionals.</p>	<p>The <i>Sure Start Children's Centres Phase 3 Planning and Delivery Guidance</i> issued November 2007 reinforces the importance of joint plans based on a shared understanding of local needs and ensuring that PCTs are involved as fully and as early as possible in the planning and commissioning of services for Phase 3 children's centres.</p> <p>The revised Child Health Promotion Programme, published in April 2008, recognises the important role of children's centres in delivering accessible services for children and families.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>11. Families with children with disabilities need better information on what services they can expect to be provided in children's centres and help with referral to services that the centre cannot provide itself. For some disabled children, children's centres can play an important part, for example by providing early help for children with speech and language difficulties, which can potentially reduce the need for more expensive support as a child gets older. Centres should communicate clearly which of these services they can provide directly. Children with severe disabilities will require specialist support beyond what can be delivered in centres, and centres should help families to review the available options and access the most appropriate services.</p>	<p>As a result of the children's centres approach, services for families with disabled children are becoming more relevant and family-focused. The Department agrees that children's centres have an important role to fulfil in supporting families with children or parents with disabilities. Staff delivering early years services are best placed to undertake early preventative work with children and families which can help to avoid problems later. Centres should also direct parents through to the more specialist services when they are needed and help to smooth the process for the parent and child by acting as advocate.</p> <p>Current children's centres guidance issued by the Department for Education and Skills emphasises the need for centres to raise awareness of the services they have to offer by better advertising (local radio, newsletters and leaflets) so that all households with young children in the area know what services are on offer and that the centre is for them.</p> <p>In early 2007, the Department for Education and Skills announced a partnership programme to roll-out 'Early Talk' through 200 Sure Start Children's Centres. The programme will train children's centre workers alongside a speech and language therapist to provide good language models for children, identify problems early on, and support parents in creating a more communication friendly environment at home. The programme is being funded by BT with the Department contributing £40,000 for the evaluation. The roll-out will start in October 2007 with small clusters of children's centres across ten local authorities.</p> <p>'Early Support' is the Government's recommended way of delivering integrated multi-agency services to young disabled children and their families, providing an approach for delivery across early education, health and care that is crucially family-centred. It began as a pilot programme in 2002, and was expected to be mainstreamed from 2008-09.</p>	<p>The Council for Disabled Children published guidance on 9 April to support the inclusion of disabled children and young people in children's centres and extended schools. <i>Extending Inclusion</i> was commissioned by DCSF and Early Support, and brings together learning and information for those managing and working in children's centres and extended schools, and those in local authorities and voluntary organisations working with them. It identifies practice that promotes access to, and participation in, services and activities for disabled children and young people, taking into account the views of those people and their families. The guidance aims to share this developing practice, identifying both the barriers and the solutions that services are exploring to ensure that disabled children have the same access to these opportunities as other children.</p> <p>The Department recently published a marketing tool kit to support children's centres in promoting their services to their local community.</p> <p>ICAN is delivering the <i>Early Talk</i> Programme to 37 local authorities and 227 Children's Centres. ICAN's Early Talk Advisors are working closely with each local authority to support centres through the training and accreditation process. The implementation programme is due to end in March 2009.</p> <p>The interim Bercow report was published on 20 March 2008 and can be found at: <a href="http://www.dcsf.gov.uk/bercowreview">www.dcsf.gov.uk/bercowreview</a></p> <p>It identified five key themes: communication is crucial; early identification and intervention are essential in order to avoid poor outcomes for children and young people; a continuum of services, designed around the family, is needed; joint working is critical; and the current system is characterised by high variability and a lack of equity. It set out a series of next steps and John Bercow MP will produce a final set of recommendations to the Secretaries of State in July 2008.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
	<p>'Early Support' provides training for staff in early years settings and local service planners and commissioners, resources for parents to help them work with professionals, information materials on disabilities for practitioners and parents, and a tool to help local authorities and their partners develop more effective multi-agency services. Sure Start Children's Centres are uniquely positioned to act as hubs of integrated service delivery in line with the Early Support principles, and many already act in that way.</p> <p>In addition, the Secretary of State for Children, Schools and Families and Secretary of State for Health have asked John Bercow MP to lead a review of services for children with speech, language and communication difficulties. In providing an interim report in March and a final report by summer 2008, the review will consult widely with key stakeholders including children and young people, their parents, health and education services, voluntary organisations and the workforce.</p>	

## Annex K: House of Commons Select Committee Reports

During the year, Ministers and officials appeared on many occasions before the House of Commons Children, Schools and Families Committee (CSFC) and the predecessor Education and Skills Committee (ESC). The minutes of evidence of each meeting and any subsequent reports can be accessed through the CSFC's website at [http://www.parliament.uk/parliamentary\\_committees/csf.cfm](http://www.parliament.uk/parliamentary_committees/csf.cfm)

Listed below for completeness are all the reports of the ESC and CSFC, and the subsequent Government responses published by TSO since April 2007.

Some of the subjects examined by the ESC are now partly or wholly the responsibility of the Department for Innovation, Universities and Skills, but for completeness all the reports since April 2007 are listed.

### Reports issued by the Education and Skills Committee since April 2007

Title	Published	Price	ISBN
<i>Fourth Special Report. Public Expenditure on Education and Skills Government response to the Committee's Second Report of Session 2005-06.</i> HC 1132 Session 2005-06	25 May 2006	£4.50	0-215-02901-1
<i>Third Report. Special Education Needs Volume I – Report.</i> HC 478-I Session 2005-06	5 July 2006	£17.50	0-215-02961-5
<i>Third Report. Special Education Needs Volume II – Written and oral evidence.</i> HC 478-II Session 2005-06	5 July 2006	£32.00	0-215-02964-X
<i>Third Report. Special Education Needs Volume III – Written evidence.</i> HC 478-III Session 2005-06	5 July 2006	£21.50	0-215-02963-1
<i>Fourth Report. Further Education.</i> HC 649 Session 2005-06	12 September 2006	£22.50	0-215-03060-5
<i>The Government's Response to the Education and Skills Committee's Third Report of Session 2005-06 Special Education Needs.</i> Cm 6940	11 October 2006	£12.50	0-10-169402-4
<i>Fifth Report. Public Expenditure.</i> HC 1201 Session 2005-06	26 October 2006	£15.50	0-215-03089-3
<i>Fifth Special Report. Further Education: Government response to the Committee's Fourth Report of Session 2005-06.</i> HC 1712 Session 2005-06	9 November 2006	£6.00	0-215-03135-0
<i>First Special Report. Public Expenditure: Government response to the Committee's Fifth Report of Session 2005-06.</i> HC 211 Session 2006-07	16 January 2007	£4.50	978-0-215-03196-9
<i>First Report. The Work of the Committee in 2005-06.</i> HC 295 Session 2006-07	8 February 2007	£4.50	978-0-215-03247-8
<i>Second Report. Citizenship Education.</i> HC 147 Session 2006-07	8 March 2007	£29.00	978-0-215-03278-2
<i>Third Report. Bullying.</i> HC 85 Session 2006-07	27 March 2007	£24.50	978-0-215-03328-4
<i>Fourth Report. The Bologna Process.</i> HC 205 Session 2006-07	30 April 2007	£22.00	978-0-215-03372-8
<i>Fifth Report. 14-19 Diplomas.</i> HC 249 Session 2006-07	17 May 2007	£24.50	978-0-215-03405-2

Title	Published	Price	ISBN
Second Special Report. <i>Citizenship Education: Government response to the Committee's Second Report of Session 2006-07.</i> HC 517 Session 2006-07	22 May 2007	£4.50	978-0-215-03410-6
Third Special Report. <i>Bullying: Government response to the Committee's Third Report of Session 2006-07 –</i> HC 600 Session 2006-07	18 June 2007	£6.00	978-0-215-03463-2
Fourth Special Report. <i>The Bologna Process: Government response to the Committee's Fourth Report of Session 2006-07.</i> HC 788 Session 2006-07	3 July 2007	£8.00	978-0-215-03490-8
Sixth Report. <i>The Work of Ofsted.</i> HC165 Session 2006-07	12 July 2007	£15.50	978-0-215-03500-4
Seventh Report – <i>Sustainable Schools: Are we building schools for the future? Volume I – Report.</i> HC 140-I Session 2006-07	9 August 2007	£14.50	978-0-215-03597-4
Seventh Report. <i>Sustainable Schools: Are we building schools for the future? Volume II – Written and oral evidence.</i> HC 140-II Session 2006-07	9 August 2007	£24.00	978-0-215-03596-7
Eighth Report. <i>The future sustainability of the higher education sector: international aspects Volume I – Report.</i> HC 285-I Session 2006-07	5 August 2007	£8.50	978-0-215-03586-8
Eighth Report. <i>The future sustainability of the higher education sector: international aspects Volume II – Written and oral evidence.</i> HC 285-II Session 2006-07	9 August 2007	£33.00	978-0-215-03600-1
Ninth Report. <i>Post 16 Skills Volume I – Report.</i> HC 333-I Session 2006-07	2 August 2007	£8.50	978-0-215-03576-9
Ninth Report. <i>Post 16 Skills Volume II – Written and oral evidence.</i> HC 333-II Session 2006-07	2 August 2007	£30.50	978-0-215-03603-2
Fifth Special Report. <i>Government response to the Committee's Fifth Report (14-19 Diplomas) and Eighth Report (The future sustainability of the higher education sector: international aspects); and Government and Ofsted responses to the Sixth Report (The Work of Ofsted) of Session 2006-07.</i> HC 1033 Session 2006-07	15 October 2007	£10.50	978-0-215-03646-9
Sixth Special Report. <i>Sustainable Schools: Are we building schools for the future? Government response to the Committee's Seventh Report of Session 2006-07.</i> HC 1078 Session 2006-07	22 October 2007	£6.00	978-0-215-03673-5
Tenth Report. <i>Special Educational Needs: Assessment and Funding.</i> HC 1077 Session 2006-07	25 October 2007	£6.50	978-0-215-03679-7
Seventh Special Report. <i>Sustainable Schools: Post 16 Skills: Government response to the Committee's Ninth Report of Session 2006-07.</i> HC 1101 Session 2006-07	29 October 2007	£6.00	978-0-215-03706-0
Eighth Special Report. <i>The Work of the Education and Skills Committee.</i> HC 1102 Session 2006-07	29 October 2007	£3.00	978-0-215-03707-7
Eleventh Report. <i>Creative Partnerships and the Curriculum.</i> HC 1034 Session 2006-07	31 October 2007	£14.50	978-0-215-03700-8

## Reports issued by the Children, Schools and Families Committee

Title	Published	Price	ISBN
First Special Report. <i>Creative Partnerships and the Curriculum: Government response to the Eleventh Report of the Education and Skills Committee Session 2006-07. HC 266 Session 2007-08</i>	28 January 2008	£4.50	978-0-215-03845-6
Second Special Report. <i>SEN Assessment and Funding: Government response to the Tenth Report of the Education and Skills Committee Session 2006-07. HC 298 Session 2007-08</i>	4 February 2008	£4.50	978-0-215-51345-8
First report. <i>Children and Young Persons Bill [Lords]. HC 359 Session 2007-08</i>	20 March 2008	£15.50	978-0-215-51424-0
Second report. <i>DCSF and The Children's Plan. HC213</i>	24 April 2008	£12.00	978-0-215-51469-1

## Annex L: Non-Departmental Public Bodies

Name		Contact
<b>British Educational Communications and Technology Agency (Becta)</b>	<p>Becta is the government lead partner in the strategic development and delivery of the e-strategy. It influences the strategic direction and development of national education policy to take best advantage of technology. Becta informs and influences education decisions by developing and disseminating high quality evidence of the progress and impact of technology in education, technology innovation and effective practice.</p>	<p>Millburn Hill Road Science Park Coventry CV4 7JJ Tel: 024 7641 6994 <a href="http://www.becta.org.uk/">www.becta.org.uk/</a></p>
<b>Children and Family Court Advisory and Support Service (CAFCASS)</b>	<p>CAFCASS looks after the interests of children involved in family proceedings. It works with children and their families, and then advises the courts on what it considers to be in the best interests of individual children.</p>	<p>8th Floor South Quay Plaza 3 189 Marsh Wall London E14 9SH Tel: 020 7510 7000 <a href="http://www.cafcass.gov.uk">www.cafcass.gov.uk</a></p>
<b>Children's Workforce Development Council (CWDC) from 1 April 2008</b>	<p>CWDC exists to improve the lives of children, young people, their families and carers by ensuring that all people working with them have the best possible training, qualifications, support and advice. It also helps children and young people's organisations and services to work together better so that the child is at the centre of all services.</p>	<p>2nd Floor City Exchange 11 Albion Street Leeds LS1 5ES Tel: 0113 244 6311 <a href="http://www.cwdcouncil.org.uk/">www.cwdcouncil.org.uk/</a></p>
<b>National College for School Leadership (NCSL)</b>	<p>The NCSL works to make a difference to children's lives through excellent school leadership – growing and supporting current and future school leaders so that they can have a positive impact within and beyond their schools.</p>	<p>Triumph Road Nottingham NG8 1DH Tel: 0870 001 1155 <a href="http://www.ncsl.org.uk">www.ncsl.org.uk</a></p>
<b>Office of the Children's Commissioner</b>	<p>The Office of the Children's Commissioner is an independent organisation that was set up by parliament as part of the <i>Children Act 2004</i>. It looks after the interests and acts as the voice of children and young people.</p>	<p>1 London Bridge London SE1 9BG Tel: 0844 800 9113. <a href="http://www.childrenscommissioner.org/">www.childrenscommissioner.org/</a></p>
<b>Partnership for Schools (PFS)</b>	<p>Partnership for Schools (PFS) supports the local delivery of the Government's Building Schools for the Future programme (including Academies) to renew or rebuild every one of England's 3,500 state secondary schools.</p>	<p>Fifth Floor 8-10 Great George Street London SW1P 3AE Tel: 020 7273 0001 <a href="http://www.p4s.org.uk/">www.p4s.org.uk/</a></p>

Name		Contact
<b>Qualifications and Curriculum Authority (QCA)</b>	The QCA is committed to building a world-class education and training framework by regulating, developing and modernising the curriculum, assessments, examinations and qualifications.	83 Piccadilly London W1J 8QA Tel: 020 7509 5555 <a href="http://www.qca.org.uk">www.qca.org.uk</a>
<b>School Food Trust (SFT)</b>	The SFT was established in September 2005. Its remit is to transform school food and food skills, promote the education and health of children and young people and improve the quality of food in schools.	N904 Moorfoot Sheffield S1 4PQ Tel: 0844 800 9048 <a href="http://www.schoolfoodtrust.org.uk">www.schoolfoodtrust.org.uk</a>
<b>Training and Development Agency for Schools (TDA)</b>	The TDA work with schools to develop the workforce and ensure that schools can recruit good-quality, well-trained people. Supporting schools to provide extended services for parents, children and young people.	151 Buckingham Palace Road London SW1W 9SZ Tel: 020 7023 8001 <a href="http://www.tda.gov.uk/">http://www.tda.gov.uk/</a>

The Department is responsible for three Advisory NDPBs: the Independent Advisory Group on Teenage Pregnancy, the School Teachers' Review Body and Teachers' TV.

