



Autumn Performance Report 2007

Achievement against
Public Service
Agreement targets



department for
children, schools and families



Department for Children, Schools and Families

Autumn Performance Report 2007

Achievement against Public Service Agreement targets

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

December 2007

Conventions

Financial years are shown 2006-07, academic years as 2006/07.

Calendar years are shown as 2006 or 2007.

The report relates to England, unless otherwise indicated.

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Foreword by the Secretary of State

The Department for Children, Schools and Families brings together for the first time ever in one place the responsibility for all policy across government to promote the well-being of children and young people. Our aspirations are straightforward and ambitious; every child deserves to be safe and loved and have a healthy and happy childhood; free from harm; and every child should have the chance to make the most of their talents and fulfil their potential.



I am pleased to present my first Autumn Performance Report which sets out interim assessments towards achievement of my Department's Spending Review 2004 Public Service Agreement targets, together with progress against our efficiency target.

This year has continued to see real improvements in the well-being and life chances of children and young people from birth to 19.

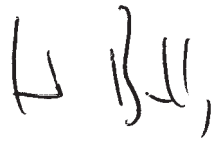
There are now over 1,700 Sure Start Children's Centres offering services to more than 1.2 million young children and their families, and over 8,000 extended schools are providing access to extended services in partnership with local providers.

Standards in schools continues to rise. The 2006/07 results at age 11 were the best ever seen with 80% achieving level 4 or above in English, and 77% achieving level 4 or above in mathematics. 2006/07 results at age 14 showed 74% achieving level 5 or above in English, 76% achieving level 5 or above in mathematics, and 73% achieving level 5 or above in science. The percentage of 15-year-olds achieving five or more A*-C grade GCSEs in 2006/07 has improved by 4.8 percentage points since 2005/06 to 60.3% and is ahead of target. This is compared to only 45.1% of 15-year-olds achieving five or more A*-C grade GCSEs in 1996/97.

The PE and sport target has been met early with 86% of 5- to 16-year-olds now taking part in at least two hours high-quality PE and sport in a typical week.

We have also seen an increase in the proportion of 19-year-olds who achieve at least level 2 with the 2006 target exceeded, with 71.4% of 19-year-olds qualified to at least level 2.

But there remain significant challenges that require us to change and renew our strategic direction. The 2007 Comprehensive Spending Review announced a radical reform of the performance management framework across government, including new Departmental Strategic Objectives and cross-government Public Service Agreements. Following a national consultation, Time to Talk, the forthcoming Children's Plan will set out how we will achieve our objectives for children, young people and families.

A handwritten signature in black ink, appearing to read 'Ed Balls'.

Ed Balls

Secretary of State for Children, Schools and Families

Introduction

Following the Machinery of Government changes in June 2007, three new departments were set up by the new Prime Minister in place of the former Department for Education and Skills (DfES) and the former Department of Trade and Industry (DTI). These organisations are:

- the Department for Children, Schools and Families (DCSF);
- the Department for Innovation, Universities and Skills (DIUS); and
- the Department for Business, Enterprise and Regulatory Reform (BERR).

Chapter 2 of this *2007 Autumn Performance Report* outlines progress towards the Spending Review 2004 Public Service Agreement (PSA) targets which the DCSF is responsible for, including joint targets with the Department for Work and Pensions; the Department for Culture, Media and Sport; the Department of Health; and the Home Office. Progress towards Spending Review 2004 PSA targets on adult skills and higher education, which were the responsibility of the former DfES, are now reported in the *DIUS 2007 Autumn Performance Report*.

Chapter 3 outlines progress against the DCSF element of the former DfES Efficiency target, and Chapter 4 progress towards the former DfES Spending Review 2002 PSA targets which are still outstanding and remain the responsibility of the DCSF.

Each Spending Review 2004 PSA target is underpinned by a *Technical Note* which set out how the target is measured; how success is defined; sources of the relevant data; and any other relevant information. The Technical Notes for Spending Review 2004 PSA targets are available at www.dcsf.gov.uk/aboutus/reports/#dsr

The 2007 Comprehensive Spending Review announced a radical reform of the performance management framework across government, further details of which are set out in Chapter 1.

The former *DfES Resource Accounts 2006-07* were presented to Parliament on 16 July 2007. Within the accounts is a Management Commentary section which gives information on internal and external influences on performance, financial performance during the year and future developments. Copies of the Accounts are available through the Stationery Office (TSO) and the DCSF website at: www.dfes.gov.uk/aboutus/reports/#dra

Department for Children, Schools and Families Strategic Objectives and Public Service Agreements

1

This 2007 Autumn Performance Report reports progress on the Department for Children, Schools and Families' (DCSF) Spending Review 2004 (SR04) Public Service Agreement (PSA) targets and introduces the new suite of Comprehensive Spending Review (CSR07) Public Service Agreements.

2004 Spending Review Aims, Objectives and PSA targets

Following the 2004 Spending Review, the former Department for Education and Skills (DfES) aim was: To build a competitive economy and inclusive society by:

- creating opportunities for everyone to develop their learning;
- releasing potential in people to make the most of themselves; and
- achieving excellence in standards of education and levels of skills.

Underpinning this aim, the former DfES had four objectives and 14 SR04 PSA targets:

- Safeguard children and young people, improve their life outcomes and general well-being and break cycles of deprivation. (SR04 PSA targets 1,2,3,4 and 5)
- Raise standards and tackle the attainment gap in schools. (SR04 PSA targets 6, 7, 8 and 9)
- All young people to reach 19 ready for skilled employment or higher education. (SR04 PSA targets 10, 11 and 12)
- Tackle the adult skills gap. (SR04 PSA targets 13 and 14)

These are unchanged from those reported in the *2007 DfES Departmental Report*. Prior to the Machinery of Government changes in June 2007, the DfES was responsible for all 14 targets. Following the Machinery of Government changes, the DCSF took responsibility for 12 of these targets (1 to 12) and this report covers progress on these. The remaining two targets (13 and 14) became the responsibility of the Department for Innovation, Universities and Skills (DIUS) and progress will be reported in their *2007 Autumn Performance Report*.

2007 Comprehensive Spending Review (CSR07) Public Service Agreements (PSAs) and Departmental Strategic Objectives (DSOs)

The 2007 Comprehensive Spending Review announced a radical reform of the performance management framework across government. The DCSF is responsible for five of the Government's PSAs to:

- Improve the health and well-being 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 new DSOs for the CSR07 period, which cover the totality of the Department's business, set strategic direction and inform resourcing decisions.

These are to:

- Secure the well-being 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.

The CSR07 PSAs and DSOs begin formally in 2008-09.

For 2007-08, the Department is committed to continue to make progress against the objectives and PSA targets agreed in SR04 – and this Autumn Performance Report sets out what has been achieved. Subsequent Autumn Performance Reports will be structured around, and reflect progress towards, the CSR07 performance framework.

Progress towards the achievement of Spending Review 2004 (SR04) Public Service Agreement (PSA) targets

2

This chapter sets out progress towards the Department for Children, Schools and Families' (DCSF) SR04 PSA targets.

Following the Machinery of Government changes in June 2007, the DCSF has 12 headline targets which encompass 20 elements, all of which are reported on in detail in this chapter.

The following standard terminology is adopted by all departments for reporting progress against targets. For interim assessments, 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 (in using this term it should be made clear that a final assessment is being given).
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 – explanation should be given and reference made to any subsequent targets covering the same area.

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)

(Department for Children, Schools and Families (Early Years, Extended Schools and Special Needs Group) target, joint with the Department for Work and Pensions.)

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 achievement 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.

Performance: (Elements 1 and 2) *(continued)*

The 2007 Foundation Stage Profile (FSP) results, published in October 2007, showed an upturn 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 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. There are now more than 1,700 Sure Start Children's Centres in the most disadvantaged areas of the country, combining high quality early learning and health and parental support, with the aim of establishing a centre for every community, 3,500 nationally, by 2010. The Government is also continuing to invest heavily in strengthening the skills of the early years workforce to ensure staff are attracted and retained to give young children the best start in life.

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 the Department for Children, Schools and Families. 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: Foundation Stage Profile (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 are based on a 10% sample dataset and are subject to sampling error.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Statistical First Release 32/2007: www.dcsf.gov.uk/rsgateway/DB/SFR/s000752/index.shtml

Sure Start: www.surestart.gov.uk

Department for Work and Pensions: www.dwp.gov.uk

Qualifications and Curriculum Authority: www.qca.org.uk

National Assessment Agency: www.naa.org.uk

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Tel: 020 7273 4707

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LATEST ASSESSMENT

Element 1: Met early

Element 2: Not yet assessed

Element 3: Met early

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%; (Element 1)
- increase the number of children in lower-income working families using formal childcare by 120,000; (Element 2) and
- introduce by April 2005, a successful light-touch childcare approval scheme. (Element 3)

(Department for Children, Schools and Families (Early Years, Extended Schools and Special Needs Group) target, joint with the Department for Work and Pensions.)

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.

Element 1:

Baseline: 1,103,000 places at 31 March 2004

Latest outturn against trend: Over 1,293,000 places at 30 September 2007¹

Performance:

Increasing the stock of Ofsted-registered childcare by 10% was exceeded in September 2005 and at 30 September 2007 the stock stood at over 1,293,000 places (more than double the 1997 level). In 1997, there was 1 registered childcare place for every 8 children under eight years of age, and there is now a registered place for 1 in 4 children under eight.

The focus now is on sustaining the strong childcare market that has been created. There is a new duty on local authorities, under the *Childcare Act 2006*, for them to ensure from (April 2008) that there is sufficient childcare in their areas. This will include maintaining diversity and choice of provision, and securing further new places where there is a need for them.

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.

Element 2:

Baseline: 2004-05 baseline level of 615,000

Latest outturn against trend: The first figures will be available in early 2008, when the next *Parents Childcare Survey* is published.

Performance:

The target will be achieved if the number of children in lower income working families using formal childcare increases from the 2005 baseline of 615,000, to 735,000 by March 2008.

A major national communications campaign began in March 2007 to raise the awareness of the benefits of formal childcare, including the support and free provision available to parents. The latest phase of the campaign ran until the end of November 2007. It included specific marketing for the London Childcare Affordability Project and tailored information for black and minority ethnic families. The Department is working closely with local authorities to improve the quality of information available to parents and other government departments to raise the awareness of the benefits, choices and financial help available.

Element 3:

Baseline: No childcare approval scheme in place

Latest outturn against trend: Childcare approval scheme in place with over 5,866 new carers approved as at 26 November 2007.

Performance:

The target of the introduction of a light touch childcare approval scheme was met early. This scheme has now been phased out and replaced by the voluntary Ofsted Childcare Register, which was introduced in April 2007.

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 Pensions' *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: Data comes from a survey where parents answer whether they use formal childcare. The data for the 2005 baseline survey was collected from September 2004-January 2005, using data published in the *Childcare and Early Years Provision: A Study of Parents' Use, Views and Experiences' survey (2006)*. For 2007 and 2008, data collection periods will be from January-March, with data being published in January the following year.

