



# Autumn Performance Report 2008

Progress against Public  
Service Agreements





# Department for Children, Schools and Families

## **Autumn Performance Report 2008**

### Progress against Public Service Agreements

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

December 2008

## Conventions

Financial years are shown 2008-09, academic years as 2008/09.

Calendar years are shown as 2008 or 2009.

The report relates to England, unless otherwise indicated.

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# Introduction

The *Children's Plan*, published in December 2007, set out the Department's aim to make this the best place in the world for children and young people to grow up. The Government's Public Service Agreements (PSAs) for children and young people announced in the 2007 Comprehensive Spending Review contribute to achieving the *Children's Plan* and the five Every Child Matters (ECM) outcomes. The Every Child Matters Outcomes Framework can be downloaded at <http://publications.everychildmatters.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-00331-2008>

A diagram showing a simplified version of the ECM Outcomes Framework is also included at the end of this Introduction.

The 2007 Comprehensive Spending Review (CSR07) announced a radical reform of the performance management framework across government. This new performance management framework consists of the following elements:

- a streamlined set of 30 new Public Service Agreements (PSAs), which articulate the Government's highest priority outcomes for the CSR07 period and span departmental boundaries;
- a single Delivery Agreement for each PSA, developed in consultation with frontline workers and the public;
- new Cabinet Committees announced in July 2008 which play a key role in driving performance on cross-government PSAs by regularly monitoring progress;
- a small basket of national, outcome-focused indicators to support each PSA, ensuring robust and transparent performance measurement alongside genuine rationalisation, with a significant reduction in the overall number of priority indicators attached to PSAs. These indicators are included in the National Indicator Set (NIS) for local authorities and their partners;

- targets used where appropriate to deliver improved performance and accountability; with nationally set targets reserved for a small subset of PSA indicators that require firm central direction, and far greater space for increased local target setting;
- a more comprehensive approach to performance monitoring, with each department publishing a set of Departmental Strategic Objectives (DSOs) for the CSR07 period, alongside the smaller, prioritised set of PSAs, bringing all performance monitoring into a single framework, covering both the Government's highest priorities (PSAs) and the wider span of departmental business; and
- across the whole framework, a premium on the use of high quality, timely data while freeing up the frontline by reducing low value data burdens.

The Department for Children, Schools and Families leads on five of the Government's 30 Public Service Agreements (PSAs) and contributes to another twelve.

The PSAs the Department leads on are:

PSA 10: Raise the educational achievement of all children and young people (*mainly supporting ECM outcome: Enjoy and achieve*).

PSA 11: Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers (*mainly supporting ECM outcome: Enjoy and achieve*).

PSA 12: Improve the health and wellbeing of children and young people (*mainly supporting ECM outcome: Be healthy*).

PSA 13: Improve children and young people's safety (*mainly supporting ECM outcome: Stay safe*).

PSA 14: Increase the number of children and young people on the path to success (*mainly supporting ECM outcomes: Make a positive contribution and Achieve economic wellbeing*).

Alongside publication of the PSAs, the Government also published a Service Transformation Delivery Agreement, which underpins delivery of the new PSA framework. It sets out the Government's vision for building services around the citizen and a specific action plan for each department in taking forward this challenging agenda.

Progress was reported in the *Transformational Government Annual Report* in July 2008. [www.cio.gov.uk/transformational\\_government/index.asp](http://www.cio.gov.uk/transformational_government/index.asp)

Progress towards the PSAs on which the Department leads is reported on in Chapter 1.

Chapter 2 outlines progress towards the 2004 Spending Review PSA targets which the Department for Children, Schools and Families (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.