## Annex M: Public Appointments<sup>1</sup> to Non-Departmental Public Bodies from<sup>2</sup> 1 January 2007 to 31 March 2008

Name	Post	Remuneration	Term	M/F
<b>British Educational Communications and Technology Agency</b>				
Stephen Gill*	Board member	Nil	2 years	M
Rosemary Luckin	Board member	Nil	2 years	F
Graham Moore	Board member	Nil	2 years	M
Derek Wise	Board Member	Nil	3 years	M
<b>Children and Family Court Advisory and Support Service</b>				
Margo Boye-Anawoma*	Board member	£275.70 per day	3 years	F
Valerie Howarth*	Board member	£275.70 per day	3 years	F
Harry Marsh*	Board member	£275.70 per day	3 years	M
Jennifer Bernard*	Board Member	£275.70 per day	3 years	F
Richard Sax*	Board Member	£275.70 per day	3 years	M
<b>Independent Advisory Group on Teenage Pregnancy</b>				
Roger Ingham	Board member	£114 per day	2 years	M
Julia Bentley	Board member	£114 per day	3 years	F
Hansa Pate-Kanwal	Board member	£114 per day	2 years	M
Nicola Baboneau	Board member	£114 per day	3 years	F
Annie Hargreaves	Board member	£114 per day	3 years	F
Carol White	Board member	£114 per day	3 years	F
Jonathan Tilbury	Board member	£114 per day	3 years	M
Simon Blake	Ex-Offico Board Member	£114 per day	2 years	M
<b>National College for School Leadership</b>				
Vanni Treves*	Chair	£42,781	3 years	M
<b>Partnership for Schools</b>				
Michael Grabiner*	Chair	£25,000	3 years	M
<b>Qualifications and Curriculum Authority</b>				
Michael Arthur	Board member	Nil	3 years	M
Cynthia Hall	Board member	Nil	3 years	F
Nick Stuart*	Board member	Nil	3 years	M
David Watson*	Board member	Nil	2 years	M
Maggie Galliers	Board member	Nil	3 years	F
<b>School Food Trust</b>				
Prue Leith*	Chair	£15,300	2 years	F
Frances Crook*	Board member	Nil	1 year	F
John Dyson*	Board member	Nil	3 years	M
Maggie Jones*	Board member	Nil	3 years	F
Paul Kelly*	Board member	Nil	3 years	M
Beverley Anne Baker*	Board member	Nil	2 years	F
John Oldham*	Board member	Nil	2 years	M
Jeanette Orrey*	Board member	Nil	3 years	F
Robert Rees*	Board member	Nil	3 years	M
Tom Shebbeare*	Board member	Nil	1 year	M
Charles Wasson *	Board member	Nil	3 years	M

Name	Post	Remuneration	Term	M/F
Sheila Walker*	Board member	Nil	3 years	F
Marcia Twelftree*	Board member	Nil	3 years	F
<b>School Teachers Review Body</b>				
Monojit Chatterji*	Board member	£300 per day	2 years	M
Esmond Lindop	Board member	£300 per day	2 years	M
Bruce Warman*	Board member	£300 per day	2 years	M
Anne Watts	Board member	£300 per day	2 years	F
<b>TTV – Teacher’s TV</b>				
Paul Judge*	Chair	£55,000	3 years	M
Janie Grace*	Board member	£10,000	1 year	F
Stephen Heppell*	Board member	£10,000	1.5 years	M
Angela McFarlane*	Board member	£10,000	1 year	F
Katherine Perera*	Board member	£10,000	1 year	F

1. \* Denotes reappointments.

2. Please note this table covers 15 months (1 January 2007 to 31 March 2008) to bring it in line with the financial year which will enable reporting of the latest information in this and future reports

## Annex N: Maintained schools, academies and city technology colleges: Pupil numbers (000s)

At January each academic year	1996/97 Actual	1997/98 Actual	1998/99 Actual	1999/00 Actual	2000/01 Actual	2001/02 <sup>1</sup> Actual	2002/03 <sup>2</sup> Actual	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Actual	2007/08 <sup>3</sup> Projected	2008/09 <sup>3</sup> Projected
<b>Nursery and primary schools</b>													
<b>Aged under five<sup>4,5</sup></b>													
Total full time and part time	917	917	919	906	899	897	878	864	847	837	841	874	902
Full time equivalent (FTE) <sup>6</sup>	738	737	740	730	726	731	718	709	697	693	697	720	744
<b>Aged five and over (FTE)<sup>6</sup></b>	<b>3,563</b>	<b>3,592</b>	<b>3,589</b>	<b>3,575</b>	<b>3,553</b>	<b>3,509</b>	<b>3,473</b>	<b>3,429</b>	<b>3,396</b>	<b>3,350</b>	<b>3,307</b>	<b>3,262</b>	<b>3,235</b>
<b>Total Nursery and Primary (FTE)<sup>6</sup></b>	<b>4,301</b>	<b>4,329</b>	<b>4,329</b>	<b>4,305</b>	<b>4,278</b>	<b>4,240</b>	<b>4,191</b>	<b>4,138</b>	<b>4,093</b>	<b>4,043</b>	<b>4,004</b>	<b>3,982</b>	<b>3,979</b>
<b>Secondary Schools</b>													
Under school leaving age (FTE) <sup>6</sup>	2,743	2,765	2,814	2,868	2,913	2,943	2,978	2,988	2,968	2,954	2,909	2,840	2,762
Over school leaving age (FTE) <sup>6</sup>	298	307	308	314	319	321	330	338	349	355	363	370	370
<b>Total Secondary (FTE)<sup>6</sup></b>	<b>3,042</b>	<b>3,073</b>	<b>3,122</b>	<b>3,182</b>	<b>3,232</b>	<b>3,264</b>	<b>3,308</b>	<b>3,327</b>	<b>3,317</b>	<b>3,309</b>	<b>3,272</b>	<b>3,210</b>	<b>3,132</b>
<b>Special Schools</b>													
Total full time and part time	93	93	93	92	91	90	91	89	87	87	87	87	86
Full time equivalent (FTE) <sup>6</sup>	92	92	92	91	90	89	90	88	86	86	86	86	85
<b>Pupil referral units (FTE)<sup>6</sup></b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>9</b>	<b>10</b>	<b>18</b>	<b>20</b>	<b>22</b>	<b>24</b>	<b>24</b>	<b>25</b>	<b>24</b>
<b>Total Special Schools and Pupil referral units (FTE)<sup>6</sup></b>	<b>99</b>	<b>100</b>	<b>100</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>107</b>	<b>108</b>	<b>109</b>	<b>110</b>	<b>110</b>	<b>111</b>	<b>109</b>
<b>Total pupil numbers in maintained schools (FTE)<sup>6</sup></b>	<b>7,441</b>	<b>7,502</b>	<b>7,550</b>	<b>7,586</b>	<b>7,609</b>	<b>7,602</b>	<b>7,606</b>	<b>7,573</b>	<b>7,519</b>	<b>7,462</b>	<b>7,387</b>	<b>7,303</b>	<b>7,221</b>
<b>Academies<sup>7</sup></b>													
Under school leaving age (FTE) <sup>6</sup>	n/a	n/a	n/a	n/a	n/a	n/a	3	9	13	22	37	67	107
Over school leaving age (FTE) <sup>6</sup>	n/a	n/a	n/a	n/a	n/a	n/a	0	1	2	3	4	8	13
<b>Total Academies (FTE)<sup>6</sup></b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>n/a</b>	<b>3</b>	<b>10</b>	<b>15</b>	<b>25</b>	<b>42</b>	<b>75</b>	<b>120</b>
<b>City Technology Colleges</b>													
Under school leaving age (FTE) <sup>6</sup>	12	12	13	13	13	13	13	12	12	9	9	4	2
Over school leaving age (FTE) <sup>6</sup>	3	3	4	4	4	3	4	4	4	3	3	1	1
<b>Total City Technology Colleges (FTE)<sup>6</sup></b>	<b>15</b>	<b>16</b>	<b>16</b>	<b>17</b>	<b>17</b>	<b>16</b>	<b>18</b>	<b>16</b>	<b>16</b>	<b>12</b>	<b>12</b>	<b>6</b>	<b>3</b>
<b>Total pupil numbers in Maintained Schools, Academies and City Technology Colleges (FTE)<sup>6</sup></b>	<b>7,457</b>	<b>7,517</b>	<b>7,567</b>	<b>7,603</b>	<b>7,626</b>	<b>7,618</b>	<b>7,626</b>	<b>7,599</b>	<b>7,551</b>	<b>7,500</b>	<b>7,440</b>	<b>7,383</b>	<b>7,344</b>

Sources: Annual Schools Census and DCSF projections.

1. From 2001/02 onwards, the school information is pupil level based from all schools except for Pupil Referral Units.
2. From 2002/03 onwards, the data includes dually registered pupils. Therefore, these figures are not directly comparable with those in the previous publication. Rounding of components may cause discrepancies in totals.
3. Projections take into account provisional 2008 School Census data.
4. Projections allow for increase in take up of early years education towards universal provision.
5. Age at the beginning of the academic year.
6. Full-time equivalents count each part-time pupil as 0.5. Until 2001/02, part-time pupils could only be recorded at age 4 and under; from 2002/03, primary, secondary and special schools may record part-time pupils of any age.
7. The projected pupil numbers in Academies are subject to change.

## Annex O – Progress towards the achievement of 2004 Spending Review PSA targets

These tables report progress on the Department for Children, Schools and Families (DCSF) 2004 Spending Review (SR04) Public Service Agreement (PSA) targets, including targets shared with the Department for Work and Pensions; the Department for Culture, Media and Sport; Department of Health; and the Home Office.

Prior to the Machinery of Government changes in June 2007, the Department for Education and Skills was responsible for 14 of the 2004 Spending Review targets. Following the Machinery of Government changes in June 2007, DCSF took responsibility for 12 of these targets (1 to 12) which encompass 20 elements, all of which are reported on in detail throughout this annex. Targets 13 and 14 were transferred to the Department for Innovation, Universities and Skills (DIUS) as a result of these Machinery of Government changes and progress towards those targets is reported in the *DIUS 2008 Departmental Report*.

In order to address concerns raised by the National Audit Office (NAO) and the Education and Skills Select Committee a standard format was adopted for reporting against PSA targets in the *2006 Autumn Performance Report*. This format, which included baseline, latest assessment, data systems, and data collection information, has been used for all subsequent reports on 2004 Spending Review targets.

The objectives shown in this annex are those agreed at the 2004 Spending Review (2005-06 to 2007-08) and differ from those in the main report which reflect the new departmental strategic objectives agreed in the 2007 Comprehensive Spending Review (2008-09 to 2010-11).

In order that judgements on outturn against all PSA targets are made on a consistent and comparable basis, the following standard terminology has been used.

For interim assessments of those targets yet to reach their completion date, the terms used are:

Term	Definition
Met early	Only to be used in circumstances where there is no possibility of subsequent slippage during the lifetime of the target.
Ahead	If progress is exceeding plans and expectations.
On course	Progress in line with plans and expectations.
Slippage	Where progress is slower than expected, for example, by reference to criteria set out in a target's technical note.
Not yet assessed	For example, a new target for which data is not yet available.