Element 3: Performance information is 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: The Department for Children, Schools and Families' *Parents Childcare Survey* will be used to monitor performance against the target. The first set of data will be available in early 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.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Ofsted: www.ofsted.gov.uk

Sure Start: 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)

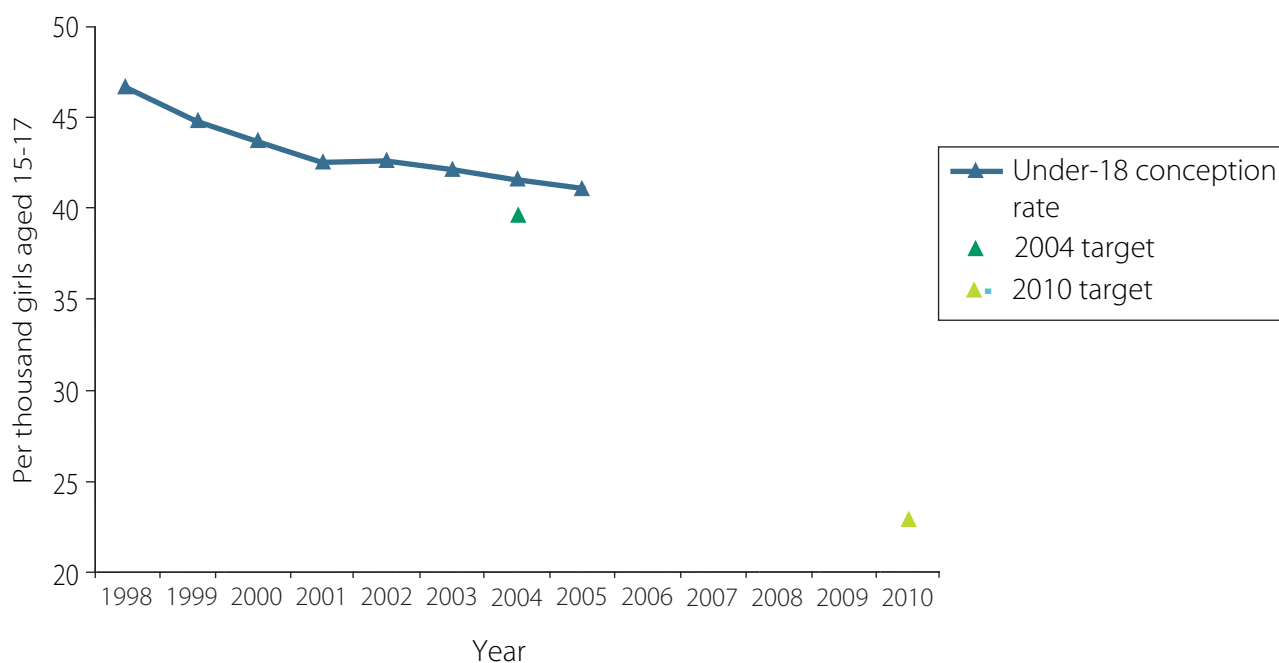
Baseline: 46.6 conceptions per 1,000 girls aged 15-17 in 1998

Latest outturn against trend: 41.3 conceptions per 1,000 girls aged 15-17 in 2005 – a reduction of 11.4% from baseline

Performance:

Final data for 2005 shows that the under-18 conception rate for England stood at 41.3 per 1,000 girls aged 15–17. This represents an 11.4% reduction in the under-18 conception rate from the 1998 baseline. All regions have seen declines of between 7% and 17%. However, the 2004 interim target to reduce the under-18 conception rate by 15% was not met and the rate of decline is not yet on trajectory to meet the 50% reduction by 2010. The Department issued detailed delivery guidance to all local authorities and primary care trusts, requesting they update local plans using the evidence of what is working in local authority areas where rates have declined.

Figure 3.1: Under-18 Conceptions Rate for England¹: 1998 to 2005



Source: Office for National Statistics 2007.
1. Per 1,000 girls aged 15-17.

Table 3.1: Under-18 Conceptions for England¹: 1998 to 2005

	1998	1999	2000	2001	2002	2003	2004	2005
Under-18 conceptions	41,089	39,247	38,699	38,461	39,350	39,553	39,593	39,683
change since 1998		-1,842	-2,390	-2,628	-1,739	-1,536	-1,496	-1,406
Under-18 conception rate ¹	46.6	44.8	43.6	42.5	42.7	42.2	41.6	41.3
% change since 1998		-4.1	-6.4	-8.9	-8.4	-9.6	-10.9	-11.4

Source: Office for National Statistics 2007.
Per 1,000 girls aged 15-17

Measurement**Data system:**

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, 2006 – data will be available in February 2008.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Every Child Matters: www.everychildmatters.gov.uk/resources/IG00200/

Office for National Statistics: www.statistics.gov.uk

Department of Health: www.dh.gov.uk

Contact: Robert Macpherson

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LATEST ASSESSMENT
Not yet assessed

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.

(Joint with the Department of Health and the Department for Culture, Media and Sport)

Baseline: 14.9% – the three-year aggregate data from the *Health Survey for England* from 2002/03/04
Latest outturn against trend: The first indication of progress against the baseline will be available later in December 2007.

Performance:

Annual performance on tackling obesity is measured by comparing *Health Survey for England* (HSE) figures for aggregate three-year periods. 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) was also 14.9%. 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.

Non-aggregated data from the 2005 *HSE* recorded that 16.8% of boys and 16.9% of girls aged 2-10 years in England were obese, an increase from 9.6% and 10.3% for boys and girls respectively in 1995.

The 2007 Comprehensive Spending Review announced a radical reform of the performance management framework across government. This included a new long-term ambition for obesity in national and local accountability frameworks: to reduce the rate of increase in obesity among children under 11, as a first step towards a long-term national ambition by 2020 to reduce the proportion of overweight and obese children to 2000 levels in the context of tackling obesity across the population. Performance against CSR07 PSAs will be reported in subsequent Autumn Performance Reports, as set out in Chapter 1.

The Government has committed to go further and faster on its existing obesity policies and will be developing a comprehensive cross-Government strategy on obesity, building on the evidence in the *Foresight* report. The focus on obesity will be enhanced by the creation of a cross-Governmental Ministerial Group. A new joint Obesity Unit, supported by the Department for Children, Schools and Families and the Department of Health, is being established to tackle obesity.

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:

Overall, it is too early to form a view of the system's fitness for purpose for measuring the PSA target. Work is underway to assess the impact of parental opt out on the estimates. Aggregate estimates for the level of obesity (14.9%) for the period 2003/04/05 was the same as for the period 2002/03/04. This provides no indication of a change in levels of obesity, but 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 be possible once the 2005/06/07 data is available which will not include overlapping data from 2002/03/04.

Supplementary analysis, by the National Centre for Social Research, estimates that the average percentage increase in the prevalence of obesity between 2002 and 2005 was 1.2%.

HSE estimates for 2005/06/07 data will be available at the end of 2008 or early 2009.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Health Survey for England: www.dh.gov.uk/PublicationsAndStatistics/PublishedSurvey/Health_For_England

Department of Health: www.dh.gov.uk

Department for Culture, Media and Sport: www.dcms.gov.uk

National Centre for Social Research: www.natcen.ac.uk/

Contact: John Hubbard

Tel: 020 7925 5309

Email: john.hubbard@dcsf.gsi.gov.uk

LATEST ASSESSMENT

Element 1: Not applicable (there are no education targets)

Element 2: Slippage

5. Narrow the gap in educational achievement between looked after children and that of their peers; (Element 1) 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)

Element 1:

As set out in the *Technical Note*, 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.

Baseline: Indicators

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;

41% of children looked after for at least 12 months did not sit a GCSE equivalent exam in 2004; and

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.

Latest outturn against trend: Indicators

54% 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 2006;

34% of children looked after for at least 12 months did not sit a GCSE equivalent exam in 2006; and

12% of children looked after for at least 12 months and in Year 11, achieved 5 or more A*-C GCSEs or equivalent in 2006.

Performance:

The educational achievement of looked after children continues to improve, but at a slower rate than the Department would like.

Table 5.1: Progress on educational achievement indicators, 2003/04 to 2005/06

Indicator	2003/04	2004/05	2005/06
Percentage 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	51	52	54
Percentage point change since 2004		+1	+3
Percentage of children looked after for at least 12 months who sat a GCSE equivalent exam in Year 11	59.1	64	65.6
Percentage point change since 2004		+4.9	+6.5
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
Percentage point change since 2004		+1.4	+2.4

Source: Statistical First Release 17/2007

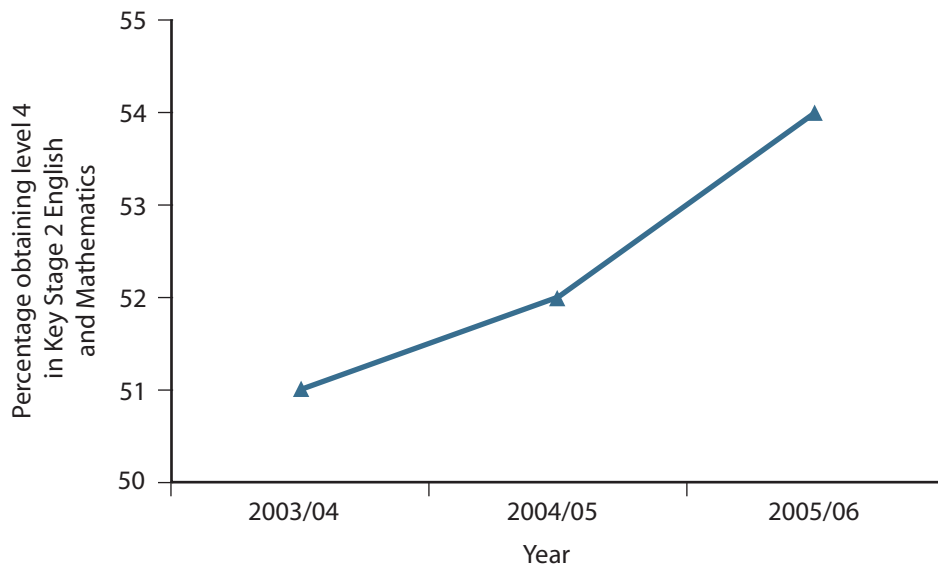
Figure 5.1: Percentage of children looked after for at least 12 months obtaining level 4 in Key Stage 2 English and mathematics as a proportion of all children, 2003/04 to 2005/06

Figure 5.2: Children looked after for at least 12 months who sat a GCSE equivalent exam in Year 11, 2003/04 to 2005/06