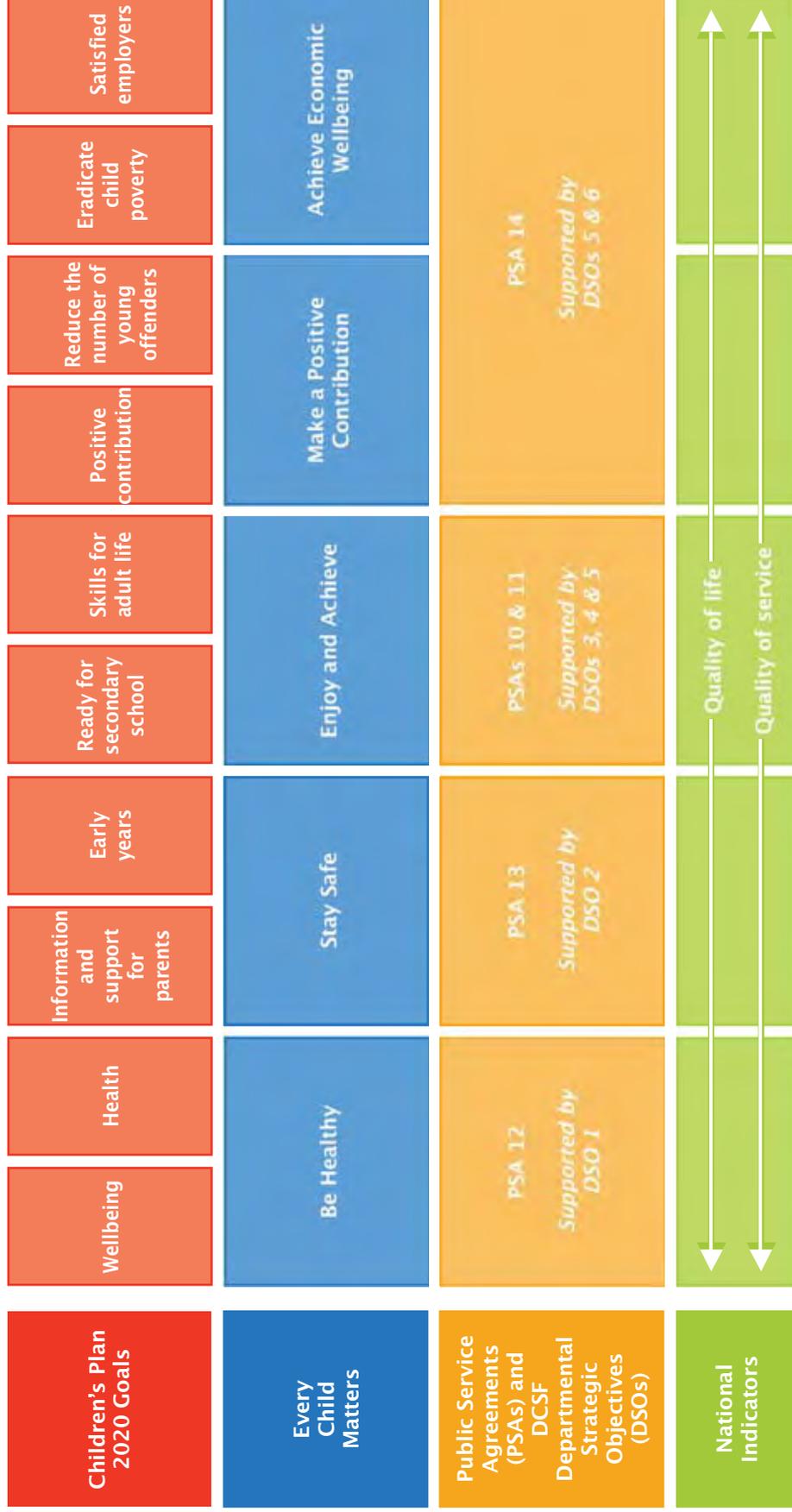
Progress towards the 2004 Spending Review PSA targets on adult skills and higher education which were the responsibility of the former Department for Education and Skills (DfES) will be reported in the Department for Innovation, Universities and Skills (DIUS) 2008 Autumn Performance Report.

Chapter 3 outlines progress against the DCSF element of the former DfES Efficiency target and Chapter 4 outlines the Department's CSR07 Value for Money programme.

The *Children's Plan* published in December 2007 included a commitment 'to report on progress in a year's time'. The *Children's Plan One Year On* will also be published in December 2008.

The *DCSF Resource Accounts 2007-08* were presented to Parliament on 16 July 2008. 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](http://www.dfes.gov.uk/aboutus/reports/#dra)

# Every Child Matters Outcomes Framework<sup>1</sup> (simplified version)



<sup>1</sup> Full descriptions of 2020 goals, PSAs and DSOs are included in Chapter 1.