For final assessments, the terms used are:

Term	Definition
Met	Target achieved by the target date – must not be used before the target end-date unless there is no possibility at all of subsequent slippage.
Met-ongoing	For older open-ended targets where the target level has been met and little would be achieved by continuing to report the same information indefinitely.
Partly met	Where a target has two or more distinct elements, and some – but not all – have been achieved by the target date.
Not met	Where a target was not met or met late.
Not known	This should only be used where it was not possible to assess progress against the target during its lifetime or subsequently.

## Spending Review 2004 (SR04) PSA targets

**SR04 Objective I: Safeguard children and young people, improve their life outcomes and general well-being, and break cycles of deprivation**

**LATEST ASSESSMENT**

**Element 1:**  
Slippage  
**Element 2:**  
Slippage

1. Improve children’s communication and social and emotional development so that by 2008, 53% of children reach a good level of development at the end of the Foundation Stage (Element 1); and reduce inequalities between the level of development achieved by children in the 30% most disadvantaged Super Output Areas and the rest of England by four percentage points from 16% to 12%. (Element 2)

*(DCSF (Early Years, Extended Schools and Special Needs Group) target, joint with DWP)*

*Both elements of this target need to be met individually for the whole target to be met. If one element of this target is not met, the target will be deemed to be partly met.*

**Element 1:**

Baseline: 48% in 2005

Latest outturn against trend: 45% in 2007

**Element 2:**

Baseline: Inequality gap – 16% in 2005

Latest outturn against trend: Inequality gap – 17% in 2007

**Performance:**

**Elements 1 and 2:**

This target refers to two areas of development – Personal, social and emotional development (PSED) and communication, language and literacy (CLL).

In order to gain an accurate picture of children’s attainment in PSED and CLL, it is necessary to use child level data. A 10% sample has been used for data collected up until 2006. From 2007, the Department collected 100% child level data to provide maximum accuracy in reporting.

The 2007 Foundation Stage Profile (FSP) results, published in October 2007, showed an upturn against 2006 in the percentage of children achieving a good level of development at the end of the Foundation Stage (Element 1 of the target). 45% achieved that level compared to 44% in 2006, meaning that an additional 7,500 children achieved a good level of development this year.

However, the gap between children in areas of disadvantage (30% most disadvantaged Super Output Areas) and the rest remained between 16% and 17% (Element 2 of the target).

The FSP is still relatively new, having only been introduced in 2003, and it has taken time to develop teachers’ confidence in the process and train them to use the profile effectively. The improvements in both teachers’ assessments and local authorities’ arrangements to ensure consistency contributed to the downturn in the results during 2005 and 2006. There are clear signs that this year’s results signal the start of a more robust and reliable dataset.

Over £21 billion has been invested in expanding the early years and childcare sector over the last decade, and the Government will spend an additional £4 billion in the 2007 Comprehensive Spending Review period to meet the commitments in the Ten Year Childcare Strategy and the *Children's Plan*. The key to improving outcomes and reducing inequalities is better access to high quality early years services and good at-home parenting. The Department feels it is realistic to expect an improvement in outcomes in 2008, and beyond, through a range of activities including: maintaining targeted work through National Strategies, including guidance on supporting boys' achievement, and children with English as an additional language; continuing to focus on increasing the take-up of childcare by low income families; and effective outreach by Sure Start Children's Centres with the most vulnerable and at risk families.

There are now more than 2,900 children's centres in the most disadvantaged areas of the country, combining high quality early learning and health and parental support. There will be 3,500 nationally, by 2010, one for every community. The Government is also continuing to invest heavily in strengthening the skills of the early years workforce to ensure staff are attracted and retained.

## SR04 target measurement

### Data System:

Elements 1 & 2: The PSA target is measured by data from the Foundation Stage Profile (FSP). There is a statutory requirement on local authorities to collate FSP data and send it to DCSF. The data period is the school year and data refers to all children completing the Foundation Stage in that particular year.

### Method of data collection:

Elements 1 & 2: FSP data are collected annually.

### Issues with data systems:

Elements 1 & 2: Final 2005 and 2006 results were published in January 2007. The 2007 FSP data are considered to be the most reliable available yet as a result of:

- (i) ongoing improvements to moderation and assessment; and
- (ii) the collection of full child level data that supports more accurate measurement of achievement across the PSED and CLL areas of learning.

There still remain issues about the embedding of consistent practice which are being addressed, for example, through moderation arrangements. The National Assessment Agency is overseeing further work to ensure that observation and assessment-based formative assessment and the FSP are fully integrated into Foundation Stage practice and provision.

The published results for 2005 and 2006 were based on a 10% sample dataset and are subject to sampling error.

## 2007 Comprehensive Spending Review (CSR07)

This SR04 target ends in 2008 and a final assessment will be made in the *2008 Autumn Performance Report*.

New indicators on the *Achievement at Early Years Foundation Stage* and the *Gap in Achievement at Early Years Foundation Stage* underpin the CSR07 PSA 10: Raise the educational achievement of all children and young people and PSA 11: Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers respectively.

Both indicators use the Early Years Foundation Stage Profile (EYFSP), which will supersede the Foundation Stage Profile (FSP), but essentially retains the same approach to assessment, so maintaining continuity with the SR04 target. EYFSP data is expected to be available in September each year and the new early years targets will be reported on within the new arrangements for reporting on PSA 10 and PSA 11. The baseline will be confirmed in September 2008 (and reported in the *2008 Autumn Performance Report*), subsequent reporting will be framed in terms of improvement on the 2008 results.

**Related Links:**

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Statistical First Release 32/2007: [www.dcsf.gov.uk/rsgateway/DB/SFR/s000752/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000752/index.shtml)

Sure Start: [www.surestart.gov.uk](http://www.surestart.gov.uk)

Department for Work and Pensions: [www.dwp.gov.uk](http://www.dwp.gov.uk)

Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)

National Assessment Agency: [www.naa.org.uk](http://www.naa.org.uk)

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LATEST ASSESSMENT	
<p><b>Element 1:</b> Met</p> <p><b>Element 2:</b> Not yet assessed</p> <p><b>Element 3:</b> Met early</p>	<p><b>2. As a contribution to reducing the proportion of children living in households where no-one is working, by 2008:</b></p> <ul style="list-style-type: none"> <li>• increase the stock of Ofsted-registered childcare by 10%; (Element 1)</li> <li>• increase the number of children in lower-income working families using formal childcare by 120,000; (Element 2) and</li> <li>• introduce by April 2005, a successful light-touch childcare approval scheme. (Element 3)</li> </ul> <p><i>(DCSF (Early Years, Extended Schools and Special Needs Group) target, joint with DWP)</i></p> <p><i>All three elements of this target need to be met individually for the whole target to be met. If one or more elements of this target are not met, the target will be deemed to be partly met.</i></p>
<p><b>Element 1:</b></p> <p>Baseline: 1,103,000 Ofsted-registered childcare places at 31 March 2004</p> <p>Latest outturn against trend: Over 1,290,000 places at 31 December 2008<sup>1</sup></p>	
<p><b>Performance:</b></p> <p><b>Element 1:</b> The target of increasing the stock of Ofsted-registered childcare by 10% was exceeded in September 2005. At 31 March 2008, the stock stood at over 1,290,000 places, more than double the 1997 level.</p> <p>The focus now is on sustaining the childcare market and there is a new duty on local authorities, under the <i>Childcare Act 2006</i>, for them to ensure from April 2008 that there is sufficient childcare in their areas. This includes maintaining diversity and choice of provision and helping secure new places where there is a need for them.</p> <p><small>1. The childcare stock figures reflect the numbers of registered places in full day-care, out-of-school care, and provided by childminders. They do not include registered places in sessional childcare or crèches as these are less likely to be significant in helping parents work.</small></p>	
<p><b>Element 2:</b></p> <p>Baseline: 2004-05 baseline level of 615,000</p> <p>Latest outturn against trend: The first figures will be available in late May 2008, when the next <i>Parents Childcare Survey</i> is published.</p>	

**Performance:**

**Element 2:** The stock of childcare places has increased substantially, helping thousands of children and families, and the focus now is increasing take up amongst particular groups. The Department has trialled a range of targeted initiatives and pilots, including through: free early learning for disadvantaged 2-year-olds; encouraging flexible and atypical hours provision in London as part of the Childcare Affordability Programme; and a black and minority ethnic communities project.

The latest phase of the national communications campaign to raise the awareness of the benefits of formal childcare, including the support and free provision available to parents ran until the end of November 2007. It included specific marketing for the London Childcare Affordability Programme and tailored information for black and minority ethnic families. The Department works closely with local authorities to improve the quality of information available to parents and with other government departments to raise the awareness of the benefits, choices and financial help available. A distinct campaign targeted at Pakistani and Bangladeshi families ran from January to March 2008.

**Element 3:**

Baseline: No childcare approval scheme in place in 2004

Latest outturn against trend: Over 6,120 new carers had been approved at 31 March 2008

**Performance:**

**Element 3:** This target was met early with the introduction of a light touch childcare approval scheme. This scheme has now been phased out and replaced by the voluntary Ofsted Childcare Register from April 2007.

**SR04 target measurement****Data System:**

Element 1: The PSA target is measured by reference to data provided by Ofsted about registered childcare places in England. Performance is assessed annually at 31 March.

Element 2: The original target was to be measured by the Department for Work and Pension's *Family Resources Survey*. However, agreement was reached to use child level data from the Department for Children, Schools and Families *Parents Childcare Survey: Childcare and Early Years Provision: A Study of Parents' Use, Views and Experiences* to give a much fuller picture of take-up by age of child, type of childcare and family income.

Element 3: Measured by reference to data provided through the management information system of the contractor (Nestor Primecare Services Limited) delivering the scheme, and on the numbers of approvals achieved by the end of the year.

**Method of data collection:**

Element 1: Data is provided by Ofsted.

Element 2: Parents Childcare Survey. For 2007 and 2008, data collection periods will be from January-March, with data being published in spring of the following year.

Element 3: Performance information supplied by the scheme operator.

**Issues with data systems:**

Element 1: The data system for the stock of Ofsted-registered childcare is fit for the purpose of measuring and reporting performance. The data refers to the level of childcare available, not the number of places used.

Element 2: DCSF *Parents Childcare Survey* will be used to monitor performance against the target. The first set of data will be available in late May 2008. Given the likely developments in the data system, it is too early to form a view on its fitness for purpose.

Element 3: The data system is judged as fit for purpose.

### 2007 Comprehensive Spending Review (CSR07)

This SR04 target ends in 2008. Elements 1 and 3 have been reported as being Met early. A final assessment for Element 2 will be made in the *2009 Departmental Report*.

An indicator on take-up of formal childcare by low income families underpins the Department's CSR07 Departmental Strategic Objective (DSO): Close the gap in educational achievement for children from disadvantaged backgrounds, and will be reported in the *2009 Departmental Report*.

#### Related links:

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Ofsted: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

Sure Start: [www.surestart.gov.uk](http://www.surestart.gov.uk)

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#### LATEST ASSESSMENT

#### Slippage

**3. Reduce the under-18 conception rate by 50% by 2010 as part of a broader strategy to improve sexual health.**

*(Joint with the Department of Health)*

Baseline: 46.6 conceptions per 1,000 girls aged 15-17 in 1998

Latest outturn against trend: 40.4 conceptions per 1,000 girls aged 15-17 in 2006

#### Performance:

Provisional 2006 data shows that the under-18 conception rate for England stood at 40.4 per 1,000 girls aged 15-17, representing a 13.3% reduction from the 1998 baseline. The under-18 conception rate is at its lowest level for over 20 years and between 1998 and 2006, under 18 conception rates fell between 10% and 19% in all regions.

Between 1998 and 2006, 89% of top-tier local authorities (LAs) have seen an overall reduction in their under 18 conception rate and if all LAs had performed at the level of the best quartile, the England reduction between 1998 and 2006 would be 27% – and on track to meet the 2010 target.

**Table 3.1: Under 18 conception rate for England: 1998-2006**

Year	Number of under-18 conceptions	Change since 1998	Under-18 conception rate <sup>1</sup>	Change since 1998
1998	41,089		46.6	
1999	39,247	-1,842	44.8	-4.1
2000	38,699	-2,390	43.6	-6.4
2001	38,461	-2,628	42.5	-8.9
2002	39,350	-1,739	42.7	-8.4
2003	39,553	-1,536	42.2	-9.6
2004	39,593	-1,496	41.6	-10.9
2005	39,804	-1,285	41.3	-11.4
2006	39,003	-2,086	40.4 <sup>2</sup>	-13.3

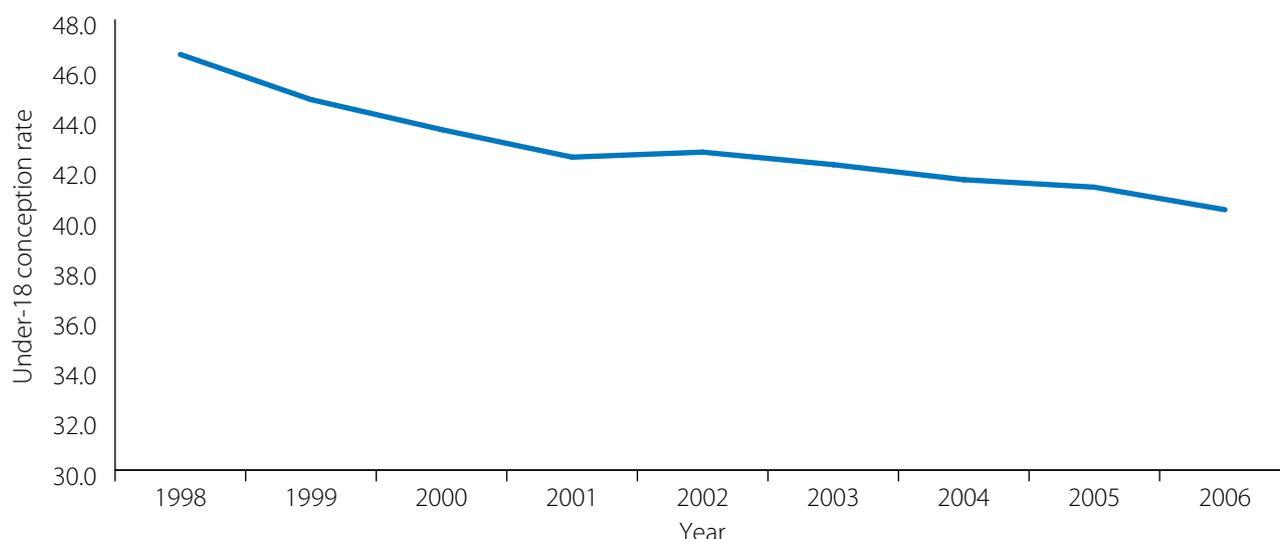
*Source: Office for National Statistics and Teenage Pregnancy Unit, 2008*

1. per thousand females aged 15-17.