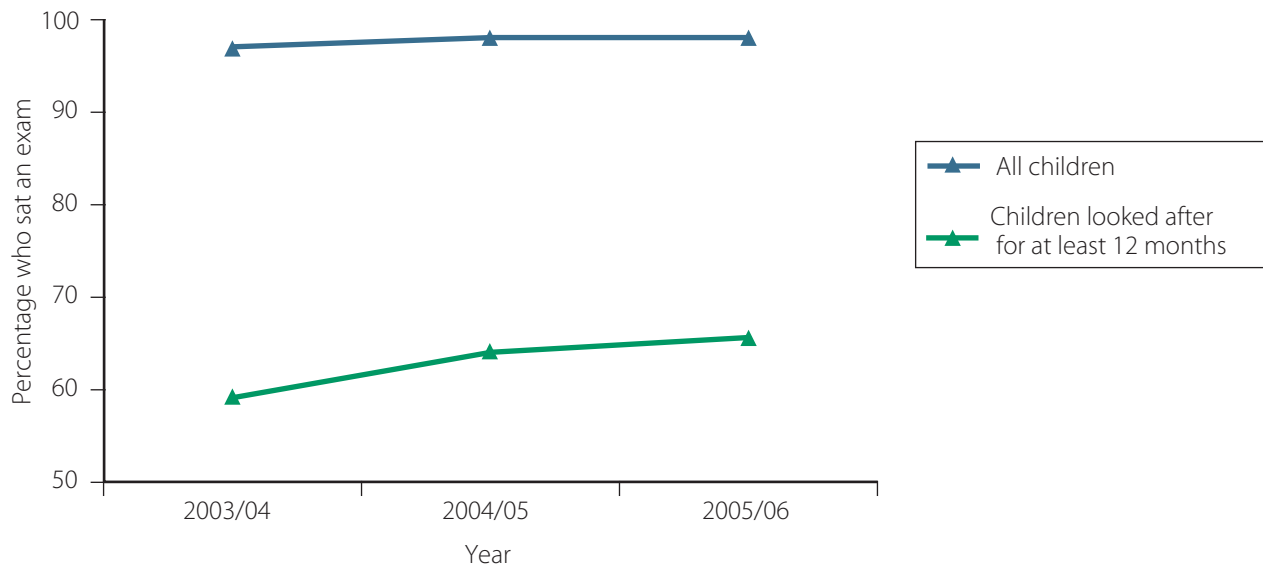
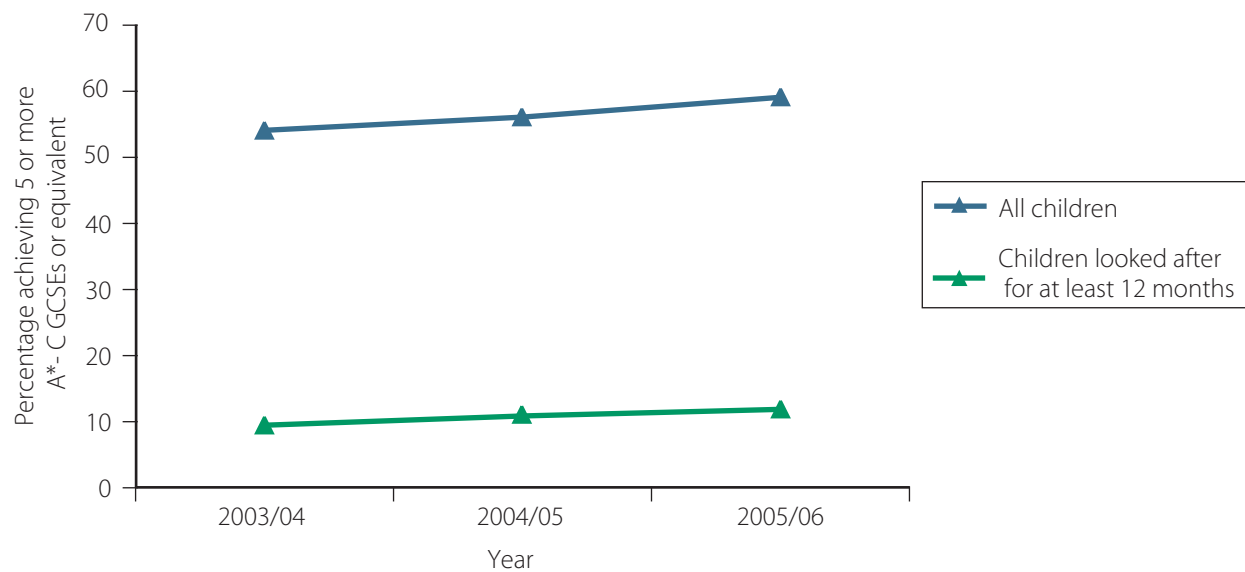


Figure 5.3: Children looked after for at least 12 months achieving 5 or more A*-C GCSEs or equivalent in Year 11, 2003/04 to 2005/06



Element 2:

Baseline: 65% at 31 March 2004

Latest outturn against trend: 66% at 31 March 2007

Performance:

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 relevant children living in a stable care placement in March 2007. This represents a small increase in the stability of looked after children from the target's 2004 baseline. However, the increase is not on trajectory to meet the 2008 target.

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.

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*.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Statistical First Release 17/2007: www.dcsf.gov.uk/rsgateway/DB/SFR/s000727/index.shtml

Department of Health: www.dh.gov.uk

Care Matters: Time for Change White Paper: www.dcsf.gov.uk/publications/timeforchange/index.shtml

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Objective II: Raise standards and tackle the attainment gap in schools

LATEST ASSESSMENT

Element 1: Not met

Element 2: Ahead

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; (Element 1) and
- by 2008, the proportion of schools in which fewer than 65% of pupils achieve level 4 or above is reduced by 40%. (Element 2)

Element 1:

Baseline: Level 4 or above – 78% in English, 74% in mathematics in 2003/04

Latest outturn against trend: Level 4 or above – 80% in English, 77% in mathematics in 2006/07 (provisional).

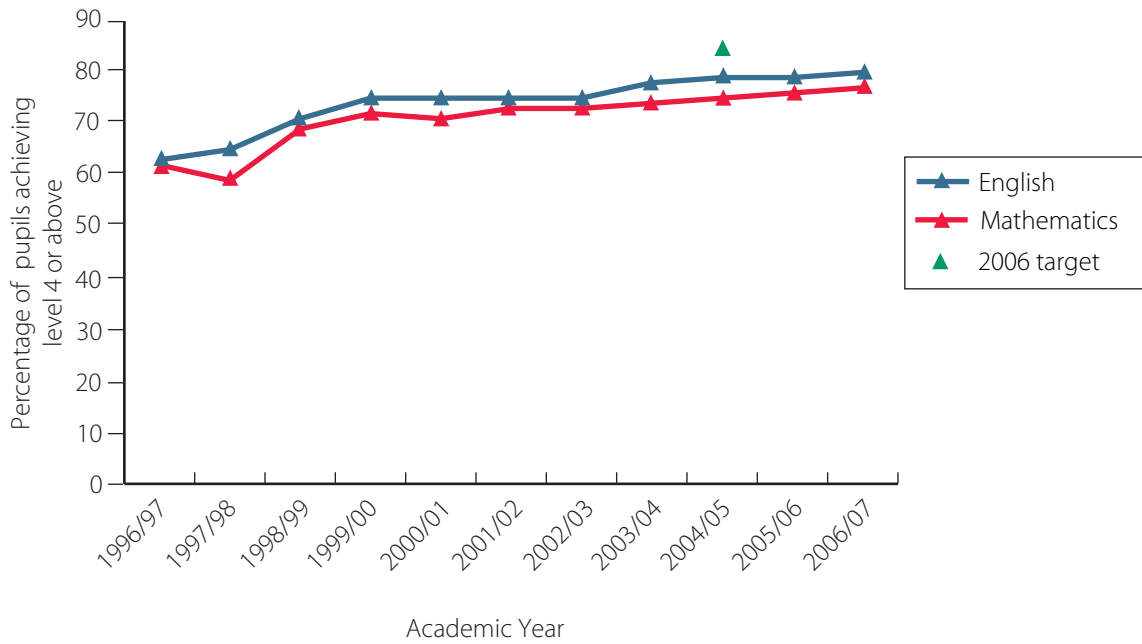
Performance:

The *2006 Autumn Performance Report* reported that, based on 2005/06 provisional results, Element 1 of this PSA target had not been met. The 2006/07 provisional results of the National Curriculum Key Stage 2 tests show that, 80% of 11-year-olds achieved level 4 or above in English, and 77% achieved level 4 or above in mathematics. This represents an increase of two percentage points from the target's 2003/04 baseline in English, and three percentage points from the target's 2003/04 baseline in mathematics.

Progress has continued in 2006/07, with provisional results showing attainment in both subjects improving by one percentage point. Although the 2006 targets were not met, primary standards are at their highest ever levels. Compared to 1997, 100,000 more 11-year-olds are achieving the target level for their age in English and 90,000 are doing so in mathematics. A third of 11-year-olds are now achieving the higher level 5 standard in English or in mathematics – in 1997 fewer than one in five pupils were doing so.

Performance: (continued)

Figure 6.1: Attainment of 11-year-olds: Percentage of pupils achieving level 4 or above in English and mathematics, 1996/97 to 2006/07¹



Source: School Achievement and Attainment Tables.

1. Figures for 2006/07 are based on provisional data. Figures for all other years are based on final data.

Performance: *(continued)*

The literacy hour and daily mathematics lesson, now a familiar feature in every classroom, have had a real effect on improving the attainment of primary school pupils. There will be a renewed focus on personalised learning so that all our young people can achieve the progress they are capable of and leave primary school confident in the basics.

All primary school teachers are now trained and ready to use the new Primary Framework for literacy and mathematics – this is the most significant enhancement to the Primary National Strategy since the literacy hour was introduced in 1998. In English, there is a renewed emphasis on phonics in early reading teaching, and in mathematics children will focus more on mental arithmetic including learning times tables one year earlier.

The Every Child a Reader (ECAR) programme will be rolled out nationally from 2008, and by 2011 will be providing intensive daily tuition for 30,000 six-year-olds a year who are struggling with reading. Every Child Counts (the mathematics equivalent to ECAR for seven-year-olds struggling with mathematics) will be rolled out to the same number of children over the same time scales. An Every Child a Writer programme will also be developed to ensure that all children leave primary school competent in the 3Rs.

The Making Good Progress pilot which commenced in September 2007 will help all children to progress well at school, giving the brightest pupils an opportunity to reach their full potential, and ensuring those at risk of falling behind are identified and supported in their learning.

Table 6.1: Attainment of 11-year-olds: Percentage of pupils achieving level 4 or above, 1996/97 to 2006/07¹

Key Stage 2 test	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
English	63	65	71	75	75	75	75	78	79	79	80
Percentage point change from baseline (2003/04)									+1	+1	+2
Change since 1996/97		+2	+8	+12	+12	+12	+12	+15	+16	+16	+17
Mathematics	62	59	69	72	71	73	73	74	75	76	77
Percentage point change from baseline (2003/04)									+1	+2	+3
Change since 1996/97		-3	+7	+10	+9	+11	+11	+12	+13	+14	+15

Source: School Achievement and Attainment Tables.

1. Figures for 2006/07 are based on provisional data. Figures for all other years are based on final data.

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 based on amended data.

Performance:

Publication of the 2007 *Primary Achievement and Attainment Tables* confirm that the Key Stage 2 floor target in both English and mathematics are well ahead of trajectory. The Department's target is to reduce by 40% the proportion of schools in which fewer than 65% of pupils achieve level 4 or above in English and mathematics. In 2002/03 (the baseline year), 2,849 schools in English and 3,570 schools in mathematics were not achieving this target. Therefore, the PSA target is to reduce these baseline figures to 1,709 schools in English and 2,142 schools in mathematics. In 2006/07, these figures have dropped to 1,484 schools in English (a reduction of 48% or 1,365 schools) and 2,026 schools in mathematics (a reduction of 43% or 1,544 schools).