# Progress against 2007 Comprehensive Spending Review Public Service Agreements and Departmental Strategic Objectives

# 1

This Chapter reports progress on the Department for Children, Schools and Families (DCSF) 2007 Comprehensive Spending Review Public Service Agreements (PSAs) and Departmental Strategic Objectives (DSOs). The DCSF leads delivery on five of the cross-governmental PSAs and six new DSOs which cover the totality of the Department's business, set strategic direction and inform resourcing decisions. They are:

PSA 10: Raise the educational achievement of all children and young people

- DSO 3: Achieve world class standards in education
- DSO 5: Ensure young people are participating and achieving their potential to 18 and beyond

PSA 11: Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers

- DSO 4: Close the gap in educational achievement for children from disadvantaged backgrounds

PSA 12: Improve the health and wellbeing of children and young people

- DSO 1: Secure the wellbeing and health of children and young people

PSA 13: Improve children and young people's safety

- DSO 2: Safeguard the young and vulnerable

PSA 14: Increase the number of children and young people on the path to success

- DSO 6: Keep children and young people on the path to success

These PSAs and DSOs began formally in 2008-09. Each PSA and DSO is underpinned by a set of indicators and it is too early to report progress on most of these, but baselines are shown where these have been set and latest outturn.

The Department for Children, Schools and Families also has an objective relating to the internal capability to lead and manage the system.

Under the new 2007 Comprehensive Spending Review performance framework, only some PSAs have national targets attached. Many are not target-based but improvements against baseline are expected (directional indicators). The terminology used for assessments against 2004 Spending Review targets (see Chapter 2) has been amended to reflect this less target driven framework. For interim assessments, the terms used are:

Term	Definition
Strong progress	More than 50% of indicators have improved
Some progress	50% or less indicators have improved
No progress	No indicators have improved
Not yet assessed	50% or more of the indicators are yet to have even first time data. Where some but less than 50% of the indicators fall into this category, those that do must still be counted in the calculation for the PSA/DSOs overall assessment

For final assessments, the terms used are:

Term	Definition
Met	Indicator achieved by the target date – must not be used before the target end-date unless there is no possibility at all of subsequent slippage.
Partly met	Where an indicator has two or more distinct elements, and some – but not all – have been achieved by the target date.
Not met	Where an indicator was not met or met late.

## PSA 10: Raise the educational achievement of all children and young people.

PSA 10 is currently rated as some progress. Five of the six indicators have confirmed baselines and of these, one has made no progress, two have made some progress and no later data is yet available to enable progress to be assessed for two. Indicator 3 – Proportion achieving Level 5 in both English and mathematics at Key Stage 3 will not exist beyond 2008.

**Latest assessment:** Some progress – improvement against 2/6 indicators

The vision is to secure high quality teaching and learning in every setting, from early years to work-based learning providers, and to help every child and young person overcome barriers to learning. All children and young people should enjoy and be engaged in learning, so that they are ready for further learning and the world of work.

Progress towards PSA 10 will be measured through the following six indicators:

**Indicator 1: Early Years Foundation Stage achievement**

**Indicator 2: Proportion achieving Level 4 in both English and mathematics at Key Stage 2**

**Indicator 3: Proportion achieving Level 5 in both English and mathematics at Key Stage 3<sup>1</sup>**

**Indicator 4: Proportion achieving 5 A\*-C GCSEs (or equivalent) including GCSEs in both English and mathematics, at Key Stage 4**

**Indicator 5: Proportion of young people achieving Level 2 at age 19**

**Indicator 6: Proportion of young people achieving Level 3 at age 19**

1. This indicator will not exist beyond 2008.

### **Related links:**

*Public Service agreements:* [www.hm-treasury.gov.uk/pbr\\_csr/psa/pbr\\_csr07\\_psaopportunity.cfm](http://www.hm-treasury.gov.uk/pbr_csr/psa/pbr_csr07_psaopportunity.cfm)

*Delivery Agreement:* [www.hm-treasury.gov.uk/media/D/E/pbr\\_csr07\\_psa10\\_11.pdf](http://www.hm-treasury.gov.uk/media/D/E/pbr_csr07_psa10_11.pdf)

### **RELATED CHILDREN'S PLAN 2020 GOALS**

- Every child will be ready for success in school with at least 90% developing well across all areas of the Early Years Foundation Stage Profile by age 5
- By age 11, at least 90% are achieving at or above the expected level in both English and mathematics
- Every young person to have the skills for adult life and further study, with at least 90% achieving the equivalent of five higher level GCSEs by age 19, and 70% achieving the equivalent of 2 A levels by age 19

## Indicator 1: Early Years Foundation Stage achievement.

### National target

Increase the proportion of young children achieving a good level of development in the Early Years Foundation Stage Profile to 53% by 2011. This is defined as a total points score of at least 78 across all 13 scales – with at least 6 in each of the communications, language and literacy and language (CLL) and personal, social and emotional development (PSED) scales.