2. Provisional figure.

The under 16 conception rate was 7.7 per 1,000 girls aged 13 to 15 in 2006, compared to a 2005 rate of 7.8 per 1,000 girls. This represents an overall decline of 13.0% since 1998.

**Figure 3.1: Under 18 conception rate for England: 1998-2006**



Source: Office for National Statistics and Teenage Pregnancy Unit, 2008  
Rate per thousand females aged 15-17

#### SR04 target measurement

##### Data System:

The PSA target is measured by National Statistics under-18 conception data.

##### Method of data collection:

Conception statistics are derived from birth registrations, abortion notifications, and mid-year population estimates.

##### Issues with data systems:

The data systems are generally fit for the purpose of measuring and reporting performance. The Office for National Statistics (ONS) usually releases conception statistics around 14 months after the period to which they relate. The reason for this time lag is that to record conceptions, the ONS requires information that occurred as a result. As birth registration can be legally undertaken up to six weeks after birth, information may not be available until 11 months after the date of conception. When all birth and abortion data are available, the ONS compile the conception statistics and release the annual figures in February each year, for example, 2007 data will be available in February 2009.

#### 2007 Comprehensive Spending Review (CSR07)

This 2010 target has been rolled forward as an indicator underpinning CSR07 PSA 14: Increase the number of children and young people on the path to success.

##### Related links:

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Every Child Matters: [www.everychildmatters.gov.uk/resources/IG00200/](http://www.everychildmatters.gov.uk/resources/IG00200/)

Office for National Statistics: [www.statistics.gov.uk](http://www.statistics.gov.uk)

Department of Health: [www.dh.gov.uk](http://www.dh.gov.uk)

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LATEST ASSESSMENT	<p><b>Not yet assessed</b></p> <p><b>4. Halt the year-on-year rise in obesity among children under 11 by 2010 in the context of a broader strategy to tackle obesity in the population as a whole.</b></p> <p><i>(Joint with the Department of Health and the Department for Culture, Media and Sport)</i></p>
<p>Baseline: 14.9% – the three-year aggregate data from the <i>Health Survey for England</i> from 2002/03/04</p> <p>Latest outturn against trend: Non- aggregated data from the 2006 Health Survey for England recorded that 15.2% of children aged 2 to 10 in England were obese.</p> <p>Next outturn against trend: The next indication of progress against the baseline will be available in January 2009. This will include the 2007 HSE obesity prevalence for children aged 2-10, as well as the three-year aggregate data from 2005/06/07. Halting the increase in obesity would mean no statistically significant change in prevalence between the two three-year periods 2005/06/07 and 2008/09/10.</p>	
<p><b>Performance:</b></p> <p>Annual performance on tackling obesity is measured by comparing <i>Health Survey for England</i> (HSE) figures for aggregate three-year periods.</p> <p>Figures from the 2007 HSE are not yet available.</p> <p>The Government Office of Science Foresight project, <i>Tackling Obesities: Future Choices</i> provided a clear understanding of the complexity and scale of the obesity problem. This means moving away from a focus solely on obesity to one of promoting healthy weight, healthy lives and recognising that weight is a problem that affects adults as well as children. A shift in approach means the numbers of overweight and obese people must be reversed if severe consequences to individual health are to be avoided.</p> <p>Building on the evidence in the Foresight report, the Government launched its £372 million cross-government strategy <i>Healthy Weight, Healthy Lives</i>. It comprises five policy areas for action: healthy children; healthier food choices; physical activity; healthy incentives and personalised advice and support. A new joint Obesity Unit, supported by the Department for Children, Schools and Families and the Department of Health, has been set up to deliver the activities set out in the strategy.</p>	

## SR04 target measurement

### Data System:

The Health Survey for England (HSE).

### Method of data collection:

The HSE comprises a series of annual surveys beginning in 1991. The series is part of an overall programme of surveys commissioned by the Department of Health designed to provide regular information on various aspects of the nation's health. As set out in the Technical Note for this PSA target, levels of childhood obesity are measured by aggregate trend data available every three years. The delay between the end of the collecting period and when the data is published is around 12-15 months.

### Issues with data systems:

The three year aggregate data for 2002/03/04 showed that the prevalence of obesity amongst children aged 2-10 was 14.9%. Equivalent aggregate data for 2003/04/05 (published by the National Centre for Social Research) also indicated a figure of 14.9%.

While aggregate estimates for the level of obesity for the period 2003/04/05 were the same as for the period 2002/03/04 these results should be treated with caution due to the overlapping periods used in the estimates and because the estimates are subject to sampling error. The 2004/05/06 results will also include overlapping data and therefore more meaningful comparisons will not be possible until the 2005/06/07 data is available, which will not include overlapping data from 2002/03/04.

HSE estimates these data will be available by early 2009.

## 2007 Comprehensive Spending Review (CSR07)

The Government is moving to a new ambition on obesity and levels of childhood obesity is an indicator underpinning CSR07 PSA 12: Improve the health and wellbeing of children and young people. There is a CSR07 commitment to making a significant impact on this problem over the CSR period, reducing the rate of increase in obesity among children under 11 as a first step towards the CSR07 national target Reduce the proportion of overweight and obese children to 2000 levels by 2020 in the context of tackling obesity across the population.

Subsequent performance against the 2020 ambition will be reported in the *2008 Autumn Performance Report* and *2009 Departmental Report* onwards (with data available in December each year and the Department for Culture, Media and Sport relieved of their formal reporting requirements).

### Related links:

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Health Survey for England: [www.dh.gov.uk/PublicationsAndStatistics/PublishedSurvey/Health Survey For England](http://www.dh.gov.uk/PublicationsAndStatistics/PublishedSurvey/HealthSurveyForEngland)

Healthy Weight, Healthy Lives: A cross-government strategy for England:  
[www.dh.gov.uk/en/PublicHealth/Healthimprovement/Obesity/index.htm](http://www.dh.gov.uk/en/PublicHealth/Healthimprovement/Obesity/index.htm)

National Child weight Management Programme:  
[www.dh.gov.uk/healthyliving](http://www.dh.gov.uk/healthyliving)

Department of Health: [www.dh.gov.uk](http://www.dh.gov.uk)

Department for Culture, Media and Sport: [www.dcms.gov.uk](http://www.dcms.gov.uk)

National Centre for Social Research: [www.natcen.ac.uk/](http://www.natcen.ac.uk/)

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LATEST ASSESSMENT																																				
<p><b>Element 1:</b> Not applicable (there are no education targets)</p> <p><b>Element 2:</b> Slippage</p>	<p>5. Narrow the gap in educational achievement between looked after children and that of their peers; (Element 1)</p> <p>and improve their educational support and the stability of their lives so that by 2008, 80% of children under 16 who have been looked after for 2.5 or more years will have been living in the same placement for at least 2 years, or are placed for adoption. (Element 2)</p>																																			
<p><b>Element 1:</b></p> <p>As set out in the <i>Technical Note</i>, this PSA target is underpinned by three education performance indicators, against which the Department monitors progress. There are no targets attached to the education performance indicators.</p> <p>Baseline: Indicators</p> <p>51% of children aged 11, looked after for at least 12 months obtained level 4 in Key Stage 2 English and mathematics as a proportion of their peers in 2004;</p> <p>41% of children looked after for at least 12 months did not sit a GCSE equivalent exam in 2004; and</p> <p>9.4% of children looked after for at least 12 months and in Year 11, achieved 5 or more A*-C GCSEs or equivalent in 2004.</p>																																				
<p>Latest outturn against trend: Indicators</p> <p>57% of children aged 11, looked after for at least 12 months obtained level 4 in Key Stage 2 English and mathematics as a proportion of their peers in 2007;</p> <p>32% of children looked after for at least 12 months did not sit a GCSE equivalent exam in 2007; and</p> <p>13% of children looked after for at least 12 months and in Year 11, achieved 5 or more A*-C GCSEs or equivalent in 2007.</p>																																				
<p><b>Performance:</b></p> <p><b>Element 1:</b> The educational achievement of looked after children continues to improve but at a slower rate than the Department would like.</p>																																				
<p><b>Table 5.1: Progress on educational achievement indicators, 2003/04 to 2006/07</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #4F81BD; color: white;"> <th style="text-align: left;">Indicator</th> <th style="text-align: center;">2003/04 Baseline</th> <th style="text-align: center;">2004/05</th> <th style="text-align: center;">2005/06</th> <th style="text-align: center;">2006/07</th> </tr> </thead> <tbody> <tr> <td>Percentage of children aged 11 looked after for at least 12 months obtaining level 4 in Key Stage 2 English and mathematics as a proportion of their peers</td> <td style="text-align: center;">51</td> <td style="text-align: center;">52</td> <td style="text-align: center;">54</td> <td style="text-align: center;">57</td> </tr> <tr> <td>Percentage point change since 2004</td> <td></td> <td style="text-align: center;">+1</td> <td style="text-align: center;">+3</td> <td style="text-align: center;">+6</td> </tr> <tr> <td>Percentage of children looked after for at least 12 months who sat a GCSE equivalent exam in Year 11</td> <td style="text-align: center;">59.1</td> <td style="text-align: center;">64</td> <td style="text-align: center;">65.6</td> <td style="text-align: center;">67.7</td> </tr> <tr> <td>Percentage point change since 2004</td> <td></td> <td style="text-align: center;">+4.9</td> <td style="text-align: center;">+6.5</td> <td style="text-align: center;">+8.6</td> </tr> <tr> <td>Percentage of children looked after for at least 12 months achieving 5 or more A*-C GCSEs or equivalent in Year 11</td> <td style="text-align: center;">9.4</td> <td style="text-align: center;">10.8</td> <td style="text-align: center;">11.8</td> <td style="text-align: center;">12.6</td> </tr> <tr> <td>Percentage point change since 2004</td> <td></td> <td style="text-align: center;">+1.4</td> <td style="text-align: center;">+2.4</td> <td style="text-align: center;">+3.2</td> </tr> </tbody> </table> <p><i>Source: Statistical First Release 08/2008</i></p>		Indicator	2003/04 Baseline	2004/05	2005/06	2006/07	Percentage of children aged 11 looked after for at least 12 months obtaining level 4 in Key Stage 2 English and mathematics as a proportion of their peers	51	52	54	57	Percentage point change since 2004		+1	+3	+6	Percentage of children looked after for at least 12 months who sat a GCSE equivalent exam in Year 11	59.1	64	65.6	67.7	Percentage point change since 2004		+4.9	+6.5	+8.6	Percentage of children looked after for at least 12 months achieving 5 or more A*-C GCSEs or equivalent in Year 11	9.4	10.8	11.8	12.6	Percentage point change since 2004		+1.4	+2.4	+3.2
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<p><b>Element 2:</b></p> <p>Baseline: 65% at 31 March 2004</p> <p>Latest outturn against trend: 66% at 31 March 2007</p>																																				

**Performance:**

**Element 2:** As set out in the Technical Note, this PSA target relates to the stability of children's lives, although it is underpinned by three education performance indicators (described in Element 1). The stability of children's lives has improved by one percentage point since March 2004, with 66% of children living within the same placement for at least two years or placed for adoption in March 2007. This represents a small increase in the stability of looked after children, from the target's baseline. The target level will not be reached.

The White Paper *Care Matters: Time for Change* published in June 2007 recognised that the pace of change was too slow for children in care. It set out the Government's ambitious and wide ranging reform programme to tackle instability and improve outcomes for children in care.

**SR04 target measurement****Data System:**

Element 1: Measured with reference to the OC2 data collection.

Element 2: Measured with reference to the SSDA903 data collection.

**Method of data collection:**

Element 1: The OC2 data collection collects aggregate information on looked after children who have been in care for at least 12 months on 30 September.

Element 2: The SSDA903 data collection collects individual child level information on children in care for the year ending 31 March.

**Issues with data systems:**

Element 1: The issues referred to in PSA target 6 affect the estimates for both looked after children and their peers and hence are unlikely to affect the comparisons between these two groups.