Table 6.2: Attainment of 11-year-olds: Progress towards 65% floor target, 2002/03 to 2006/07

	2002/03	2003/04	2004/05	2005/06	2006/07 (Provisional)
English					
– number of schools below target	2,849	2,232	1,870	1,785	1,484
Change from previous year		-617	-362	-85	-300
Change since 2002/03		-617 (-22%)	-979 (-34%)	-1,064 (-37%)	-1,365 (-48%)
Mathematics					
– number of schools below target	3,570	3,108	2,797	2,555	2,026
Change from previous year		-462	-311	-242	-529
Change since 2002/03		-462 (-13%)	-773 (-22%)	-1,015 (-28%)	-1,544 (-43%)

Source: School Achievement and Attainment Tables.

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 2006/07 results are provisional.

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 a discontinuity in the time series, and QCA and the DCSF are seeking to quantify the effect.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Statistical First Release 24/2007: www.dcsf.gov.uk/rsgateway/DB/SFR/s000737/index.shtml

Primary Achievement and Attainment Tables: www.dcsf.gov.uk/performance/tables/

Primary National Strategy: www.standards.dcsf.gov.uk/primary/

Every Child a Reader: www.everychildareader.org

National Literacy Trust: www.literacytrust.org.uk

Making Good Progress: www.ncer.org/docs/making-good-progress.pdf

Qualifications and Curriculum Authority: www.qca.org.uk

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LATEST ASSESSMENT

Element 1: Not met

Element 2: Slippage

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; (Element 1) and
- by 2008, in all schools at least 50% of pupils achieve level 5 or above in English, mathematics and science. (Element 2)

Element 1:

Baseline: 71% in English, 73% in mathematics, 67% in ICT, 66% in science in 2003/04

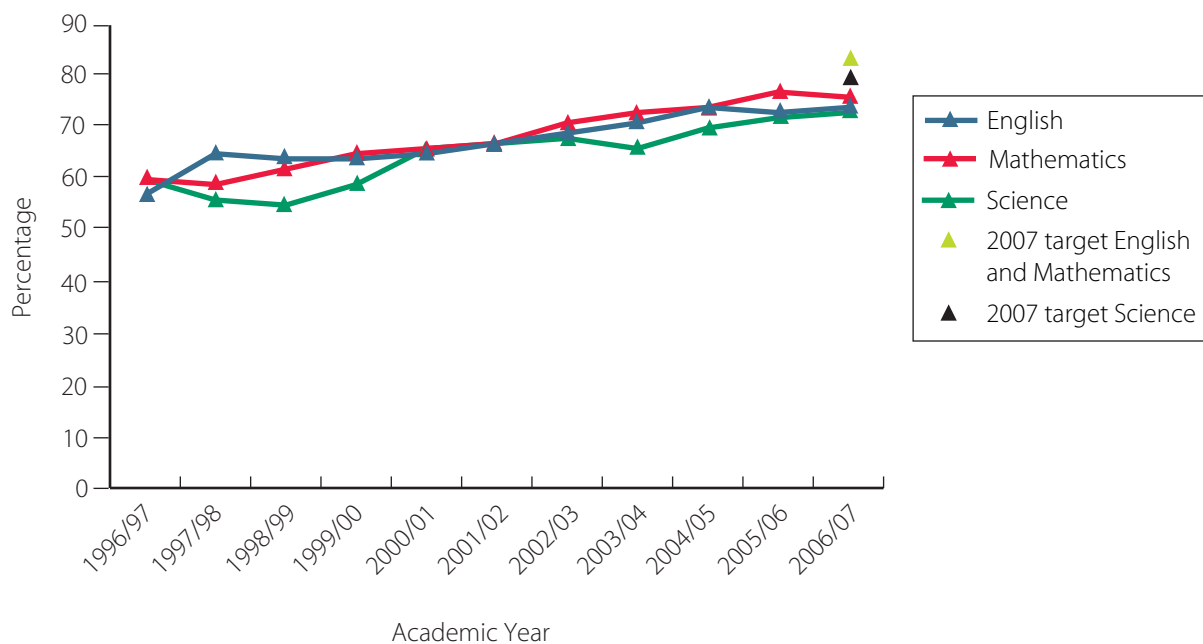
Latest outturn against trend: 74% in English, 76% in mathematics, 74% in ICT, 73% in science in 2006/07 (provisional)

Performance:

The 2006/07 provisional results of the National Curriculum Key Stage 3 tests show that 74% of 14-year-olds achieved level 5 or above in English, 76% achieved level 5 or above in mathematics, and 73% achieved level 5 or above in science. This represents an increase of three percentage points from the target's 2003/04 baseline in English, three percentage points from the target's 2003/04 baseline in mathematics, and seven percentage points from the target's 2003/04 baseline in science.

Recent slow progress has meant the 2007 target has not been met. However, there has been some progress in 2006/07 with provisional results showing improvement in attainment in English, science and IT.

Figure 7.1: Attainment of 14-year-olds: Percentage of pupils achieving level 5 or above, in English, mathematics and science, 1996/97 to 2006/07¹



Source: School Achievement and Attainment Tables.

1. Figures for 2006/07 are based on provisional data. Figures for all other years are based on final data.

Performance: *(continued)*

Table 7.1: Attainment of 14-year-olds: Percentage of pupils achieving level 5 or above, 1996/97 to 2006/07¹, in English, Mathematics, Science and ICT

Key Stage 3 test	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07
English	57	65	64	64	65	67	69	71	74	73	74
Percentage point change from baseline year (2003/04)									+3	+2	+3
Percentage point change since 1996/97		+8	+7	+7	+8	+10	+12	+14	+17	+16	+17
Mathematics	60	59	62	65	66	67	71	73	74	77	76
Percentage point change from baseline year (2003/04)									+1	+4	+3
Percentage point change since 1996/97		-1	+2	+5	+6	+7	+11	+13	+14	+17	+16
Science	60	56	55	59	66	67	68	66	70	72	73
Percentage point change from baseline year (2003/04)									+4	+6	+7
Percentage point change since 1996/97		-4	-5	-1	+6	+7	+8	+6	+10	+12	+13
ICT²	50	56	58	62	65	66	67	67	69	71	74
Percentage point change from baseline year (2003/04)									+2	+4	+7
Percentage point change since 1996/97		+6	+8	+12	+15	+16	+17	+17	+19	+21	+24

Source: School Achievement and Attainment Tables.

1. Figures for 2006/07 are based on provisional data. Figures for all other years are based on final data.

2. Teacher assessment.

The 2006/07 results mean that 95,000 additional pupils reached the expected level in English compared to 1997, with 95,000 more reaching the expected level in mathematics and 75,000 in science.

To build on these results, the Making Good Progress pilot which started in September 2007 will help all children to progress well at school, giving the brightest pupils an opportunity to reach their full potential, and ensuring that those at risk of falling behind are identified and supported in their learning. A new secondary curriculum will be introduced from next year, which will give teachers more flexibility and provide additional time to help children who are at risk of falling behind to master the basics, as well as offering more stretching opportunities for those who excel.

Tools, guidance and training on Assessing Pupil Progress have now been rolled out for reading, writing and mathematics; speaking and listening and science will follow over the next year. The effective tracking of pupil progress is the most common feature of successful schools, and these materials will support schools in doing that. Through the National Strategies, targeted intervention materials for pupils who fall behind is also continuing.

Element 2:

Baseline: 589 schools below target in 2002/03

Latest outturn against trend: 320 schools below target in 2005/06

Performance:

In 2005/06, 10% of schools (320) failed to reach the 50% floor target in English, mathematics and science, a reduction of 46% from the target's 2002/03 baseline. 2006/07 data will be published when the revised school-level Statistical First Release is published in spring 2008.

Table 7.2: Attainment of 14-year-olds: Progress towards 50% floor target, 2002/03 to 2005/06

	2002/03	2003/04	2004/05	2005/06
English, mathematics and science – number of schools below target	589	598	410	320
Change from previous year		+9	-188	-90
Change since 2002/03		+9 (+2%)	-179 (-30%)	-269 (-46%)

Source: School Achievement and Attainment Tables.

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:

Element 1: The 2006/07 results are provisional.

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.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Statistical First Release 25/2007: www.dcsf.gov.uk/rsgateway/DB/SFR/s000738/index.shtml

Key Stage 3 and Secondary National Strategy: www.standards.dcsf.gov.uk/keystage3/

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LATEST ASSESSMENT
On course

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

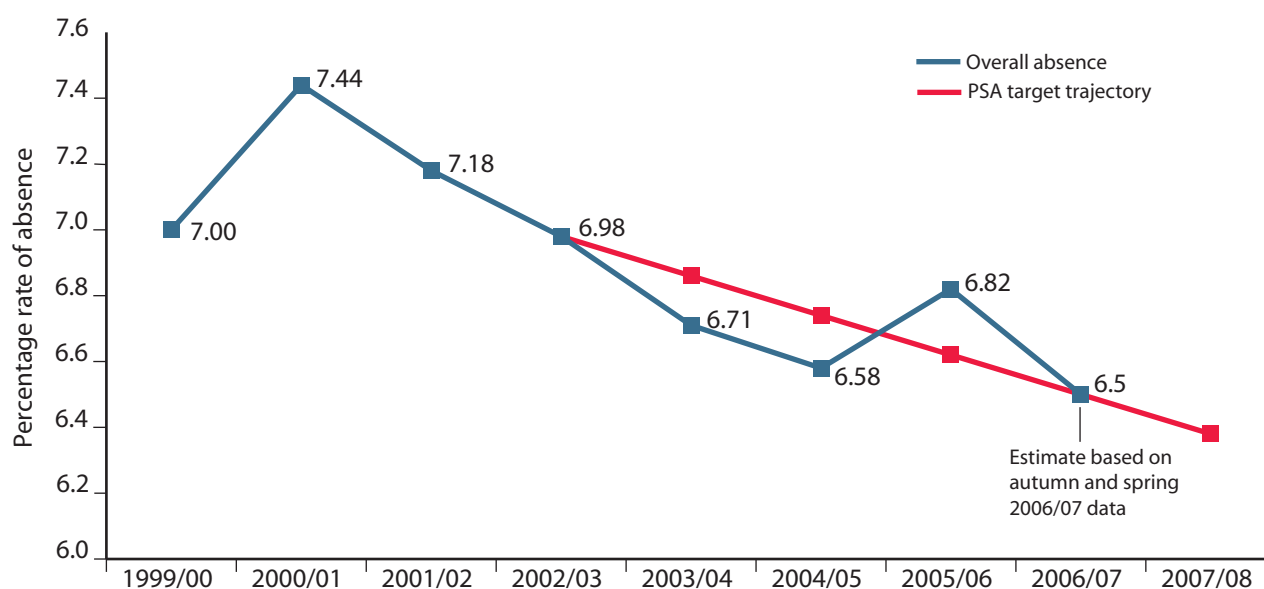
Latest outturn against trend: 6.5% in 2006/07 (estimated from available data)

Performance:

In 2002/03 the national school absence rate was 6.98%, with the PSA target to reduce this figure by 8%. The target to be met by 2007/08 is therefore 6.42%, as measured by absence data gathered through the DCSF School Census for 2007/08.