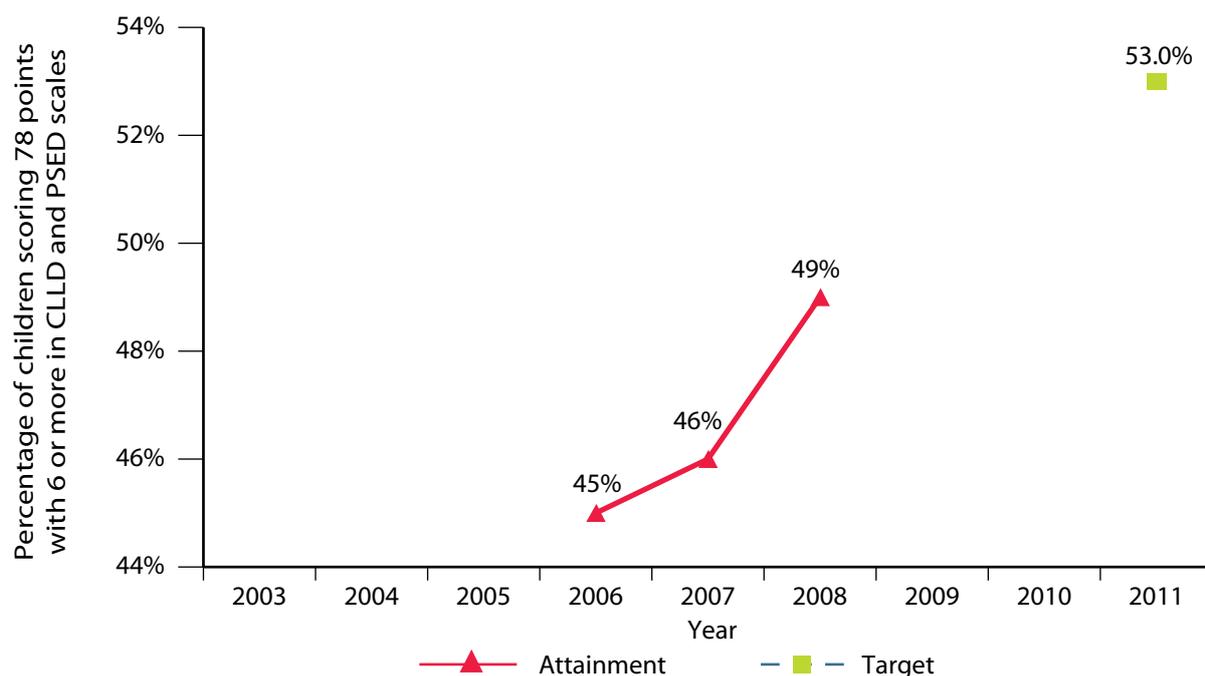
**Baseline:** 49% of young children achieving a good level of development in 2008

**National target:** 53% by 2011

**Latest outturn against trend:** Not yet available – 2008 represents the baseline year

**Performance:** Improving early years education can have significant benefits for achievement throughout life. The 2008 results showed good progress since last year with more young children achieving a good level of development on the new measure<sup>1</sup>.

**Figure 10.1: Percentage of children scoring 78 points with 6 or more in the CLLD and PSED scales**



1. The early years indicator for PSA 10 uses a new definition of young children achieving a good level of development. The 2004 Spending Review PSA target 1 (see chapter 2) measured the proportion of young children scoring at least 6 in each of the communications, language and literacy (CLL) and personal, social and emotional development (PSED) scales, and the new indicator defines a good level of development as children that achieve these scores as well as a total points score of 78 points.

**Related Departmental Strategic Objective:** Achieve world class standards in education

**Local government national indicator set:** 72

**Data provider:** Department for Children, Schools and Families

**Data set used:** Early Years Foundation Stage Profile (EYFSP) results.<sup>1</sup>

**Frequency of reporting:** Annual. EYFSP results will be published in the autumn of the year in which the assessment is carried out.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all children who are assessed and is not a sample.

1. The National Assessment Agency (NAA) confirmed that 2008 data represents a reliable set of results. They have a programme of work to improve practitioner understanding of the FSP and therefore the reliability and consistency of the results. This includes plans to target support to local authorities where consistency of assessments is a particular concern.