Element 2: As set out in the *Technical Note*, this target covers all children aged under 16 in England who had been looked after (as defined by the *Children Act 1989*) for 2.5 years or more (i.e. for more than 911 days inclusive of 31 March) on 31 March of the year of measurement. Further detail is available in the *Technical Note*.

**2007 Comprehensive Spending Review (CSR07)**

This SR04 target on stability (and underpinning indicator on achievement) ends in 2008 and a final assessment will be made in the *2009 Departmental Report*.

New indicators on *Proportion of children in care at Key Stage 2 achieving Level 4 in English and Level 4 in Mathematics at Key Stage 2* and *Proportion of children in care achieving five A\*-C GCSEs (or equivalent) at Key Stage 4* underpin CSR07 PSA 11: Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers. Performance for both will be reported in the *2008 Autumn Performance Report* and *2009 Departmental Report* onwards.

There are also two indicators on *stability of looked after children* underpinning the Department's CSR07 Departmental Strategic Objective (DSO): Safeguard the young and vulnerable, which will be reported in the *2009 Departmental Report*.

**Related links:**

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Statistical First Release 08/2008: [www.dcsf.gov.uk/rsgateway/DB/SFR/s000785/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000785/index.shtml)

Department of Health: [www.dh.gov.uk](http://www.dh.gov.uk)

White Paper *Care Matters: Time for Change*: [www.dcsf.gov.uk/publications/timeforchange/index.shtml](http://www.dcsf.gov.uk/publications/timeforchange/index.shtml)

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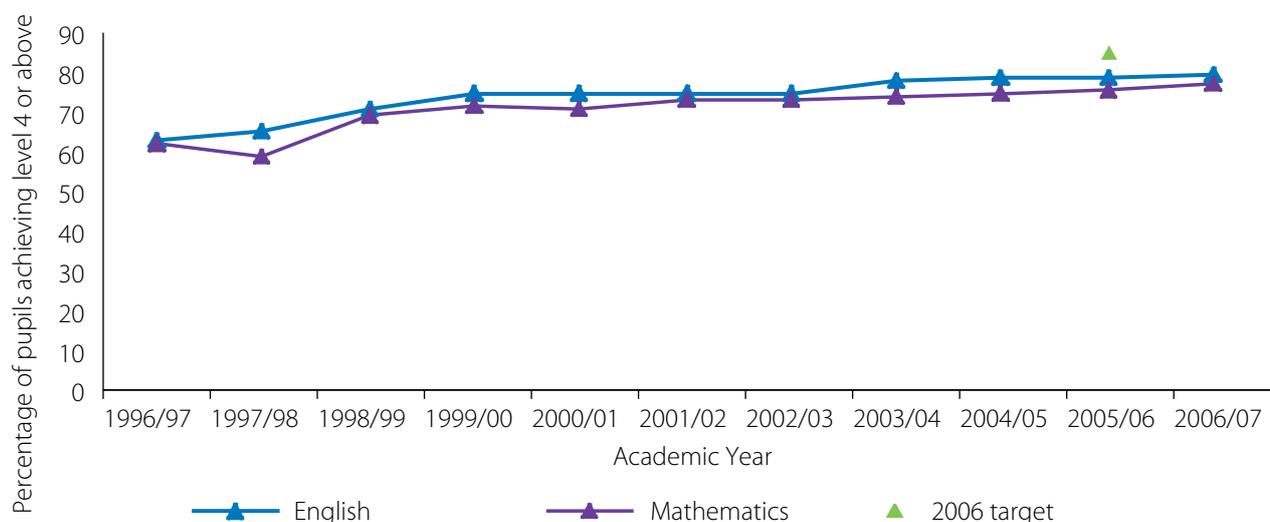
**Spending Review 2004 Objective II: Raise standards and tackle the attainment gap in schools**

LATEST ASSESSMENT																										
<p><b>Element 1:</b> Not met</p> <p><b>Element 2:</b> Ahead</p>	<p>6. Raise standards in English and mathematics so that:</p> <ul style="list-style-type: none"> <li>by 2006, 85% of 11-year-olds achieve level 4 or above, with this level of performance sustained to 2008; (Element 1) and</li> <li>by 2008, the proportion of schools in which fewer than 65% of pupils achieve level 4 or above is reduced by 40%. (Element 2)</li> </ul>																									
<p><b>Element 1:</b></p> <p>Baseline: Level 4 or above – 78% in English, 74% in mathematics in 2003/04</p> <p>Latest outturn against trend: Level 4 or above – 80% in English, 77% in mathematics in 2006/07</p>																										
<p><b>Performance:</b></p> <p><b>Element 1:</b> Based on final 2005/06 results of the percentage of pupils achieving level 4 or above of 79% in English and 76% in mathematics, the 2006 target was not met and was reported as such in the <i>2006 Autumn Performance Report</i>.</p> <p>Final 2006/07 results of the percentage of pupils achieving level 4 or above showed 80% in English and 77% in mathematics, representing increases of two and three percentage points respectively from the target's 2003/04 baseline.</p> <p>Whilst the 2006 target was not met, primary standards are at their highest ever level with improvements in all three core subjects.</p> <p>These results build on substantial and sustained improvements at Key Stage 2 in the last 10 years, but more needs to be done to ensure no child is left behind and the <i>Children's Plan</i> sets out the next steps to build a world class education system.</p>																										
<p><b>Table 6.1: Attainment of 11-year-olds: Percentage of pupils achieving level 4 or above, 2003/04 to 2006/07</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Key Stage 2 test English</th> <th>Change since 2003/04 baseline</th> <th>Key Stage 2 test mathematics</th> <th>Change since 2003/04 baseline</th> </tr> </thead> <tbody> <tr> <td>2003/04</td> <td>78</td> <td></td> <td>74</td> <td></td> </tr> <tr> <td>2004/05</td> <td>79</td> <td>+1</td> <td>75</td> <td>+1</td> </tr> <tr> <td>2005/06</td> <td>79</td> <td>+1</td> <td>76</td> <td>+2</td> </tr> <tr> <td>2006/07</td> <td>80</td> <td>+2</td> <td>77</td> <td>+3</td> </tr> </tbody> </table>		Year	Key Stage 2 test English	Change since 2003/04 baseline	Key Stage 2 test mathematics	Change since 2003/04 baseline	2003/04	78		74		2004/05	79	+1	75	+1	2005/06	79	+1	76	+2	2006/07	80	+2	77	+3
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2006/07	80	+2	77	+3																						
<p>Source: <i>School Achievement and Attainment Tables</i>.</p>																										

Since 1996/97 the percentage of pupils achieving level 4 or above has increased by seventeen percentage points in English and fifteen percentage points in mathematics.

Compared to 1997, 100,000 more 11-year-olds are mastering the basics in reading, writing and arithmetic.

**Figure 6.1: Attainment of 11-year-olds: Percentage of pupils achieving level 4 or above, 1996/97 to 2006/07**



Source: School Achievement and Attainment Tables.

#### Element 2:

Baseline: 2,849 schools below target in English in 2002/03, and 3,570 schools below target in mathematics in 2002/03

Latest outturn against trend: 1,484 schools below target in English and 2,026 schools below target in mathematics in 2006/07

#### Performance:

**Element 2:** The number of primary schools where fewer than 65 per cent of 11 year olds achieve the level expected for their age in English and mathematics has fallen to its lowest level. The Key Stage 2 floor target is ahead of trajectory with 1,484 schools below target in English and 2,026 below target in mathematics. This represents a fall in the number of such schools of 48% in English and 43% in mathematics.

The number of schools where fewer than 65% of pupils achieved level 4 in English and mathematics for each year from 2002/03 is shown below. The target figures represent a 40% reduction from the 2002/03 baseline.

**Table 6.2: Attainment of 11-year-olds: Progress towards 40% reduction from 2002/03 baseline, 2002/03 to 2006/07**

Year	Number of schools below target in English	Change since 2002/03 baseline	Number of schools below target in mathematics	Change since 2002/03 baseline
2002/03	2,849		3,570	
2003/04	2,232	-617 (-22%)	3,108	-462 (-13%)
2004/05	1,870	-979 (-34%)	2,797	-773 (-22%)
2005/06	1,784	-1,065 (-37%)	2,555	-1,015 (-28%)
2006/07	1,484	-1,365 (-48%)	2,026	-1,544 (-43%)
2007/08 target	1,709	(-40%)	2,142	(-40%)

Source: School Achievement and Attainment Tables.

**SR04 target measurement****Data System:**

Elements 1 and 2: Results of the National Curriculum Assessments at Key Stage 2 in England.

**Method of data collection:**

Elements 1 and 2: Annual National Curriculum Assessments at Key Stage 2 in England. Pupils sit the assessment tests in May each year and provisional results are reported in August.

**Issues with data systems:**

Elements 1 and 2: The data may be affected by changes to the assessment system, although the Qualifications and Curriculum Authority (QCA) have responsibility for ensuring that standards in the tests remain consistent from year to year. A particular issue, following the recommendation of the QCA (as regulator), is the ending of borderlining – the process where test papers which are 1, 2 or 3 marks below a threshold are re-checked to ensure that pupils are not (unfairly) given a lower mark than should have been the case. The impact is expected to be a discontinuity in the time series, and QCA and the DCSF are seeking to quantify the likely effect.

**2007 Comprehensive Spending Review (CSR07)**

This SR04 target ends in 2008. Element 1 (2006 target) has already been reported as Not met. Element 2 (2008 target) performance information will be available in November 2008 and a final assessment of the SR04 target will be made in the *2008 Autumn Performance Report*.

A new indicator on the *Proportion achieving level 4 in both English and mathematics at Key Stage 2* underpins CSR07 PSA 10: Raise the educational achievement of all children and young people. Two further indicators on the *Proportion progressing by 2 National Curriculum levels in English and mathematics* underpins CSR07 PSA 11: Narrow the gap in educational achievement between children from lower income and disadvantaged background and their peers. Performance will be reported from the *2008 Autumn Performance Report* onwards.

**Related links:**

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Statistical First Release 41/2007: [www.dfes.gov.uk/rsgateway/DB/SFR/s000764/SFR41-2007.pdf](http://www.dfes.gov.uk/rsgateway/DB/SFR/s000764/SFR41-2007.pdf)

Primary Achievement and Attainment Tables: [www.dcsf.gov.uk/performance/tables/](http://www.dcsf.gov.uk/performance/tables/)

Primary National Strategy: [www.standards.dcsf.gov.uk/primary/](http://www.standards.dcsf.gov.uk/primary/)

Every Child a Reader: [www.everychildareader.org](http://www.everychildareader.org)

National Literacy Trust: [www.literacytrust.org.uk](http://www.literacytrust.org.uk)

Making Good Progress [www.ncer.org/docs/making-good-progress.pdf](http://www.ncer.org/docs/making-good-progress.pdf)

Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)

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LATEST ASSESSMENT	
<p><b>Element 1:</b> Not met</p> <p><b>Element 2:</b> Slippage</p>	<p>7. Raise standards in English, mathematics, ICT and science in secondary education so that:</p> <ul style="list-style-type: none"> <li>by 2007, 85% of 14-year-olds achieve level 5 or above in English, mathematics and ICT (80% in science) nationally, with this level of performance sustained to 2008; (Element 1) and</li> <li>by 2008, in all schools at least 50% of pupils achieve level 5 or above in English, mathematics and science. (Element 2)</li> </ul>

#### Element 1:

Baseline: 71% in English, 73% in mathematics, 67% in ICT, 66% in science in 2003/04

Latest outturn against trend: 74% in English, 76% in mathematics, 74% in ICT and 73% in science in 2006/07

#### Performance:

**Element 1:** Based on final 2006/07 results of the percentage of pupils achieving level 5 or above of 74% in English, 76% in mathematics, 74% in ICT and 73% in science the 2007 target was not met and was reported as such in the 2007 Autumn Performance Report.

Whilst the 2006/07 target was not met there has been some progress since the 2003/04 baseline of three, three and seven percentage points respectively in English, mathematics and science.