Overall absence has fallen in five of the last seven years. The chart at figure 8.1 shows this downward trend against the trajectory for the PSA target. Absence data from independent schools are not included in the School Census or the PSA target.

Figure 8.1: Average overall absence trend across schools, 1999/00 to 2006/07

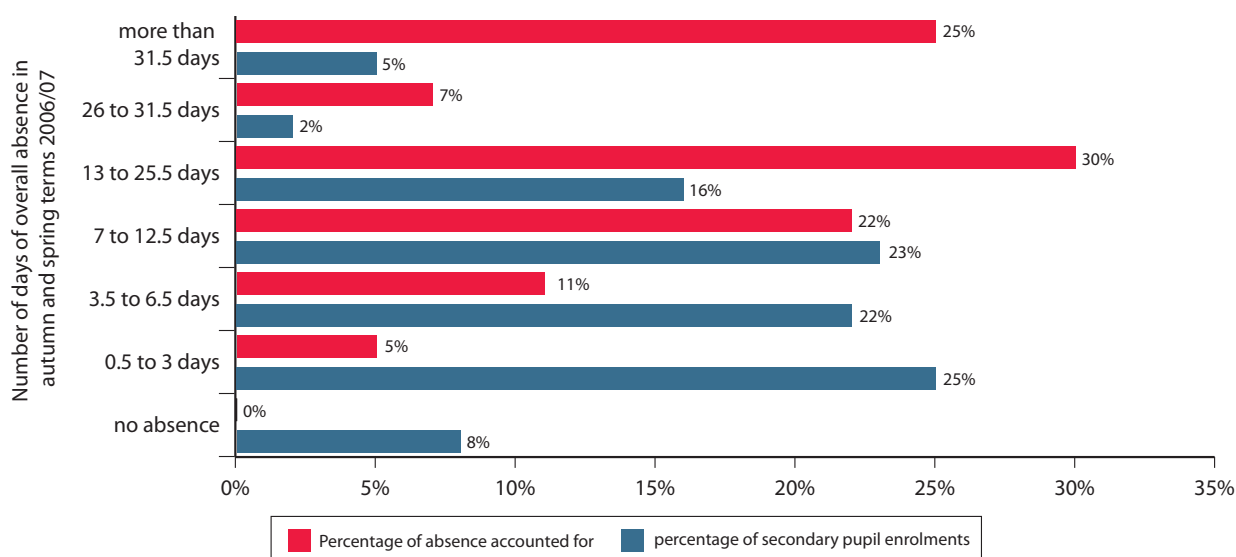


Source: DCSF collection of school absence data, 1997 to 2006.

Absence data are derived from schools' pupil-level returns via the School Census. Census data for autumn term 2006 and spring term 2007 published on 25 October 2007, show that overall absence by the end of spring 2007 stood at 6.44%. The estimated 2006/07 end-year rate for maintained primary and secondary schools, City Technology Colleges and academies is 6.5%. If this is realised and the performance in special schools has also improved, it strongly suggests that the Department is making good progress towards meeting the PSA target in 2007/08. These figures do not include special schools: which are included in the PSA target and which have higher absence than schools included in this figure; but whose data are collected annually not termly and will be published in February 2008. In secondary schools, overall absence fell sharply to 7.76% against 8.16% for the comparable period in 2005/06. The termly data in 2006/07 are also the first available for primary schools, so not directly comparable to previous years.

The chart at figure 8.2 shows, absence is heavily concentrated amongst relatively few pupils. In the school year to spring 2007, the lowest two bars of the chart show 8% of maintained secondary school pupils had no recorded absence and a further 25% had three days or fewer recorded absence. The top two bars show 'persistent absentees' who miss 20% or more of school – equivalent to at least 32 days over the school year, or at least 26 days over autumn and spring terms together. Although only 7% in total, such pupils between them accounted for 32% of all absences in secondary schools and 62% of all unauthorised absences. The Department's policy focus has shifted towards these persistent absentee pupils with the largest share of absence between them, and there is strong system-wide support for this focus. Intensive work with 436 secondary schools in 2006/07 reduced by over 20% the number of such pupils in these schools by the end of spring 2007, compared to the same period in 2005/06. The corresponding reduction across all maintained secondary schools was around 10%, falling from 7.7% by the end of spring 2006 to 6.9% by the end of spring 2007. This targeted interventions work continues with over 450 schools in 2007/08.

Figure 8.2: Concentration of absence amongst maintained secondary school pupils, autumn term 2006 and spring term 2007



Source: Termly School Census data for autumn term 2006 and spring term 2007

Measurement

Data system:

Absence data from the School Census.

Method of data collection:

Absence data from the School Census is published as a National Statistics product in a Statistical First Release in February or March each year.

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 Colleges 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 and unexplained 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, which was revised when the 2006 Pupil Registration regulations came into force on 1 September 2006 and was published alongside *Keeping Pupil Registers* which is guidance on applying the regulations. *Statistical First Release 11/2007 Pupil Absence in Secondary Schools in England, 2005/06* reports on absence in maintained secondary schools, City Technology Colleges and academies, and includes information on data coverage and quality.

Data are now collected via the School Census, since 2005/06 for secondary schools and 2006/07 for primary and special schools. For school year 2005/06 the Census returned higher overall absence figures in secondary schools than the previous collection returned for that period. The Census collects data at individual pupil-level (previously data were collected at school-level) and individual level collections tend to produce more accurate results. Details of the comparison of the two sources can be found at www.dfes.gov.uk/rsgateway/DB/SFR/s000679/index.shtml. Further comparisons will be made in early 2008 when data for 2006/07 are released.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Statistical First Release 11/2007: www.dcsf.gov.uk/rsgateway/DB/SFR/s000718/index.shtml

Categorisation of attendance and absence: www.dfes.gov.uk/schoolattendance/legislation

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LATEST ASSESSMENT
Met early

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 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 the Department for Culture, Media and Sport)

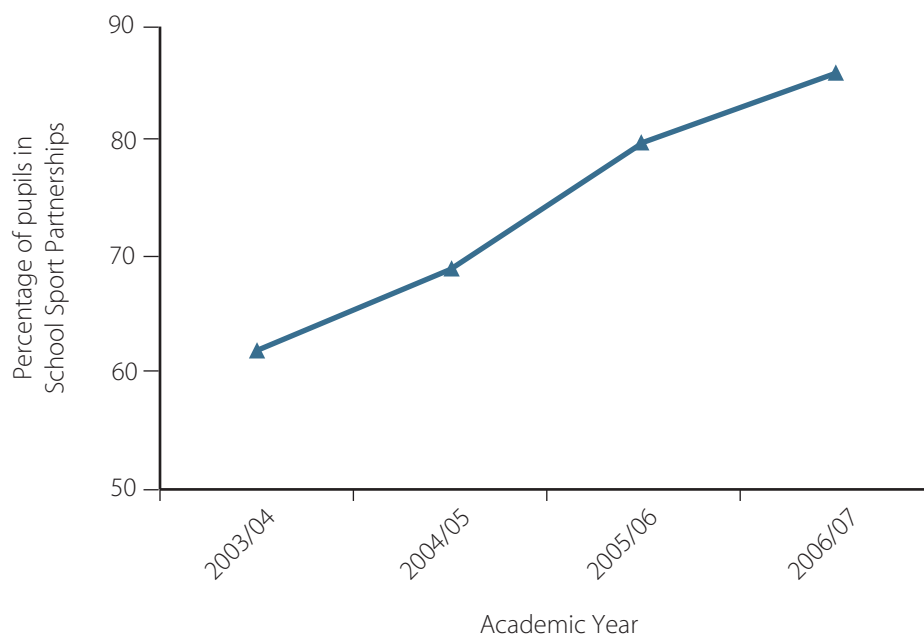
Baseline: 62% of pupils in School Sport Partnerships participated in at least two hours of PE and school sport in 2003/04

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)

Performance:

All schools are now covered by one of the 450 School Sport Partnerships. The 2006/07 National School Sport Survey showed that 86% of 5- to 16-year-olds now take part in at least two hours high-quality PE and sport in a typical week. This means that the 85% 2008 national target was achieved a year early. This represents a rise of 24 percentage points over 2003/04; 17 percentage points over 2004/05; and 6 percentage points over 2005/06. The aim was also to have 400 Specialist Sports Colleges and Academies with a sports focus by the end of 2006 and this was also achieved. There are now 423 designated Specialist Sports Colleges, including 15 Academies with a sports focus.

Figure 9.1: Percentage of pupils in School Sport Partnerships participating in at least two hours of high-quality PE and school sport, 2003/04 to 2006/07



Source: PE, School Sport and Club Link (PESSCL) Survey, covering all maintained schools in England.

Measurement

Data system:

PE, School Sport and Club Link (PESSCL) Survey and Ofsted reports, covering all maintained schools in England.

Method of data collection:

PE, School Sport and Club Link (PESSCL) Survey, covering all maintained schools in England.

Issues with data systems:

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 Sports 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 Sports 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.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Department for Culture, Media and Sport: www.dcms.gov.uk

Ofsted: www.ofsted.gov.uk

Making the High Quality Connection: www.teachernet.gov.uk/_doc/10679/HQ%20poster.pdf

Qualifications and Curriculum Authority: www.qca.org.uk

Association for Physical Education: www.afpe.org.uk/

Youth Sport Trust: www.youthsporttrust.org/

Every Child Matters: www.everychildmatters.gov.uk/

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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:

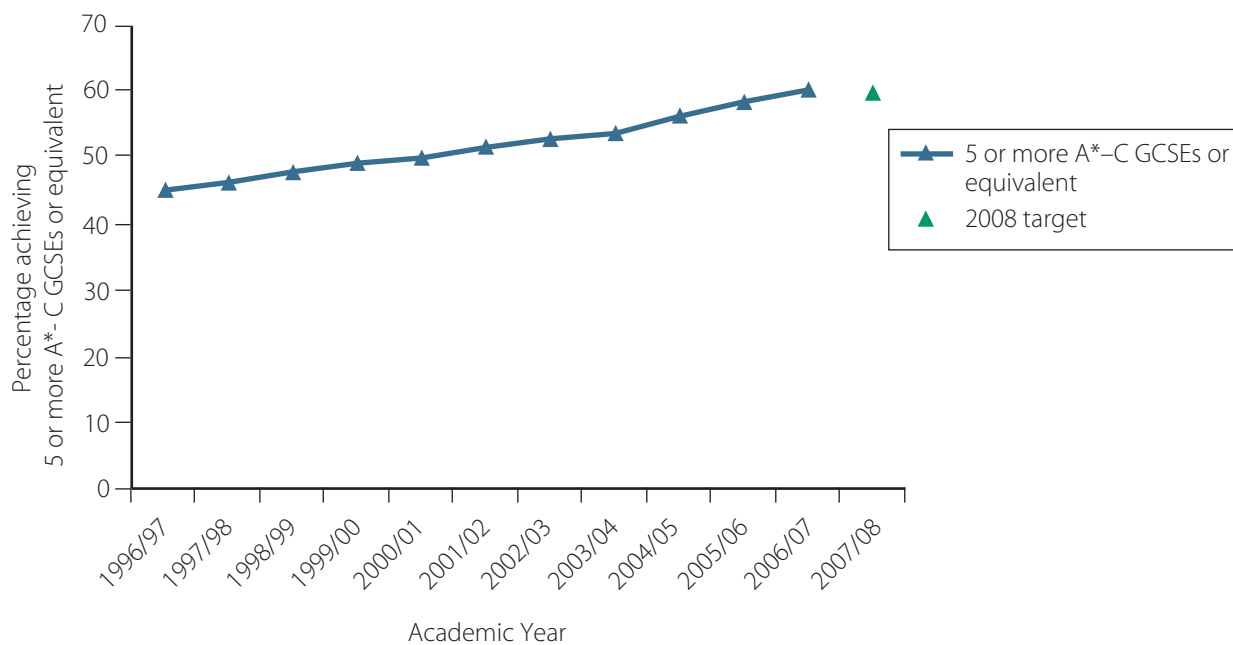
Baseline: 53.7% in 2003/04

Latest outturn against trend: 60.3% in 2006/07 (Provisional)

Performance:

The 2006/07 provisional GCSE results show that 60.3% of pupils achieved five GCSEs at grades A*-C, representing an increase of 15.2 percentage points since 1996/97 and an increase of 6.6 percentage points from the 2003/04 baseline.