**Related Links:**

*Statistical First Release 25/2008:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000812/sfr\\_25\\_2008.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000812/sfr_25_2008.pdf)

*Early Years Foundation Stage:* [www.standards.dfes.gov.uk/eyfs/](http://www.standards.dfes.gov.uk/eyfs/)

*National Assessment Agency:* [www.naa.org.uk/](http://www.naa.org.uk/)

## Indicator 2: Proportion achieving Level 4 in both English and mathematics at Key Stage 2.

**National target**

Increase the proportion achieving Level 4 in both English and mathematics at Key Stage 2 to 78% by 2011

**Baseline:** 71% of pupils achieved Level 4 in both English and mathematics in 2007

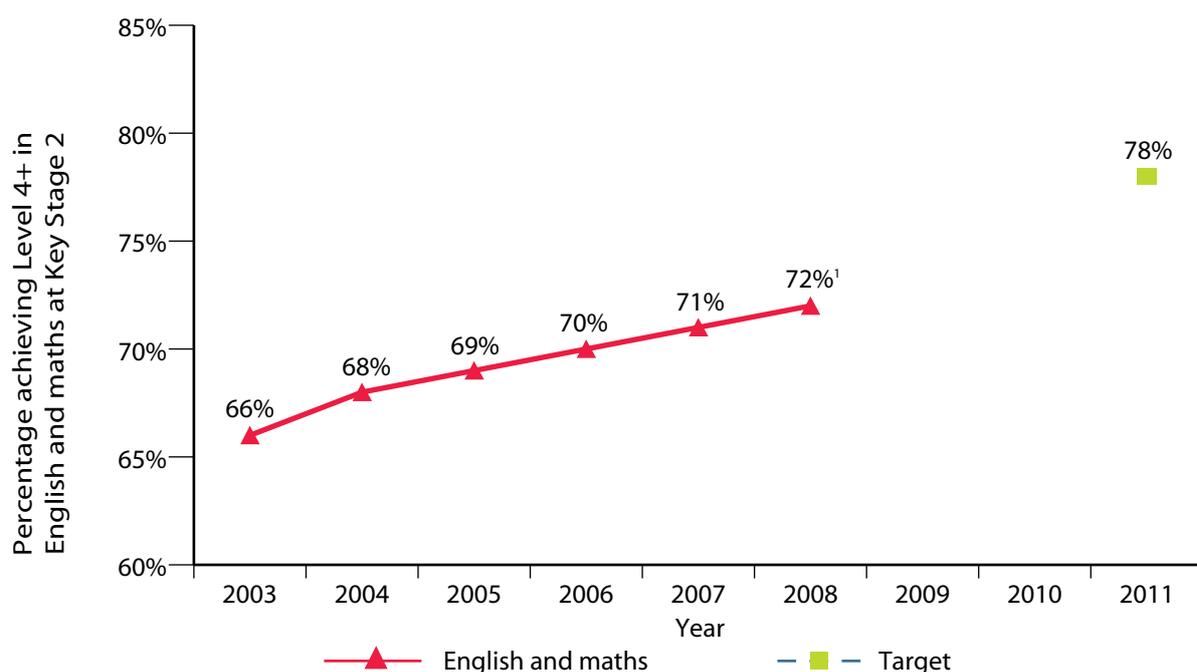
**National target:** 78% of pupils achieving Level 4 in both English and mathematics by 2011

**Latest outturn against trend:** 72% of pupils achieved Level 4 in both English and mathematics in 2008 (provisional)

**Performance:** Provisional results in 2008 show that 72% of pupils achieved Level 4 in both English and mathematics. This figure is higher than in 2007 when 71% of pupils achieved Level 4 in both English and mathematics. This is the fifth consecutive year there has been an increase and compares with 53% achieving Level 4 in both English and mathematics in 1997.

The percentage of boys achieving Level 4 in both English and mathematics was 70% compared with 75% of girls achieving Level 4 in both English and mathematics.

**Figure 10.2: Percentage achieving Level 4 in both English and mathematics at Key Stage 2**



1. Provisional figure.

Key Stage 2 achievement is an essential measure of primary school achievement and readiness for secondary education. Good literacy and numeracy skills are key to employability and further study and the Department is committed to ensuring that more children master the basics. With English and mathematics yoked together, this indicator will also address the problem of in-school variation between subjects.

**Related Departmental Strategic Objective:** Achieve world class standards in education

**Local government national indicator set:** 73

**Data provider:** Key Stage 2 data is provided by the National Assessment Agency. The Department for Children, Schools and Families collates the data, enabling it to be matched to the National Pupil Database and published in the Achievement and Attainment Tables. Comparisons with 2007 are affected by an administrative change to the 2008 National Curriculum tests, which was announced by the National Assessment Agency in May 2008. This change is the removal of borderlining (the process of checking test scripts that fall just below level thresholds), which is estimated to reduce the percentage achieving the expected level (Level 4) by up to 1.2 percentage points in English, 0.2 percentage points in mathematics and 0.5 percentage points in science, from what could have been the position if borderlining had continued. The removal of borderlining does not have a significant effect on the differences by gender.