**Table 7.1: Attainment of 14-year-olds: Percentage of pupils achieving level 5 or above, 2003/04 to 2006/07**

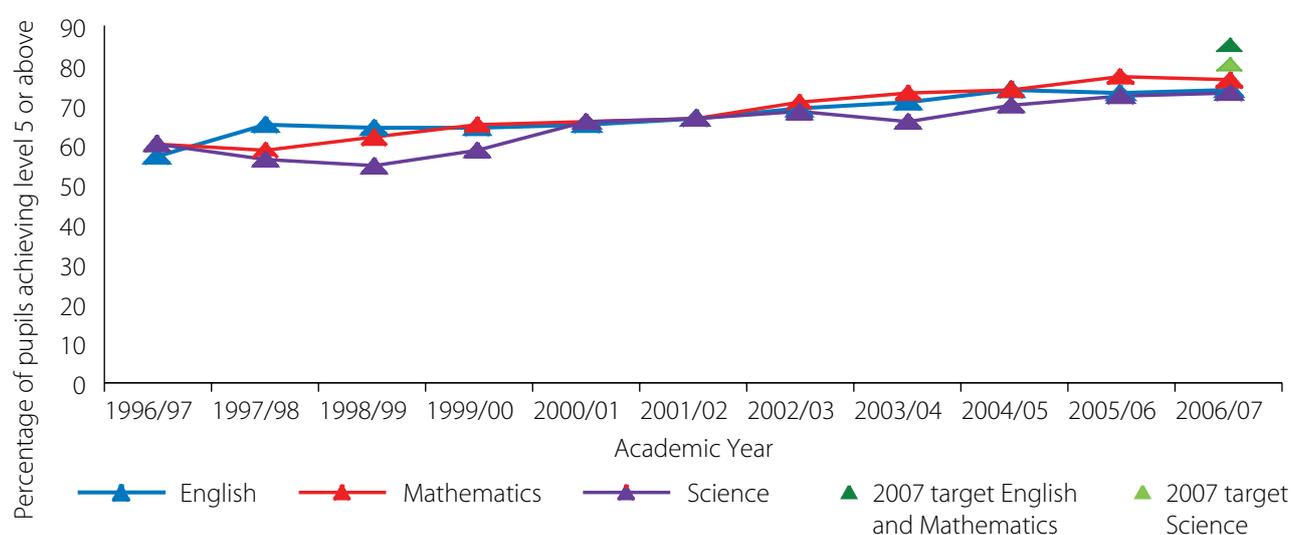
Year	Key Stage 3 test English	Change since 2003/04 baseline	Key Stage 3 test mathematics	Change since 2003/04 baseline	Key Stage 3 test science	Change since 2003/04 baseline
2003/04	71		73		66	
2004/05	74	+3	74	+1	70	+4
2005/06	73	+2	77	+4	72	+6
2006/07	74	+3	76	+3	73	+7

Source: School Achievement and Attainment Tables.

Since 1996/97 the percentage of pupils achieving level 5 or above has increased by seventeen percentage points in English, sixteen percentage points in mathematics, thirteen percentage points in science and twenty four percentage points in ICT.

Compared to 1997, an additional 100,000 pupils reached the expected level in English, 95,000 in mathematics and 80,000 more in science.

**Figure 7.1: Attainment of 14-year-olds: Percentage of pupils achieving level 5 or above, 1996/97 to 2006/07**



Source: School Achievement and Attainment Tables.

## Element 2:

Baseline: 589 schools below target in 2002/03

Latest outturn against trend: 279 schools below target in 2006/07

### Performance:

**Element 2:** In 2006/07, 279 (9%) of schools failed to reach the floor target in English, mathematics and science a reduction of 310 from the targets 2002/03 baseline.

The number of schools where less than 50% of pupils achieved Level 5 or above in each subject for each year from 2002/03 is shown below.

**Table 7.2: Attainment of 14-year-olds: Progress towards 50% floor target, 2002/03 to 2006/07**

Year	Number of schools below 50% floor target in English, mathematics and science	Change since 2002/03 baseline
2002/03	589	
2003/04	598	+9 (+2%)
2004/05	410	-179 (-30%)
2005/06	320	-269 (-46%)
2006/07	279	-310 (53%)

Source: School Achievement and Attainment Tables.

## SR04 target measurement

### Data System:

Elements 1 and 2: Results of the National Curriculum Assessments at Key Stage 3 in England.

### Method of data collection:

Elements 1 and 2: Annual National Curriculum Assessments at Key Stage 3 in England. Pupils sit the assessment tests in May each year and provisional results are reported in September.

### Issues with data systems:

Elements 1 and 2: The data may be affected by changes to the assessment system, but the Qualifications and Curriculum Authority (QCA) have responsibility for ensuring that standards in the tests remain consistent from year to year. A particular issue, following the recommendation of the QCA (as regulator), is the ending of borderlining – the process where test papers which are 1, 2 or 3 marks below a threshold are re-checked to ensure that pupils are not (unfairly) given a lower mark than should have been the case. The impact is expected to be discontinuity in the time series, and QCA and the DCSF are seeking to quantify the effect. As set out in the *Technical Note*, the measure of ICT attainment is unmoderated teacher assessments. There is no evidence about its reliability.

## 2007 Comprehensive Spending Review (CSR07)

This SR04 target ends in 2008. Element 1 (2007 target) has been reported as Not met. Element 2 (2008 target) performance information will be available in December 2008, and a final assessment made in the *2008 Autumn Performance Report*.

A new indicator on the *Proportion achieving Level 5 in both English and Mathematics at Key Stage 3* underpins CSR07 PSA 10: Raise the educational achievement of all children and young people. Two further indicators on the *Proportion progressing by 2 National Curriculum levels in English and mathematics* underpins CSR07 PSA 11: Narrow the gap in educational achievement between children from lower income and disadvantaged background and their peers. Performance will be reported from the *2008 Autumn Performance Report* onwards.

**Related links:**

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Statistical First Release 06/2008: [www.dcsf.gov.uk/rsgateway/DB/SFR/s000738/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000738/index.shtml)

Key Stage 3 and Secondary National Strategy: [www.standards.dcsf.gov.uk/keystage3/](http://www.standards.dcsf.gov.uk/keystage3/)

Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)

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**LATEST ASSESSMENT****Slippage**

**8. Improve levels of school attendance so that by 2008, school absence is reduced by 8% compared to 2003.**

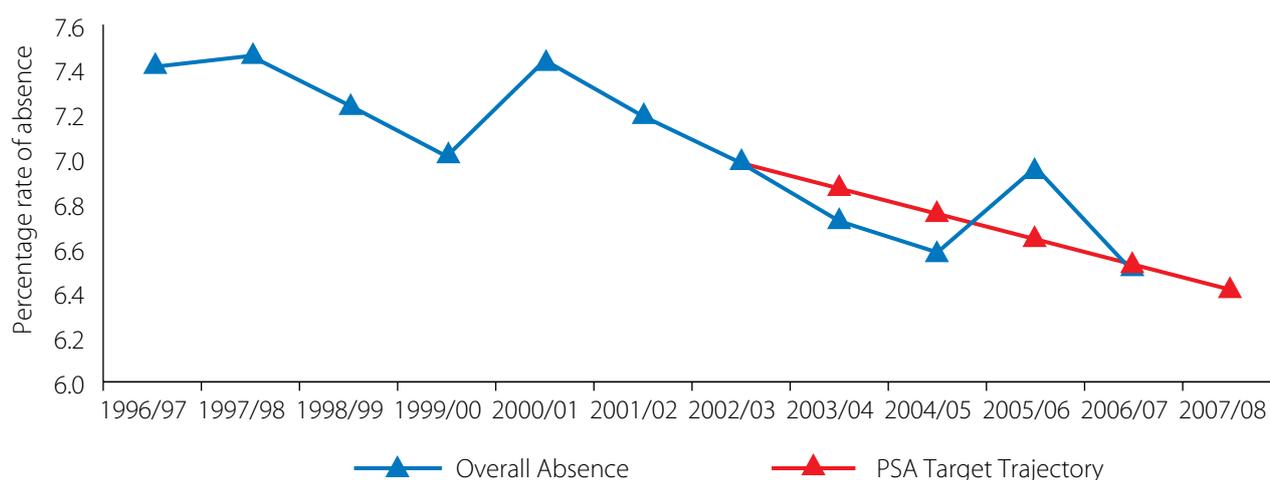
Baseline: 6.98% in 2002/03

Latest outturn against trend: 6.49% in 2006/07 (note provisional autumn data below)

**Performance: no changes to figure**

Figure 8.1 shows that school absence is at a record low, based on 2006/07 end-year data. Provisional data from the autumn term 2007 indicate further reductions across state-funded secondary schools compared to autumn term 2006, both in overall absence (7.27% compared to 7.28%) and persistent absence (7.6% compared to 7.8%). The same provisional data indicate some overall slippage, as the overall absence rate across primary and secondary schools rose to 6.26% compared to 5.94% in autumn term 2006. This is a result of the overall rate for maintained primary schools rising to 5.36%, compared to 4.75% in autumn term 2006. More than half of this rise was recorded as illness, the category used to record any type of illness for example norovirus. Much of the remainder, where a reason was provided, was recorded as days taken for religious observance. The different timing of religious festivals in autumn 2007, compared to autumn 2006, may be a contributory factor.

**Figure 8.1: Average overall absence trend across schools, 1996/97 to 2006/07**



Persistent absence fell in maintained secondary schools, to 6.7% (203,180 pupils) from 7.1% (217,390 pupils) in 2005/06. These pupils each missed 20% or more of schooling, and accounted for nearly a third of absence in these schools. Targeting 436 secondary schools with the biggest share of such pupils reduced their number by nearly 20% over a 12 month period. The level of persistent absence amongst primary schools is just 1.8%, captured for the first time in 2006/07. The *Children's Plan* sets an expectation that by 2011 local authorities will have 5% or fewer persistent absentee secondary pupils, with local authorities setting annual statutory targets around this.

Absence data from independent schools are not included in the School Census or the PSA target.

## 2004 target measurement

### Data System:

Absence data from the School Census.

### Method of data collection:

Absence data from the School Census covering the preceding school year are published as a National Statistics product in a Statistical First Release each February.

### Issues with data systems:

The data system addresses the majority of risks to data quality. As set out in the *Technical Note*, the rate is for maintained primary schools, maintained secondary schools, academies, City Technology Centres and special schools. **It does not include independent or independent special schools.** The data system does not and was not intended to pick up internal truancy (i.e. unauthorised absence by pupils between the school's twice-daily registrations, meaning that a pupil is effectively recorded as attending either, or both, morning and afternoon sessions but physically not present at either, or both, during part of the session) or missing children (i.e. those unregistered at school – the Government's safeguarding policies aim to combat this. Specific guidance on the categorisation of attendance and absence has been published, revised when the 2006 Pupil Registration regulations came into force on 1 September 2006 (and published alongside *Keeping Pupil Registers* which is guidance on applying the regulations).

## 2007 Comprehensive Spending Review (CSR07)

This SR04 target ends in 2008. A final assessment will be made in the *2009 Departmental Report*.

The *number of persistent absentee pupils in secondary schools* underpins the Department's CSR07 Departmental Strategic Objective (DSO): Close the gap in educational achievement for children from disadvantaged backgrounds and will be reported in the *2009 Departmental Report* onwards.

### Related links:

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Statistical First Release 05/2008

[www.dcsf.gov.uk/rsgateway/DB/SFR/s000775/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000775/index.shtml)

Categorisation of attendance and absence:

[www.dcsf.gov.uk/schoolattendance/legislation/index.cfm](http://www.dcsf.gov.uk/schoolattendance/legislation/index.cfm)

Children missing education: [www.everychildmatters.gov.uk/ete/childrenmissingeducation](http://www.everychildmatters.gov.uk/ete/childrenmissingeducation)

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LATEST ASSESSMENT	
<b>Met early</b>	<p>9. Enhance the take-up of sporting opportunities by 5- to 16-year-olds so that the percentage of school children in England who spend a minimum of two hours each week on high quality PE and sport within and beyond the curriculum increases from an estimated 25% in 2002 to 75% by 2006 and to 85% by 2008, and to at least 75% in each School Sport Partnership by 2008.</p> <p><i>(Joint with the Department for Culture, Media and Sport)</i></p>
<p>Baseline: 62% of pupils in school sport partnerships participated in at least two hours of PE and school sport in 2003/04</p> <p>Latest outturn against trend: 86% of pupils now take part in at least two hours high quality PE and school sport each week (but not every school sport partnership is yet achieving the 75% floor target)</p>	
<p><b>Performance:</b></p> <p>At March 2008 there were 452 designated Sports Colleges, including 17 academies and all maintained schools in England are in one of the 450 School Sport Partnerships.</p> <p>The 2006/07 School Sports Survey confirms that the national PE &amp; Sport Strategy for Young People is making a difference and showed that 86% of 5- to 16-year-olds participate in at least two hours high quality PE and school sport in a typical week, up from an estimated 25% in 2002. The 2008 target of 85% was therefore met early and reported as such in the <i>2007 Autumn Performance Report</i>.</p>	
<p><b>SR04 target measurement</b></p> <p><b>Data System:</b></p> <p>PE, School Sport and Club Link (PESSCL) Survey and Ofsted reports, covering all maintained schools in England.</p> <p><b>Method of data collection:</b></p> <p>PE, School Sport and Club Link (PESSCL) Survey, covering all maintained schools in England.</p> <p><b>Issues with data systems:</b></p> <p>Two data systems are used to measure quantity and quality of provision, because it is not at present cost effective to collect data through one system. Up until 2004/05, Ofsted subject reports were used to assess the quality of provision. Ofsted assessed a sample of about 30 schools in each of the primary, secondary and special sectors. Now that Ofsted no longer conduct subject-specific surveys, School Sport Partnerships decide for themselves what constitutes high quality PE and school sport, using a range of publications and guidance developed on behalf of the DCSF by Ofsted, the Qualifications and Curriculum Authority, the Association for Physical Education; and the Youth Sport Trust. When making these judgements, School Sport Partnerships apply the ten outcomes of high quality PE and school sport, alongside the Ofsted inspection criteria and the five outcomes of Every Child Matters.</p>	
<p><b>2007 Comprehensive Spending Review (CSR07)</b></p> <p>This SR04 target ends in 2008. The 2008 target has been reported as Met early.</p> <p>A new indicator on <i>Children and young people's participation in sport</i> underpins CSR07 PSA 22: Deliver a successful Olympic Games and Paralympic Games with a sustainable legacy and get more children and young people taking part in high quality PE and sport. Performance will be reported from the <i>2008 Autumn Performance Report</i> onwards, in interim (summer months only) in October 2008 and in full from April 2009 onwards.</p>	

**Related links:**

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)  
 Department for Culture, Media and Sport: [www.dcms.gov.uk](http://www.dcms.gov.uk)  
 Ofsted: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)  
 Making the High Quality Connection: [www.teachernet.gov.uk/doc/10679/HQ%20poster.pdf](http://www.teachernet.gov.uk/doc/10679/HQ%20poster.pdf)  
 Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)  
 Association for Physical Education: [www.afpe.org.uk/](http://www.afpe.org.uk/)  
 Youth Sport Trust: [www.youthsporttrust.org/](http://www.youthsporttrust.org/)  
 Every Child Matters: [www.everychildmatters.gov.uk/](http://www.everychildmatters.gov.uk/)

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**Spending Review 2004 Objective III: All young people to reach 19 ready for skilled employment or higher education**

**LATEST ASSESSMENT**

**Element 1: Ahead**  
**Element 2: Slippage**

10. By 2008, 60% of those aged 16 to achieve the equivalent of 5 GCSEs at grades A\*-C (Element 1)

- and in all schools at least 20% of pupils to achieve this standard by 2004, rising to 25% by 2006 and 30% by 2008. (Element 2)

**Element 1:**

Baseline: 53.7% in 2003/04

Latest outturn against trend: 60.8% in 2006/07

**Performance:**

Element 1: Based on final 2006/07 results, 60.8% of those aged 16 achieved the equivalent of 5 GCSEs at grades A\*-C.