Figure 10.1: GCSE Examinations: Percentage of 15-year-olds¹ achieving five or more A*-C grade GCSEs, or equivalent, 1996/97 to 2006/07²



Source: School Achievement and Attainment Tables.

1. Pupils who were 15 years of age at the start of the academic year.

2. Figures for 2006/07 are based on provisional data. Figures for all other years are based on final data.

Performance: *(continued)*

Table 10.1: GCSE Examinations: Percentage of 15-year-olds¹ achieving five or more A*-C grade GCSEs, or equivalent, 1996/97 to 2006/07²

GCSEs	1996/ 97	1997/ 98	1998/ 99	1999/ 00	2000/ 01	2001/ 02	2002/ 03	2003/ 04	2004/ 05	2005/ 06	2006/ 07
5 or more C or better	45.1	46.3	47.9	49.2	50.0	51.6	52.9	53.7	56.3	58.5	60.3
Percentage point change from baseline year (2003/04)									+2.6	+4.8	+6.6
Percentage point change since 1996/97		+1.2	+2.8	+4.1	+4.9	+6.5	+7.8	+8.6	+11.2	+13.4	+15.2

Source: School Achievement and Attainment Tables.

1. Pupils who were 15 years of age at the start of the academic year.

2. Figures for 2006/07 are based on provisional data. Figures for all other years are based on final data.

In 2006/07, just under 100,000 more pupils achieved 5 or more GCSEs at A*-C or equivalent and just over 66,000 more achieved 5 or more GCSEs at A*-C or equivalent, including English and mathematics compared to 1996/97.

The Secondary National Strategy is at the heart of the work to raise standards and provides a comprehensive professional development programme for teachers, which includes training and materials as well as support from local consultants who are experts in their field. A key challenge in the next year will be to support schools as they deliver the new Secondary Curriculum and new Functional Skills, which will be supported through the National Strategies with new teaching frameworks as well as training and ongoing support for schools. Working with the strategy and with the Qualification and Curriculum Authority, significant new materials to support pupil assessment have been developed, and guidance on intervention teaching which is key to delivering more personalised learning and ensure every pupil makes good progress.

Element 2:

Baseline: 186 schools below the target of 25% of pupils achieving the equivalent of 5 GCSEs at grades A*-C in 2003/04

Latest outturn against trend: 47 schools below the target of 25% of pupils achieving the equivalent of 5 GCSEs at grades A*-C in 2005/06

Performance:

In 2005/06, the number of schools where less than 25% of pupils achieved 5 GCSEs at grades A*-C was 47. This represents an improvement since 2004/05 when 110 schools were below this level and from the target's baseline in 2003/04 when 186 schools were below this level. 2006/07 school level data will be published in the Secondary School Performance Tables in January 2008.

Performance: (continued)

Table 10.2: GCSE Examinations: Progress towards floor targets, 2003/04 to 2005/06

	2003/04	2004/05	2005/06
Schools below 15%	27	11	7
Schools below 20%	72	40	15
Schools below 25%	186	110	47
Schools below 30%	343	230	134

Source: School Achievement and Attainment Tables.

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 1: The 2006/07 results are provisional.

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).

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Statistical First Release 34/2007: www.dcsf.gov.uk/rsgateway/DB/SFR/s000754/index.shtml

Primary National Strategy: www.standards.dcsf.gov.uk/primary/

Key Stage 3 and Secondary National Strategy: www.standards.dcsf.gov.uk/keystage3/

Qualifications and Curriculum Authority: www.qca.org.uk

School and College Achievement and Attainment Tables: www.dcsf.gov.uk/performance/tables/

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LATEST ASSESSMENT**Element 1:****2006 interim target;****Met****2008 target; On course****Element 2: On course**

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)

Element 1:

Baseline: 66.3% of 19-year-olds achieving at least level 2 in 2004

Latest outturn against trend: 71.4% of 19-year-olds achieving at least level 2 in 2006

Performance:

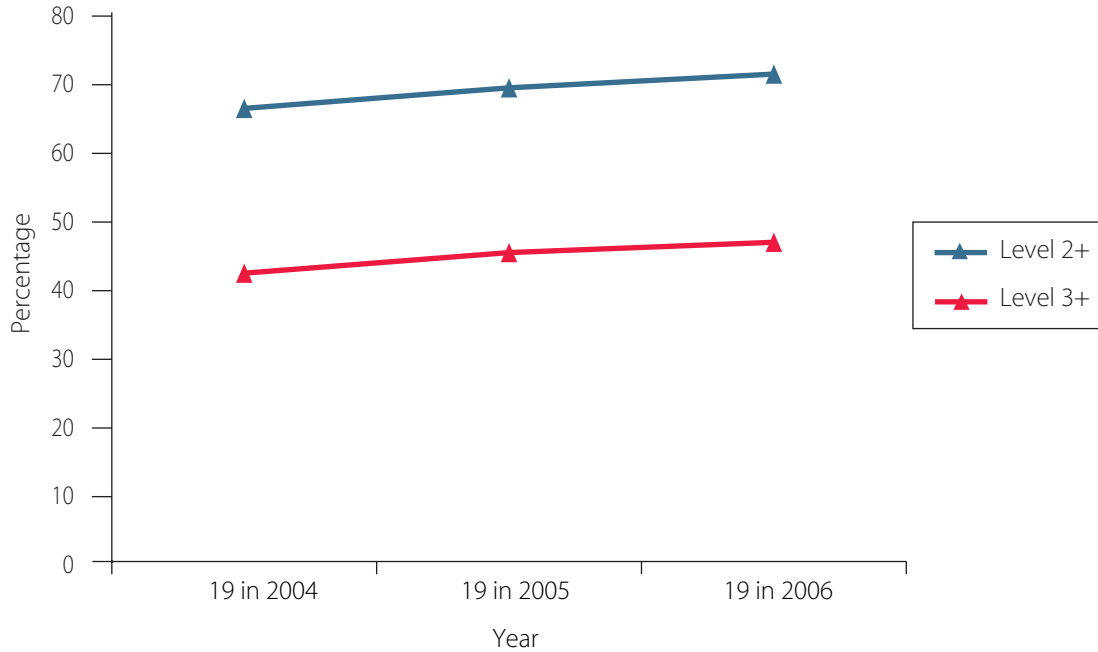
The first part of the target, to increase the proportion of 19-year-olds who achieve at least level 2 by three percentage points between 2004 and 2006, was exceeded with 71.4% of 19-year-olds qualified to at least level 2 in 2006. This was 5.1 percentage points above the 2004 baseline. The baseline for the second part of the target, for 2008, has been set at 71.4% and the target is therefore 73.4% of 19-year-olds to achieve at least level 2 by 2008.

In 2006, 64.9% of 17-year-olds (nearly 419,000) had already reached level 2. The target will therefore be met if a further 8.5% of that age cohort (55,000 people) reached level 2 during 2006/07 and 2007/08. By comparison, around 71,000 people reached level 2 or above between the ages of 17 and 19 in the latest age cohort.

The 14-19 reform programme aims to increase participation and attainment through improving information, advice and guidance, increasing the range of opportunities available at levels 2 and 3, including through the introduction of new Diplomas, guaranteeing a learning place through the September Guarantee, driving achievement in apprenticeships and introducing a new post-16 progression measure.

Performance: *(continued)*

Figure 11.1: Attainment of Level 2 and Level 3 at 19, England, 2004 to 2006



Source: Matched Administrative Dataset

Element 2:

Baseline: 42.1% of young people achieving level 3 in 2004

Latest outturn against trend: 46.8% of young people achieving level 3 in 2006

Performance:

Level 3 attainment by young people has increased by 4.7 percentage points since 2004 to 46.8%. (see Figure 11.1)

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. For greater detail of the data coverage and qualifications included see *Statistical First Release 06/2007 Level 2 and 3 Attainment by Young People in England measured using matched administrative data: Attainment by age 19 in 2006 (provisional)*.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Statistical First Release 6/2007: www.dcsf.gov.uk/rsgateway/DB/SFR/s000710/index.shtml

Learning and Skills Council: www.lsc.gov.uk

Diplomas: www.dcsf.gov.uk/14-19/index.cfm?sid=3&pid=224&ctype=None&pctype=Contents

Qualifications and Curriculum Authority: www.qca.org.uk

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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.

Baseline: 10% of young people not in education, employment or training in 2004

Latest outturn against trend: 10.3% of young people not in education, employment or training in 2006 (provisional)

Performance:

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 10% at the end of 2004 (the target's 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 *2006 Autumn Performance Report*). The total number of 16- to 18-year-olds NEET was estimated at 206,000 at the end of 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 a 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 *Labour Force Survey* show that the NEET figure is continuing to fall.

Reducing the proportion of young people NEET depends on identifying and tracking the young people who are NEET, or may become so, and providing them with guidance and support to help them back into learning. It also involves making sure that there is suitable provision of courses of the right type and level in place.

In November 2007, a NEET strategy document *Reducing the number of young people not in education, employment or training (NEET) by 2013* was published setting out the current trends on NEET and how it will be reduced to meet the PSA target. A toolkit, including best practice examples, for everyone involved in reducing NEET is also due to be published in January 2008.

Work with NEET hotspots is also being taken forward and a review of the role of schools in preventing young people becoming NEET is being implemented. The Connexions Client Caseload Information System data is being used to monitor local authority progress on a monthly basis.

Measurement

Data system:

National Statistics Statistical First Release.

Method of data collection:

As set out in the *Technical Note*, 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 using the Annual Schools' census, Higher Education Statistics Agency data, Learning Skills Council information on further education colleges and work-based learning, the *Labour Force Survey* (LFS) and population estimate data. 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 published annually in June with provisional rates for the current academic year and revised figures for previous academic year. See *Statistical First Release 22/07* for further details.