**Data set used:** Provisional results: Key Stage 2 National Curriculum test results data. Revised and final: National Pupil Database.

**Frequency of reporting:** Annual. Provisional Key Stage 2 data will be available in August. As a result of the delays in delivering this year's national curriculum test results and the subsequent extension to the deadline for schools to submit review applications, the Department has decided to defer asking schools to participate in the Achievement and Attainment Tables exercises until review outcomes are returned to schools and the Department has the data. At that stage, schools and local authorities will be written to with details of the Department's arrangements for data checking and publication.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all pupils in maintained schools (including academies) and some independent schools, not a sample of pupils.

**Related Links:**

*Statistical First Release 19/2008:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000804/DCSFSFR192008\\_PDF.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000804/DCSFSFR192008_PDF.pdf)

*School Achievement and Attainment Tables:* [www.dcsf.gov.uk/performance/tables/](http://www.dcsf.gov.uk/performance/tables/)

*National Assessment Agency:* [www.naa.org.uk/](http://www.naa.org.uk/)

*Qualifications and Curriculum Authority:* [www.qca.org.uk](http://www.qca.org.uk)

### Indicator 3: Proportion achieving Level 5 in both English and mathematics at Key Stage 3<sup>1</sup>.

**National target<sup>1</sup>**

Increase the proportion achieving Level 5 in both English and mathematics at Key Stage 3 to 74% by 2011<sup>1</sup>

1. This indicator and National target will not exist beyond 2008.

**Baseline:** 67% of pupils achieved Level 5 in both English and mathematics in 2007

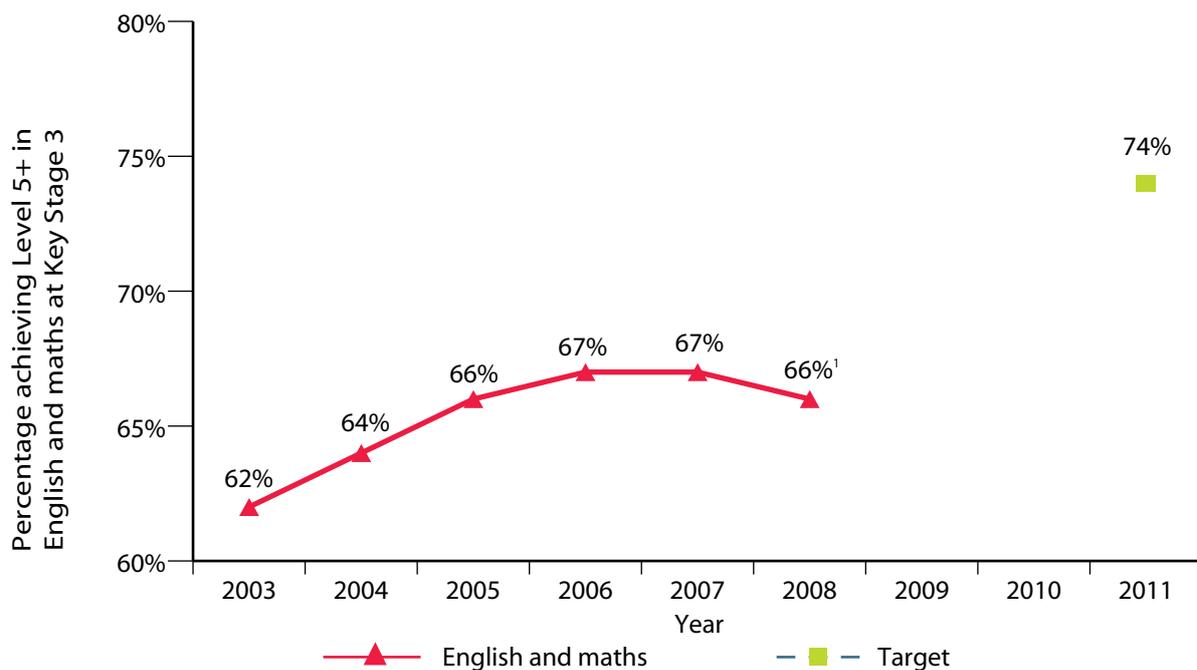
**National target:** 74% of pupils achieving Level 5 in both English and mathematics by 2011

**Latest outturn against trend:** 66% of pupils achieved Level 5 in both English and mathematics in 2008 (provisional)

**Performance:** Provisional results in 2008 show that 66% of pupils achieved Level 5 in both English and mathematics. This figure is lower than in 2007 when 67% of pupils achieved Level 5 in both English and mathematics.