**Table 10.1: GCSE examinations: Percentage of 15-year-olds achieving 5 or more A\*-C grade GCSEs or equivalent, 2003/04 to 2006/07**

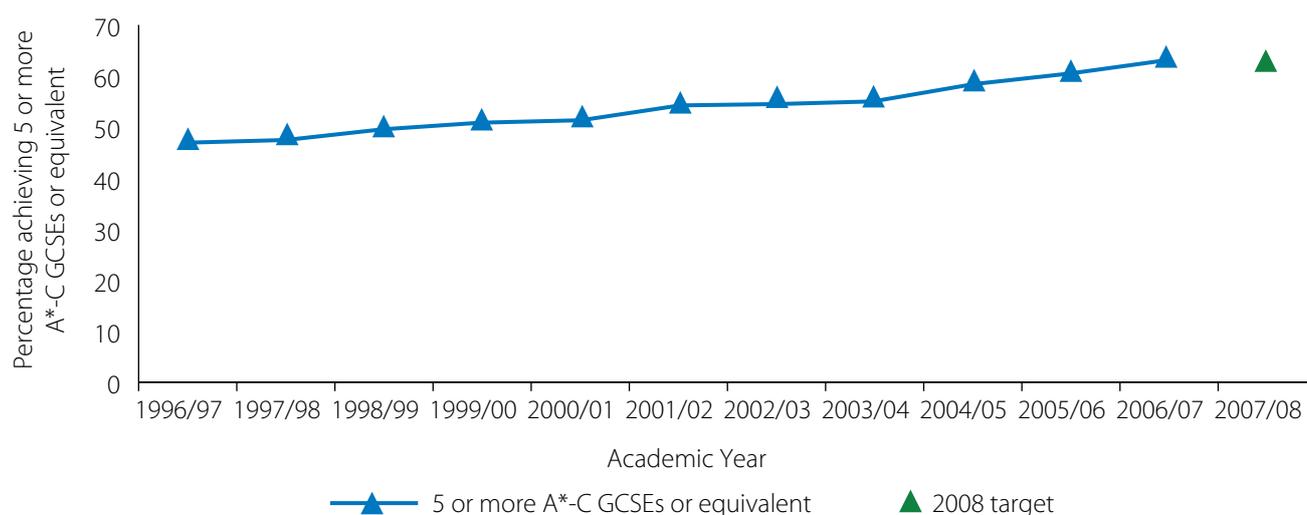
Year	5 or more A-C GCSEs	Change since 2003/04 baseline
2003/04	53.7	
2004/05	56.3	+2.6
2005/06	58.5	+4.8
2006/07	60.8	+7.1

Source: *School Achievement and Attainment Tables*.

Since 1996/97 the percentage of pupils achieving 5 or more A\*-C grade GCSEs or equivalent above has increased 15.7 percentage points.

Additionally, 46% of those aged 16 achieved the equivalent of 5 GCSEs at grades A\*-C including English and mathematics. This is an increase of 0.7 percentage points since 2005/06 and 10.4 percentage points since 1997.

**Figure 10.1: GCSE examinations: Percentage of 15-year-olds achieving 5 or more A\*-C grade GCSEs or equivalent, 1996/97 to 2006/07**



Source: School Achievement and Attainment Tables.

### Element 2:

Baselines: 186 schools below the target of 25% of pupils achieving the equivalent of 5 GCSEs at grades A\*-C in 2003/04, 343 schools below the target of 30% of pupils achieving the equivalent of 5 GCSEs at grades A\*-C in 2003/04

Latest outturn against trend: 17 schools below the target of 25% of pupils achieving the equivalent of 5 GCSEs at grades A\*-C in 2006/07, 64 schools below the target of 30% of pupils achieving the equivalent of 5 GCSEs at grades A\*-C in 2006/07

### Performance:

Element 2: In 2006/07, the number of schools where less than 25% of pupils achieved 5 or more A\* -C at GCSEs or equivalent was 17 and the number of schools where less than 30% of pupils achieved 5 or more A\*-C at GCSE or equivalent was 64. There has also been a significant drop in the proportion of schools with less than 30% of their pupils getting five higher level GCSEs or equivalent including English and mathematics, down to 638 from 1,610 in 1997 and 789 last year. The Government is also committed to a new floor target for schools, including achievement of English and mathematics. Budget 2008 provided new funding to bring forward by a year to 2011 the Government's ambition for no school to have less than 30% of its pupils achieving 5 A\*-C at GCSE, including English and mathematics, The New National Challenge programme will build on the lessons learnt from the success of London Challenge, where the capital's schools were given an intensive focus on improvement, with targeted support for different schools according to their individual needs. The National Challenge to be launched in June 2008.

**Table 10.2: GCSE Examinations: Progress towards floor targets, 2003/04 to 2006/07**

Year	Number of schools below 25% floor target	Number of schools below 30% floor target
2003/04	186	343
2004/05	110	230
2005/06	47	134
2006/07	17	64

Source: School Achievement and Attainment Tables.

## SR04 target measurement

### Data System:

Element 1: GCSE and Equivalent Results for Young People in England.

Element 2: Measured by adjusted data published in *School and College Achievement and Attainment Tables*.

### Method of data collection:

Elements 1 and 2: Examination results provided by the Awarding Bodies. Pupils sit examinations in June each year and provisional results are reported in October.

### Issues with data systems:

Element 2: Progress towards the school level target is based on the adjusted data published in the *Secondary School Performance Tables*. As set out in the *Technical Note*, the school level target covers all maintained mainstream schools, including Academies and City Technology Colleges published with GCSE and equivalent results in the *Secondary School Performance Tables*. It excludes all non-maintained schools, all special schools, all hospital schools, all pupil referral units, schools that closed ahead of publication of the tables, schools that opened after the *Annual School Census* (be that through mergers, amalgamations or new establishments).

## 2007 Comprehensive Spending Review (CSR07)

This SR04 target ends in 2008 and a final assessment of the target will be made in the *2009 Departmental Report*.

A new indicator on the *Proportion achieving five A\*-C GCSEs (or equivalent) at Key Stage 4 including English and mathematics* underpins CSR07 PSA 10: Raise the educational achievement of all children and young people. Two further indicators on the *Proportion progressing by 2 National Curriculum levels in English and mathematics* underpin CSR07 PSA 11: Narrow the gap in educational achievement between children from lower income and disadvantaged background and their peers. Performance will be reported from the *2008 Autumn Performance Report* onwards.

### Related links:

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Statistical First Release 01/2008:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000768/sfr01-2008.pdf>

Primary National Strategy: [www.standards.dcsf.gov.uk/primary/](http://www.standards.dcsf.gov.uk/primary/)

Key Stage 3 and Secondary National Strategy: [www.standards.dcsf.gov.uk/keystage3/](http://www.standards.dcsf.gov.uk/keystage3/)

Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)

School and College Achievement and Attainment Tables: [www.dcsf.gov.uk/performance/tables/](http://www.dcsf.gov.uk/performance/tables/)

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LATEST ASSESSMENT																						
<p><b>Element 1:</b> Ahead</p> <p><b>Element 2:</b> On course</p>	<p>11. Increase the proportion of 19-year-olds who achieve at least level 2 by 3 percentage points between 2004 and 2006, and a further 2 percentage points between 2006 and 2008, (Element 1) and increase the proportion of young people who achieve level 3. (Element 2)</p>																					
<p><b>Element 1:</b></p> <p>Baseline: 66.4% of 19-year-olds achieved at least level 2 in 2004</p> <p>Latest outturn against trend: 71.4% of 19-year-olds achieved at least level 2 in 2006 and 73.9% of 19-year-olds achieved at least level 2 in 2007</p>																						
<p><b>Performance:</b></p> <p>Element 1: The 2006 target to increase the proportion of 19-year-olds who achieve at least level 2 by 3 percentage points between 2004 and 2006 was exceeded in 2006 with 71.4% of 19-year-olds qualified to at least level 2. The level 2 at 19 target level of 73.4% of 19-year-olds qualified to at least level 2 has been met a year early. In 2007 73.9% of 19-year-olds are qualified to at least level 2. This means that 75,000 more 19-year-olds have level 2 qualifications than did so in 2004.</p>																						
<p><b>Table 11.1: Attainment of level 2 at 19 in England, 2004 to 2007 (Percentage)</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Level 2 at 19</th> <th>Change since 2004 baseline</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>66.4</td> <td></td> </tr> <tr> <td>2005</td> <td>69.3</td> <td>+2.9</td> </tr> <tr> <td>2006</td> <td>71.4</td> <td>+5.0</td> </tr> <tr> <td><b>2006 target</b></td> <td><b>69.4</b></td> <td></td> </tr> <tr> <td>2007</td> <td>73.9</td> <td>+7.5</td> </tr> <tr> <td><b>2008 target</b></td> <td><b>73.4</b></td> <td></td> </tr> </tbody> </table>		Year	Level 2 at 19	Change since 2004 baseline	2004	66.4		2005	69.3	+2.9	2006	71.4	+5.0	<b>2006 target</b>	<b>69.4</b>		2007	73.9	+7.5	<b>2008 target</b>	<b>73.4</b>	
Year	Level 2 at 19	Change since 2004 baseline																				
2004	66.4																					
2005	69.3	+2.9																				
2006	71.4	+5.0																				
<b>2006 target</b>	<b>69.4</b>																					
2007	73.9	+7.5																				
<b>2008 target</b>	<b>73.4</b>																					
<p>Source: Matched Administrative Dataset</p> <p>The Department is building on the recent improvements in level 2 attainment at 19 so that year-on-year more young people will achieve level 2 by the age of 19 and far fewer will drop out of education and training before the age of 18. This will be achieved through: increasing the number of 17-year-olds participating in education and training and raising the participation age; supporting young people through transition; guaranteeing an offer of a place in learning by the end of September for every 16, and from this year, 17-year-old – the September Guarantee; introducing a post-16 progression measure; focusing on the quality of teaching and learning; increasing the number of apprenticeships; and ensuring young people have the financial support they need to continue in learning.</p>																						
<p><b>Element 2:</b></p> <p>Baseline: 42% of young people achieved level 3 in 2004</p> <p>Latest outturn against trend: 48% of young people achieved level 3 in 2007</p>																						
<p><b>Performance:</b></p> <p><b>Element 2:</b> Level 3 attainment by young people has increased by six percentage points since 2004. This means that 55,000 more 19-year-olds have level 3 qualifications than did so in 2004.</p>																						
<p><b>Table 11.2: Attainment of level 3 at 19 in England, 2004 to 2007 (Percentage)</b></p> <table border="1"> <thead> <tr> <th>Year</th> <th>Level 3 at 19</th> <th>Change since 2004 baseline</th> </tr> </thead> <tbody> <tr> <td>2004</td> <td>42.0</td> <td></td> </tr> <tr> <td>2005</td> <td>45.4</td> <td>+3.4</td> </tr> <tr> <td>2006</td> <td>46.6</td> <td>+4.6</td> </tr> <tr> <td>2007</td> <td>48.0</td> <td>+6.0</td> </tr> </tbody> </table>		Year	Level 3 at 19	Change since 2004 baseline	2004	42.0		2005	45.4	+3.4	2006	46.6	+4.6	2007	48.0	+6.0						
Year	Level 3 at 19	Change since 2004 baseline																				
2004	42.0																					
2005	45.4	+3.4																				
2006	46.6	+4.6																				
2007	48.0	+6.0																				
<p>Source: Matched Administrative Dataset</p>																						

**SR04 target measurement****Data System:**

Element 1: Administrative measure.

Element 2: Administrative measure for 19-year-olds and successive ages to 22 as matched data becomes available.

**Method of data collection:**

Elements 1 and 2: Measured using an administrative measure.