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 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.

Related links:

Technical Note: www.dcsf.gov.uk/aboutus/reports/#dsr

Statistical First Release: SFR 22/07: www.dcsf.gov.uk/rsgateway/DB/SFR/s000734/index.shtml

NEET Quarterly Brief: www.dcsf.gov.uk/rsgateway/DB/RES/r000751/index.shtml

Office for National Statistics: www.statistics.gov.uk

Higher Education Statistics Agency: www.hesa.ac.uk/

Learning and Skills Council: www.lsc.gov.uk

Labour Force Survey: www.statistics.gov.uk/STATBASE/Source.asp?vlnk=358

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Progress towards achievement of the former Department for Education and Skills Spending Review 2004 Efficiency target

3

This chapter sets out progress towards the Department for Children, Schools and Families' (DCSF) element of the former Department for Education and Skills' (DfES) Spending Review 2004 Efficiency targets, and overall progress against the legacy DfES targets. Responsibility for achievement of these targets is shared between the DCSF and the Department for Innovation, Universities and Skills (DIUS). Progress towards the DIUS element of the former DfES will be reported in the *DIUS 2007 Autumn Performance Report*.

LATEST ASSESSMENT

1) On course

2) On course

3) Ahead

Former DfES Spending Review 2004 Efficiency target

The Department plans to:

- 1) achieve over £4.3 billion in annual efficiency gains by 2007-08, contributing towards the overall target of over £20 billion over the 2004 Spending Review period; (Element 1)
- 2) 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; (Element 2) and
- 3) be on course to relocate 800 posts from the department and its partner organisations out of London and the South East by 2010. (Element 3)

Following the Machinery of Government changes in June 2007, the DCSF plans to achieve over £4 billion in annual efficiency gains over the Spending Review 2004 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: £2.3 billion achieved by end June 2007 with efficiency gains of £2.4 billion reported to September 2007

Performance:

Against the DfES legacy target, £2.7 billion worth of efficiency gains have been achieved by the end of June 2007 and £2.8 billion by the end of September 2007. Against the DCSF element of this target, £2.3 billion worth of efficiency gains have been achieved by the end of June 2007 and £2.4 billion by the end of September 2007.

Where gains have been reported, the Department is ahead of trajectory overall. Delays in reporting gains, as a result of the use of academic years as opposed to financial years, and the unavoidable time taken to gather data from so many frontline institutions, means that a few exceptional first year gains have yet to report.

The Department remains confident that the target will be reached. Of the £2.8 billion reported by the end of September 2007, over £1 billion is cashable and over £2.6 billion is recyclable in that it is non-financial resource which is being redeployed at the frontline to improve services.

Performance: *(continued)*

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 Spending Review 2004 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 front line 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 last *Autumn Performance Report* in December 2006, the following delivery areas have contributed to the efficiency programme:

- The strategic capital programmes – Building Schools for the Future (BSF) and the Academies building programme – have started to generate better value for money through more efficient procurement and contracting processes. The significant investment in new and refurbished buildings has meant that less money is needed for their ongoing repair and maintenance. The first BSF school was opened in Bristol in September 2007, and new Academies have been built, bringing the total number of Academies in new or refurbished buildings to just under 40.
- Primary and special schools are now making progress towards meeting the Financial Management Standard in Schools following agreement of a phased timetable for all schools to meet the Standard by March 2010. This will help drive improvements in school-level financial management through increased use of financial benchmarking information and dissemination of best practice.
- A revised questionnaire and guidance for the 2007 Teachers' Workload Diary Survey, to capture more accurately the activities teachers are carrying out and contribute to the efficiency programme's productive time workstream.
- A final *2006-07 Backward Look and 2007-08 Forward Look Annual Efficiency Statement*, confirming that local government is on target to exceed the overall children's services target through improvements in commissioning of children's services, improved workforce practices, and greater use of IT.
- Sure Start is on course to exceed its 2007-08 target through the continued rollout of Sure Start Children's Centres using a lower cost model.

Performance: *(continued)*

Over the next six to twelve months, the Department will carry out the following actions to ensure realisation of its Spending Review 2004 efficiency target:

- Further local BSF contracts will be signed.
- A further 7 Academies and 11 BSF schools will be built.
- The support team for OPEN will be established, which is the online procurement tool for schools (including the Project Manager, Technical Manager, Pipeline Manager and Implementation Managers).
- Development of a specification for the Home to School Transport ICT solution, along with the appointment of a solution supplier.
- Implementing the new 2006/07 Consistent Financial Reporting framework.
- 3 local authorities rolling out the relative school efficiencies pilot.
- Increase the roll out of Sure Start Children's Centres to 2,500.
- Centre for Procurement Performance to visit approximately 66 local authorities to review and offer improvements to local commissioning & procurement arrangements for children's services.

Element 2:

Baseline: DCSF – 4,660 at October 2003, Ofsted – 2,570 in 2003-04

Latest outturn against trend: 1,967 (full-time equivalent) posts at 1 Jun 2007 and workforce reductions of 1,994 (full-time equivalent) posts have been reported to September 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: 559 posts relocated as at June 2007 and 590 posts reported as relocated at September 2007

Performance:**Target of 760 post relocations**

By September 2007, a total of 590 posts had been relocated against the cumulative profile. A further 800+ from the Qualifications and Curriculum Authority, Training and Development Agency for Schools, Investors in People (UK), the former Department for Education and Skills and others are to relocate by 2010. The Department is therefore expected to significantly exceed its target.

Measurement**Data system:**

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

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Progress towards the achievement of outstanding Spending Review 2002 PSA targets

4

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 the DCSF are jointly responsible for the target's delivery, with the DCSF taking lead responsibility on policy.

This target has been 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 regarding the full range of drugs Public Service Agreement targets is available in the *Home Office 2007 Autumn Performance Report*.

LATEST ASSESSMENT

Slippage

On course

On course

Slippage

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 group.

Class A drug use amongst young people:

Baseline: 8.6% (*British Crime Survey 1998*)

Latest outturn against trend: 8.0% (*British Crime Survey 2006-07*)

Frequent drug use by young people:

Baseline: 11.6% (*British Crime Survey 2002-03*)

Latest outturn against trend: 8.4% (*British Crime Survey 2006-07*)

Frequent drug use by vulnerable young people:

Baseline: 21.2% (2003)

Latest outturn against trend: 11.0% (*2006 Schools Survey*)

Class A drug use by vulnerable young people:

Baseline: 14.1% (2003)

Latest outturn against trend: 14.0% (*2006 Schools Survey*)

Former Department for Education and Skills outstanding Spending Review 2002 (SR02) PSA targets

The following PSA target remains outstanding from the former Department for Education and Skills (DfES) Spending Review 2002. All other SR02 targets have received final assessments in the former DfES Departmental Reports and Autumn Performance Reports.

LATEST ASSESSMENT
Not met

2. Raise standards in English, mathematics, ICT and science in secondary education so that by 2007, 90% of pupils reach level 4 in English and mathematics by age 12.

Baseline: 80% in English, 79% in mathematics in 2002/03

Latest outturn against trend: 86% in English, 81% in mathematics in 2006/07

Performance:

The 2006/07 results show that 86% of pupils reached level 4 in English and 81% achieved level 4 in mathematics by age 12. This represents an increase of six percentage points from the target's baseline in English and two percentage points from the target's baseline in mathematics.

The 2007 target has not been met but there has been progress since 2005/06 with provisional results showing improvement in attainment in both English and mathematics.

Target transferred to DIUS in June 2006 and will be reported on in the 2007 DIUS Autumn Performance Report.

8. Challenging targets will be set for minimum performance and value for money in FE colleges and other providers by the Government and the Learning and Skills Council (this is also the Department's value for money target).

Glossary

A

Annually Managed Expenditure	The element of public expenditure for which multi-year spending limits are not appropriate, and which is instead subject to annual review.
Bill	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.
Cashable	Efficiencies that release financial resources whilst maintaining outputs and output quality, thereby enabling the resources that are released to be diverted to other services.
Children's Centre	A multi-agency Sure Start centre offering integrated early education, childcare and health and parental support to children under five and their families.
Delivery Agreement	Each CSR07 PSA is underpinned by a single Delivery Agreement shared across all contributing departments and developed in consultation with delivery partners and frontline workers. Delivery Agreements set out plans for delivery and the role of key delivery partners. They also describe the small basket of national outcome-focused performance indicators that will be used to measure progress towards each PSA outcome.
Departmental Strategic Objective	The CSR07 announced new suites of Departmental Strategic Objectives (DSOs) for each department, which cover the totality of departmental business, set strategic direction and inform resourcing decisions.
Extended School	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.

Foundation Stage	The statutory period of learning for children from the age of three to the end of their school reception year.
Green Paper	A preliminary report of Government proposals that is published in order to stimulate discussion.
Key Stage	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
National Curriculum	The basic framework setting out what children aged 3 to 16 in government-funded early education settings and state schools should learn.
Non-cashable	Efficiency gains that occur when productivity to output quality increases, either for the same resource inputs or a proportionately smaller increase in resource inputs in a way that does not release financial resources that can be deployed elsewhere.
Non-recyclable	Efficiency gains that occur when output quality or quantity increases either without reductions in resource inputs or with a proportionately smaller increase in resource inputs in a way that does not release financial resources that can be deployed elsewhere.
Public Service Agreement (PSA)	The Government's suite of Spending Review 2004 PSA targets set out what each department will deliver in the form of measurable targets over the spending review period, in return for its agreed spending. The 2007 Comprehensive Spending Review announced new PSAs which set out the key priority outcomes the Government wants to achieve in the next spending period (2008-2011). Each PSA is underpinned by a single Delivery Agreement shared across all contributing departments and developed in consultation with delivery partners and frontline workers.

Recyclable	Efficiencies that release resource (although not necessarily financial) whilst maintaining output quality, thereby enabling the resources that are released to be diverted to other services. Clearly if the resource released is not financial it can only be diverted within the system it has been released, for example, teachers' time freed up within a school.
Spending Review (SR)	This sets Departmental Expenditure Limits and plans Annually Managed Expenditure for the following 3 years. 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 was the 2007 Comprehensive Spending Review 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 children, (from birth through to their teenage years) and their families.
Technical Notes	Technical Notes for SR04 PSA targets 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.
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.