The percentage of boys achieving Level 5 in both English and mathematics was 62% compared with 71% of girls achieving Level 5 in both English and mathematics.

**Figure 10.3: Percentage achieving Level 5 in both English and mathematics at Key Stage 3**



1. Provisional figure.

On 14 October 2008, the Secretary of State announced that he was ending schools' requirement to run national tests for 14-year-olds, with immediate effect. The current compulsory national tests at the end of Key Stage 3 will be replaced by improved classroom assessment by teachers and frequent reporting to parents in years 7, 8 and 9, with a stronger focus on one-to-one tuition and catch up support for children in the first years of secondary school.

The announcement that there will be no Key Stage 3 National Curriculum tests from 2009 onwards has implications for local authority and school statutory targets for 2010, and it has been agreed that there would be no national targets after 2008 for attainment in Key Stage 3 English, mathematics and science.

It was also agreed that the existing four progression targets (measuring 2 levels progress in English and in mathematics from (a) Key Stage 2-3 and (b) Key Stage 3-4) would be replaced by new national targets based on measuring progress in English and in mathematics from Key Stage 2-4. There is not sufficient time to agree the basis of the new KS2-4 progress targets and the new target levels and advise schools and local authorities to set targets against this new measure for 2010. It has been decided that this will be introduced for school and local authority target setting for 2011 with the first targets being set next autumn.

A new expert group, made up of headteachers and education professionals, will advise the Government on the introduction of national-level sampling at Key Stage 3 so that the performance of the education system as a whole can still be monitored by the public, year-on-year.

**Related Departmental Strategic Objective:** Achieve world class standards in education

**Local government national indicator set:** 74

**Data provider:** Key Stage 3 data is provided by the National Assessment Agency. The Department for Children, Schools and Families collates the data, enabling it to be matched to the National Pupil Database and published in the Achievement and Attainment Tables. Comparisons with 2007 are affected by an administrative change to the 2008 National Curriculum tests, which was announced by the National Assessment Agency in May 2008. This change is the removal of borderlining (the process of checking test scripts that fall just below level thresholds), which is estimated to reduce the percentage achieving the expected level (level 5) by up to 0.9 percentage points in English, 0.2 percentage points in mathematics and 0.6 percentage points in science, from what could have been the position if borderlining had continued. The removal of borderlining does not have a significant effect on the differences by gender.

**Data set used:** Provisional results: Key Stage 3 National Curriculum test results data. Revised and final: National Pupil Database.

**Frequency of reporting:** As a result of the delays in delivering this year's national curriculum test results and the subsequent extension to the deadline for schools to submit review applications, the Department has decided to defer asking schools to participate in the Achievement and Attainment Tables exercises until review outcomes are returned to schools and the Department has the data. At that stage, schools and local authorities will be written to with details of the Department's arrangements for data checking and publication.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all pupils in maintained schools (including CTCs and academies) and some independent schools, not a sample of pupils.

**Related Links:**

*Statistical First Release 20/2008:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000805/DCSFSFR202008\\_PDF.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000805/DCSFSFR202008_PDF.pdf)

*Achievement and Attainment Tables:* [www.dcsf.gov.uk/performance/tables/](http://www.dcsf.gov.uk/performance/tables/)

*National Assessment Agency:* [www.naa.org.uk/](http://www.naa.org.uk/)

*Qualifications and Curriculum Authority:* [www.qca.org.uk](http://www.qca.org.uk)

## Indicator 4: Proportion achieving 5 A\*-C GCSEs (or equivalent), including GCSEs in both English and maths, at Key Stage 4.