**Issues with data systems:**

Elements 1 and 2: The data systems supporting both Elements of the target are generally appropriate and most of the key risks are well controlled. The data may be affected by changes to the assessment system, but the Qualifications and Curriculum Authority (QCA) have responsibility for ensuring that standards in the tests remain consistent from year to year.

**2007 Comprehensive Spending Review (CSR07)**

This SR04 target ends in 2008 and a final assessment of the target will be made in the *2009 Departmental Report*.

New indicators on the *Proportion of young people achieving Level 2 at age 19* and *Proportion of young people achieving Level 3 at age 19* underpin CSR07 PSA 10: Raise the educational achievement of all children and young people. Performance will be reported from the *2008 Autumn Performance Report* onwards.

**Related links:**

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Statistical First Release 4/2008: [www.dcsf.gov.uk/rsgateway/DB/SFR/s000774/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000774/index.shtml)

Learning and Skills Council: [www.lsc.gov.uk](http://www.lsc.gov.uk)

Diplomas: [www.dcsf.gov.uk/14-19/index.cfm?sid=3&pid=224&ctype=None&ptype=Contents](http://www.dcsf.gov.uk/14-19/index.cfm?sid=3&pid=224&ctype=None&ptype=Contents)

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LATEST ASSESSMENT	
Slippage	12. Reduce the proportion of young people not in education, employment or training by 2 percentage points by 2010.
<p>Baseline: 10% of young people not in education, employment or training in 2004</p> <p>Latest outturn against trend: 10.3% of young people not in education, employment or training in 2006</p>	
<p><b>Performance:</b></p> <p>The proportion of 16- to 18-year-olds not in education, employment or training (NEET) has remained broadly level for the last 12 years and was 9.7% at the end of 2004 (the target baseline). The provisional 2006 figure is 10.3%, which is a reduction of 0.6 percentage points from the final 2005 figure of 10.9% (reported in the <i>2006 Autumn Performance Report</i>). The total number of 16- to 18-year-olds NEET was estimated at 206,000 at the end of 2006.</p> <p>Between 2005 and 2006 the proportion of 16- to 17-year-olds NEET fell from 9.5% to 8.0%, whereas 18-year-olds NEET rose from 13.6% to 14.8%. Despite the reduction in 16-17-year-olds NEET and the rise in participation in education and training amongst 16- to 18-year-olds since 2004, falling youth employment levels have meant this has not translated into a corresponding decrease in the proportion of young people NEET. The latest figures from the <i>Labour Force Survey</i> which acts as a guide to the official end of year outturn, shows a slight (0.2%) decrease in the proportion of young people NEET between the final quarter of 2006 and 2007.</p> <p>Reducing the proportion of young people NEET depends on carefully tracking young people who are NEET, or at risk of becoming so, and providing them with good advice and support to access a flexible range of learning provision that offers them the right courses at the right level.</p> <p>In November 2007, the NEET Strategy <i>Reducing the number of young people not in education, employment or training (NEET) by 2013</i> was published. This set out the current trends in NEET and the key actions the Department plan to take to meet the PSA target. These include working with the Department for Work and Pensions to introduce voluntary (in April 2008) and then mandatory (in April 2009) early entry to the New Deal for 18-year-old jobseekers who have been NEET for 26 weeks; the September Guarantee for 17-year-olds (from September 2008); and pilots of new variants of Education Maintenance Allowance and Activity Agreements.</p> <p>Work on the Entry to Learning Pathway announced in the <i>Children's Plan</i> is being taken forward. Connexions Client Caseload Information System (CCIS) data is being used to monitor local authority progress on a monthly basis and work with NEET hotspots is continuing. The six local authorities in Phase 1 of the programme have recorded a 2 percentage point reduction in the hotspot areas, compared to a national average of 1.0 percentage points in their NEET figures over the last year (CCIS data).</p>	
<p><b>SR04 target measurement</b></p> <p><b>Data System:</b></p> <p>National Statistics Statistical First Release.</p> <p><b>Method of data collection:</b></p> <p>As set out in the <i>Technical Note</i>, the estimates of participation in education, training and employment combine data from a number of sources, with procedures to identify young people in more than one form of provision, in order to give a view of the cohort as a whole. It is measured by taking the Government Actuary Department estimate of the 16- to 18-year-old population and subtracting the figures of 16- to 18-year-olds known to be participating in education, employment or training, using the Annual Schools' Census, Individual Learner Records, data from the Higher Education Statistics Agency and the <i>Labour Force Survey</i> (LFS). The LFS is a sample survey. All estimates of labour market participation are therefore subject to sampling error, as are the estimates for the non-college based components of Employer Funded Training and Other Education and Training. Figures are published annually in June with provisional rates for the current academic year and revised figures for previous academic year.</p> <p>See <i>Statistical First Release 22/07</i> for further details.</p>	

### Issues with data systems:

The Department continues to look at ways of improving the accuracy of the NEET estimates. From 2006, overseas students in higher education have been excluded from the estimates, and figures were presented to one decimal place for the first time. In addition to the *Statistical First Release* (SFR), the *Labour Force Survey* and Connexions Caseload Information System (CCIS) are used to produce in-year and local NEET estimates. These show broadly the same trend as the SFR measure, but the estimates are not directly comparable due to different coverage and methodologies. Details of the alternative data sources and latest outturns are published in the *NEET Quarterly Brief*, see link below.

### 2007 Comprehensive Spending Review (CSR07)

This Spending Review 2004 target has been rolled forward as a CSR07 national target – Reduce the proportion of young people not in education, employment or training by 2 percentage points by 2010.

It is an indicator underpinning CSR07 PSA 14: Increase the number of children and young people on the path to success. Reporting will continue through the Autumn Performance Report and Departmental Report.

### Related links:

Technical Note: [www.dcsf.gov.uk/aboutus/reports/#dsr](http://www.dcsf.gov.uk/aboutus/reports/#dsr)

Statistical First Release: SFR 22/07: [www.dcsf.gov.uk/rsgateway/DB/SFR/s000734/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000734/index.shtml)

NEET Quarterly Brief: [www.dcsf.gov.uk/rsgateway/DB/RES/r000751/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/RES/r000751/index.shtml)

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## Annex P – Progress towards the achievement of outstanding Spending Review 2002 PSA targets

### Spending Review 2002 targets

Final assessments have been provided in earlier Autumn Performance Reports and Departmental Reports for all Spending Review 2002 PSA Targets.

### Drugs targets

The Home Office (HO) has overall responsibility for the Drugs Strategy and accountability for related targets. The Department for Children, Schools and Families (DCSF) along with the rest of government, is working hard to help individuals and communities overcome drug misuse. The HO and DCSF are jointly responsible for the target's delivery, with DCSF taking lead responsibility on policy.

This Spending Review 2002 target was rolled forward into the Spending Review 2004 period. The DCSF leads policy on this target and shares responsibility with the HO for the target's delivery. Further information and latest assessments regarding the full range of drugs Public Service Agreement targets is available in the Home Office *2008 Departmental Report*.

### **6. Reduce the harm caused by drugs by reducing the use of Class A drugs and the frequent use of any illicit drug among all young people under the age of 25, especially by the most vulnerable people**

#### **Class A drug use amongst young people**

Baseline (*British Crime Survey 1998*): 8.6%

Latest outturn against trend: (*British Crime Survey 2006-07*) 8.1%

Target: A reduction by 2007-08

#### **Frequent drug use by young people:**

Baseline: (*British Crime Survey 2002-03*): 11.6%

Latest outturn against trend (*British Crime Survey 2006-07*): 8.3%

Target: A reduction by 2007-08

#### **Frequent drug use by vulnerable young people:**

Baseline (2003): 21.2% (any drug in the past year)

Latest outturn against trend: (*2006 Schools Survey*): 11.3%<sup>1</sup>

Target: A reduction by 2007-08

#### **Class A drug use by vulnerable young people:**

Baseline (2003): 14.1%

Latest outturn against trend: (*2006 Schools Survey*): 13.6%<sup>1</sup>

Target: A reduction by 2007-08

1. In the SR2002 PSA Technical Note the indicators used for both vulnerable young people measures were in development and no baseline measures had been set. The measures and baselines for these two indicators were specified in the SR2004 PSA Technical Note, and these are reported against here.

## Glossary

<b>Administration costs</b>	The day-to-day costs incurred in administering the Department's business.
<b>Aggregate External Finance (AEF)</b>	The total amount of money given by central government to local government. It consists of the revenue support grant (RSG), ringfenced money and business rates. Councils raise money on top of this amount through council tax.
<b>Annually Managed Expenditure (AME)</b>	The element of public expenditure for which multi-year spending limits are not appropriate, and which is instead subject to annual review.
<b>Bill</b>	A draft Act of Parliament, presented to either the House of Commons or the House of Lords, to vote on. If successful, the Bill becomes an Act following Royal Assent.
<b>Capital Modernisation Fund</b>	A fund administered by the Treasury from which departments can bid for money to support capital projects aimed at improving the quality of public service delivery.
<b>Sure Start Children's Centre (SSCC)</b>	A multi-agency Sure Start centre offering integrated early education, childcare and health and parental support to children under five and their families.
<b>Dedicated Schools Grant</b>	The ring-fenced grant from the Department for Education and Skills to local authorities covering funding delegated to schools, and other provision for pupils such as Pupil Referral Units and early years education in private, voluntary and independent settings.
<b>Departmental Expenditure Limits (DEL)</b>	Expenditure which departments can control overall, though some elements may be demand-led.
<b>Early Years Foundation Stage (EYFS)</b>	The Government's new single framework for learning, development and care for children under five, operational from September 2008.
<b>Exclusion</b>	Pupils may not attend lessons or enter school premises for a set period of time, or permanently in the case of expulsion.
<b>Extended School</b>	A school open to pupils, families and the wider community throughout the school day and beyond it, at weekends and during school holidays. The services offered include study support, childcare, IT, recreational facilities and adult learning.
<b>Green Paper</b>	A preliminary report of Government proposals that is published in order to stimulate discussion.

<b>Gross Domestic Product (GDP)</b>	A measure of the economic activity taking place in the UK economic territory. Measured by National Statistics, GDP is equivalent to the value added to the economy by this activity.
<b>Invest to Save</b>	A special fund set up by the Treasury to support projects that promote joined up government.
<b>Key Stage</b>	A description and measurement of pupil's progress through school: Key Stage 1: pupils aged 5 to 7 – year groups 1 and 2 Key Stage 2: pupils aged 7 to 11 – year groups 3 to 6 Key Stage 3: pupils aged 11 to 14 – year groups 7 to 9 Key Stage 4: pupils aged 14 to 16 – year groups 10 and 11
<b>National Curriculum</b>	The basic framework setting out what children aged three to 16 in government funded early education settings and state schools should learn.
<b>Non-Departmental Public Bodies (NDPBs)</b>	A body which has a role in the processes of government but is not a government department or part of one. NDPBs accordingly operate at arm's length from government. They include: <ul style="list-style-type: none"> <li>■ Executive non-departmental public bodies which carry out operational and regulatory functions, scientific or commercial activities, for example, Investors in People UK.</li> <li>■ Advisory non-departmental public bodies which advise the Department on a specific issue, for example, the Independent Advisory Group on Teenage Pregnancy.</li> <li>■ Bodies which have a judicial or quasi-judicial functions, for example, the Special Educational Needs and Disability Tribunal.</li> </ul>
<b>Outturn</b>	Annual cash expenditure.
<b>Private Finance Initiative (PFI)</b>	An initiative to attract private sector funding for major public sector projects.
<b>Public-Private Partnership (PPP)</b>	The introduction of private sector funding and expertise into the provision of public services in order to achieve best value for money for taxpayers.
<b>Public Service Agreement (PSA)</b>	A plan setting out what a department will deliver in the form of measurable targets over the public expenditure review period in return for its agreed spending.
<b>Real Terms</b>	Expenditure measured against a standard of constant value making allowances for changes in purchasing power as a result of inflation.

## Resource Accounting and Budgeting (RAB)

Introduces generally accepted accounting practice into government accounting. The main changes being the adoption of accruals accounting for all departmental expenditure and the inclusion of depreciation and cost of capital charges in departmental budgets.

## Setting

A place where educational or early years services are provided.

## Special Educational Needs (SEN)

A child is defined as having special educational needs if he or she has a learning difficulty that needs special teaching. A learning difficulty means that the child has a significantly greater difficulty in learning than most children of the same age.

## Spending Review (SR)

This sets Departmental Expenditure Limits and plans Annually Managed Expenditure for the following three years. It replaced the annual public expenditure survey and is held at less frequent intervals. The first was the Comprehensive Spending Review in 1998, the second in summer 2000, the third in summer 2002, and the fourth in summer 2004. The fifth Comprehensive Spending Review was in October 2007.

## Sure Start

The Government's programme to deliver the best start in life for every child, by promoting and bringing together early education, childcare and health and family support services for young children and their families through integrated children's centres.

## Technical Notes (TN)

Technical Notes set out exactly how a target will be measured. The existence of these notes helps stakeholders to be clear about exactly what the target is, and provides assurance that performance will be objectively assessed.

## Vote

The amount of money approved by Parliament to cover departmental expenditure.

## White Paper

A paper produced by the Government setting out details of future policy on a particular subject. It will often be the basis for a Bill to be put before Parliament.

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Forced Marriage (Civil Protection) Act 2007.c20.	TSO 2007	4.00	978-0-105-420071
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