Summary Tables

B

Former Department for Education and Employment Comprehensive Spending Review 1998 targets

	Final Assessment
I. Increase provision of nursery places for 3-year-olds from 34% to 66% by 2002, focusing on the most deprived areas of the country	Met – 66% (Mar 2002)
II. The number of pupils aged 5, 6 or 7 in infant classes over 30 to fall from 477,000 to zero by September 2001 at the latest	Met – 10,300 (Jan 2002)
III. An increase in the proportion of those aged 11 meeting the standards of literacy for that age (level 4 in the Key Stage 2 test) from 63% to 80% by 2002	Not met – 75% (2002)
IV. An increase in the proportion of those aged 11 meeting the standards of numeracy for that age (level 4 in the Key Stage 2 test) from 62% to 75% by 2002	Not met – 73% (2002)
V. A reduction by one third in school truancies (from 0.7% to 0.5% half days missed a year through unauthorised absence) and exclusions from (12,500 to 8,400 permanent exclusions a year) by 2002	Not met – truancies – 0.7% Met early – exclusions – 8,300 (1999/00)
VI. An increase in the proportion of those aged 16 who achieve one or more GCSEs at grade G or equivalent from 92% to 95% by 2002	Not met – 94.6% (2001/02)
VII. An increase in the proportion of those aged 16 who achieve five or more GCSEs at grades A*-C from 45% to 50% by 2002	Met early – 50% (2000/01)
VIII. An increase in the proportion of those aged 19 who have achieved NVQ level 2 or equivalent from 72% to 85% by 2002	Not met – 74.8% (autumn 2002)

Former Department for Education and Employment Spending Review 2000 targets¹

	Final Assessment
<p>1. Increase the percentage of 11-year-olds at or above the expected standard of literacy and numeracy for their age.</p> <p>By 2004:</p> <ul style="list-style-type: none"> • Increase the percentage of children who achieve level 4 in each of the Key Stage 2 English and mathematics tests beyond the targets for 2002 of 80% in English and 75% in mathematics to 85% by 2004; and • Reduce to zero the number of local authorities where fewer than 78% of pupils at level 4 or above achieve these standards. 	<p>Subsumed within SR 2002 target 1</p> <p>Not met</p>
<p>2. Increase the percentage of 14-year-olds at or above the expected standard of literacy, numeracy, science and information and communications technology (ICT) for their age:</p> <ul style="list-style-type: none"> • by 2007, 85% to achieve level 5 or above in each of the Key Stage 3 tests in English, mathematics and ICT, and 80% in science; • as milestones towards that target 75% to achieve level 5 in English, mathematics and ICT, and 70% in science by 2004; • by 2004, as a minimum performance target at least 65% to achieve level 5 and above in English and mathematics, and 60% in each local authority; and • by 2004, no more than 15% of pupils will fail to attain at least one level 5. 	<p>Subsumed within SR 2002 target 2</p> <p>Not met</p> <p>Not met – 19% (2004)</p>

1. Responsibility for targets 9 to 12 transferred to the Department for Work and Pensions.

		Final Assessment
3.	Increase the percentage of pupils obtaining five or more GCSEs at grades A*-C (or equivalent):	
	<ul style="list-style-type: none"> increase the proportion achieving the standard by 4 percentage points between 2002 and 2004; and at least 38% to achieve this standard in every local authority by 2004. 	Subsumed within SR 2002 target 5 Not met
4.	Increase the percentage of pupils obtaining five or more GCSEs at grades A*-G (or equivalent), including English and mathematics: by 2004, 92% of 16-year-olds should reach this standard.	Not met – 86.4% (2004)
5.	On pupil inclusion:	
	<ul style="list-style-type: none"> reduce school truancies by a further 10% from the level achieved in 2002; and ensure that all pupils who are permanently excluded obtain an appropriate full-time education. 	Subsumed within SR 2002 target 3 Met
6.	By 2004, increase by 3 percentage points the number of 19-year-olds achieving a qualification equivalent to NVQ level 2 compared to 2002.	Subsumed within SR 2002 target 5
7.	In higher education, while maintaining standards:	
	<ul style="list-style-type: none"> increase participation towards 50% of those aged 18 to 30 by the end of the decade; make significant, year-on-year progress towards fair access, as measured by the Funding Council's benchmarks; and bear down on rates of non-completion. 	Subsumed within SR 2002 target 9
8.	Reduce the number of adults who have literacy or numeracy problems by 750,000 by 2004.	Subsumed within SR 2002 target 10
13.	Complete benchmarking work for schools by December 2002 so that schools will be able meaningfully to compare costs with one another and thus improve value for money.	Met

Sure Start Spending Review 2000 PSA targets

	Final Assessment
Reduce the proportion of children aged zero to three in the 500 Sure Start areas who are re-registered within the space of twelve months on the child protection register by 2004.	Met
Achieve by 2004 in the 500 Sure Start areas, a 10 percentage point reduction in mothers who smoke in pregnancy.	Met
Achieve by 2004 for children aged zero to three in 500 Sure Start areas, a reduction of 5 percentage points in the number of children with speech and language problems requiring specialist intervention by the age of four.	Not known – target cannot be assessed
Reduce the number of zero to three-year-old children in Sure Start areas living in households where no-one is working by 12% by 2004.	Not met

Former Department for Education and Skills Spending Review 2002 (SR02) targets

	Final Assessment
1. Raise standards in English and mathematics so that:	
<ul style="list-style-type: none"> by 2004, 85% of 11-year-olds achieve level 4 or above and 35% achieve level 5 or above with this level of performance sustained until 2006: and 	85% target Not met – English 78%, mathematics 74% (2004)
	35% target Not met – English 27%, mathematics 31% (2004)
<ul style="list-style-type: none"> by 2006, the number of schools in which fewer than 65% of pupils achieve level 4 or above is significantly reduced. 	Subsumed within SR04 target 6

Final Assessment

<p>2. Raise standards in English, mathematics, ICT and science in secondary education so that:</p> <ul style="list-style-type: none"> • by 2004, 75% of 14-year-olds achieve level 5 or above in English, mathematics and ICT (70% in science) nationally and by 2007, 85% (80% in science); • by 2007, the number of schools where fewer than 60% of 14-year-olds achieve level 5 or above is significantly reduced; and • by 2007, 90% of pupils reach level 4 in English and mathematics by age 12. 	<p>75%/70% target Not met – English 71%, mathematics 73%, ICT 67%, science 66% (2004)</p> <p>See SR04 PSA target 7</p> <p>Not met – English 86% mathematics 81% (2007)</p>
<p>3. By 2004, reduce school truancies by 10% compared to 2002, sustain the new lower level, and improve overall attendance thereafter.</p>	<p>Not met</p>
<p>4. Enhance the take-up of sporting opportunities by 5- to 16-year-olds by increasing the percentage of schools children who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum from 25% in 2002 to 75% by 2006. (<i>Joint target with Department for Culture, Media and Sport</i>)</p>	<p>Subsumed within SR 2004 target 9</p>
<p>5. Raise standards in schools and colleges so that:</p> <ul style="list-style-type: none"> • between 2002 and 2006 the proportion of those aged 16 who get qualifications equivalent to five GCSEs at grades A*-C rises by 2 percentage points each year on average and in all schools at least 20% of pupils achieve this standard by 2004 rising to 25% by 2006; and • the proportion of 19-year-olds who achieve this standard rises by 3 percentage points between 2002 and 2004, with a further increase of 3 percentage points by 2006. 	<p>Not met</p> <p>Not met – 74.4% (2004)</p>

	Final Assessment
6. By 2004, at least 28% of young people to start a modern apprenticeship by age 22.	Met
7. By 2010, 90% of young people by age 22 will have participated in a full-time programme fitting them for entry into higher education or skilled employment.	Not met
8. Challenging targets will be set for minimum performance and value for money in further education colleges and other providers by the Government and the Learning and Skills Council (this is also the Department's value for money target).	Target transferred to DIUS in June 2007 as a result of Machinery of Government changes.
9. By 2010, increase participation in higher education towards 50% of those aged 18 to 30. Also, make significant progress year-on-year towards fair access, and bear down on rates of non-completion.	Subsumed within SR 2004 target 14
10. Improve the basic skill levels of 1.5 million adults between the launch of Skills for Life in 2001 and 2007, with a milestone of 750,000 by 2004.	Met
11. Reduce by at least 40% the number of adults in the UK workforce who lack NVQ2 or equivalent qualifications by 2010. Working towards this, one million adults in the workforce to achieve level 2 between 2003 and 2006.	Subsumed within SR 2004 target 13

Sure Start Spending Review 2002 PSA targets

	Final Assessment
An increase in the proportion of children aged five with normal levels of personal, social and emotional development for their age.	Subsumed within SR 2004 target 1
A 6 percentage point reduction in the proportion of mothers who smoke during pregnancy.	Not met
An increase in the proportion of young children aged five with normal levels of communication, language and literacy for their age and an increase in the proportion of young children with satisfactory speech and language development at age 2 years.	Subsumed within SR 2004 target 1 Met
A 12% reduction in the proportion of young children living in households where no-one is working.	Not met

Former Department for Education and Skills Spending Review 2004 (SR04) targets for which the Department for Children, Schools and Families are now responsible

	Latest/Final Assessment
<p>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 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%. <i>(Department for Children, Schools and Families (Early Years, Extended Schools and Special Needs Group) target, joint with the Department for Work and Pensions)</i></p>	Slippage
<p>2. As a contribution to reducing the proportion of children living in households where no-one is working, by 2008:</p> <ul style="list-style-type: none"> • 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. <p><i>(Department for Children, Schools and Families (Early Years, Extended Schools and Special Needs Group) target, joint with the Department for Work and Pensions)</i></p>	<p>Slippage</p> <p>Met early</p> <p>Not yet assessed</p> <p>Met early</p>
<p>3. Reduce the under-18 conception rate by 50%, by 2010, as part of a broader strategy to improve sexual health. <i>(Joint target with the Department of Health)</i></p>	Slippage
<p>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. <i>(Joint target with the Department of Health and Department for Culture, Media and Sport)</i></p>	Not yet assessed

	Latest/Final Assessment
5. 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.	There are no education targets Slippage
6. Raise standards in English and mathematics so that: <ul style="list-style-type: none"> • by 2006, 85% of 11-year-olds achieve level 4 or above with this level of performance sustained until 2006; and • by 2008, the proportion of schools in which fewer than 65% of pupils achieve level 4 or above is reduced by 40%. 	Not met Ahead
7. Raise standards in English, mathematics, ICT and science in secondary education so that: <ul style="list-style-type: none"> • 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. 	Not met Slippage
8. Improve levels of school attendance so that by 2008, school absence is reduced by 8% compared to 2003.	On course

	Latest/Final Assessment
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 school 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. <i>(Joint target with Department for Culture, Media and Sport)</i>	Met early
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.	Ahead Slippage
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.	2006 target – Met On course On course
12. Reduce the proportion of young people not in education, employment or training by 2 percentage points by 2010.	Slippage

Former Department for Education and Skills Spending Review 2004 targets for which the Department for Innovation, Universities and Skills (DIUS) are now responsible

	Latest/Final Assessment
<p>13. Increase the number of adults with the skills required for employability and progression to higher levels of training through:</p> <ul style="list-style-type: none"> • improving the basic skill levels of 2.25 million adults between the launch of Skills for Life in 2001 and 2010, with a milestone of 1.5 million in 2007; and • reducing by at least 40% the number of adults in the workforce who lack NVQ2 or equivalent qualifications by 2010. Working towards this, one million adults in the workforce to achieve level 2 between 2003 and 2006. 	<p>Target transferred to DIUS in June 2007 as a result of Machinery of Government changes.</p>
<p>14. By 2010, increase participation in higher education towards 50% of those aged 18 to 30 and also make significant progress year-on-year towards fair access, and bear down on rates of non-completion.</p>	<p>Target transferred to DIUS in June 2007 as a result of Machinery of Government changes.</p>



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