**National target**

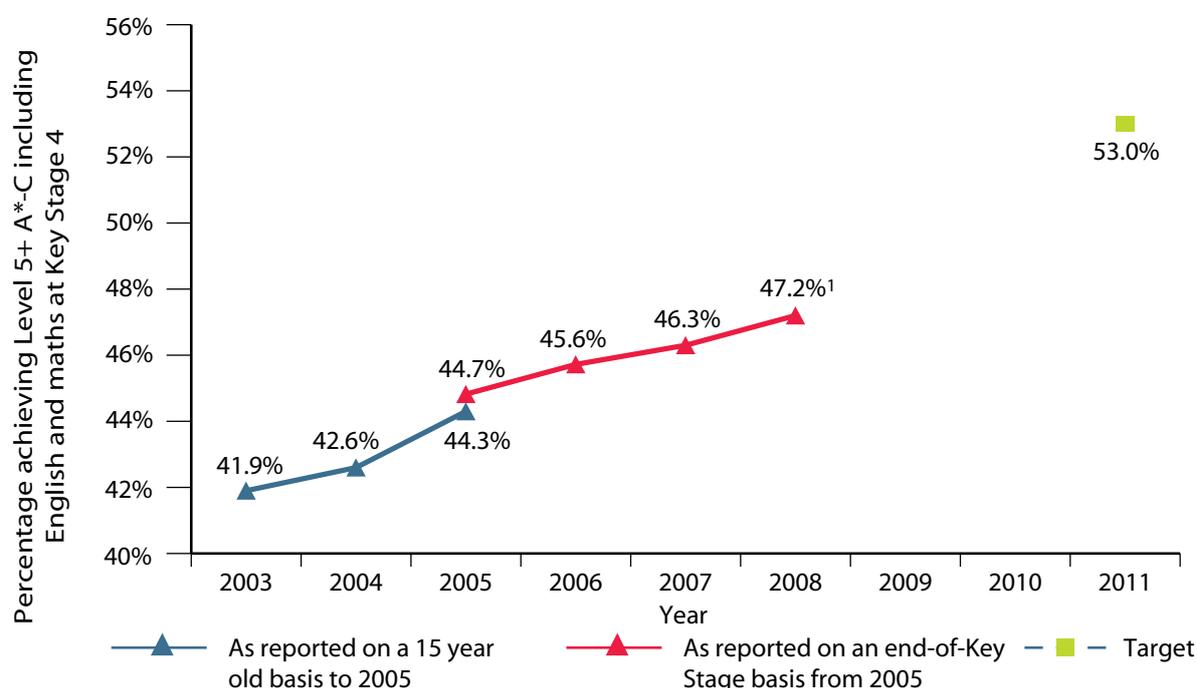
Increase the proportion achieving 5 A\*-C GCSEs (and equivalent), including GCSEs in both English and maths, at Key Stage 4 to 53% by 2011

**Baseline:** 46.3% of pupils at the end of Key Stage 4 achieved 5 A\*-C GCSEs and equivalent, including GCSEs in both English and mathematics in 2007

**National target:** 53% of pupils at the end of Key Stage 4 achieving 5 A\*-C GCSEs and equivalent, including GCSEs in both English and mathematics by 2011

**Latest outturn against trend:** 47.2% of pupils at the end of Key Stage 4 achieved 5 A\*-C GCSEs and equivalent, including GCSEs in both English and mathematics in 2008 (provisional) **Performance:** Provisional 2008 figures show the proportion achieving 5 A\*-C GCSEs and equivalent, including GCSEs in both English and mathematics has increased by 0.9 percentage points from 2006/07 to 47.2%. This means that just over 74,000 more pupils gained 5 A\*-C GCSEs and equivalent, including GCSEs in both English and mathematics than did so in 1997.

**Figure 10.4: Percentage achieving 5 A\*-C GCSEs or equivalent including GCSEs in both English and mathematics at Key Stage 4**



1. Provisional figure.

Key Stage 4 achievement is an essential measure of pupil achievement at the end of statutory education and a crucial accountability measure for schools.

**Related Departmental Strategic Objective:** Achieve world class standards in education

**Local Government National Indicator Set:** 75

**Data provider:** Key Stage 4 data is the examination results data provided by the Awarding Bodies. The Department for Children, Schools and Families collates the data, enabling it to be matched to the National Pupil Database and published in the Achievement and Attainment Tables.

**Data set used:** National Pupil Database.

**Frequency of reporting:** Annual. Provisional Key Stage 4 data will be available in October, with revised data (including all late review outcomes and amendments requested by schools) available the following January. For example, provisional results for Key Stage 4 in the 2008/09 academic year

(the first academic year of the CSR07 period) will be available in October 2009, with revised results in January 2010.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all pupils in all maintained (including CTCs and academies) and independent schools, not a sample of pupils.

**Related Links:**

Statistical First Release 28/2008: [www.dcsf.gov.uk/rsgateway/DB/SFR/s000815/SFR282008\\_Final.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000815/SFR282008_Final.pdf)  
School Achievement and Attainment Tables: [www.dcsf.gov.uk/performance/tables/](http://www.dcsf.gov.uk/performance/tables/)  
Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)

## Indicator 5: Proportion of young people achieving Level 2 at age 19 by 2011.

**National target**

Increase the proportion of young people achieving Level 2 at age 19 to 82% by 2011

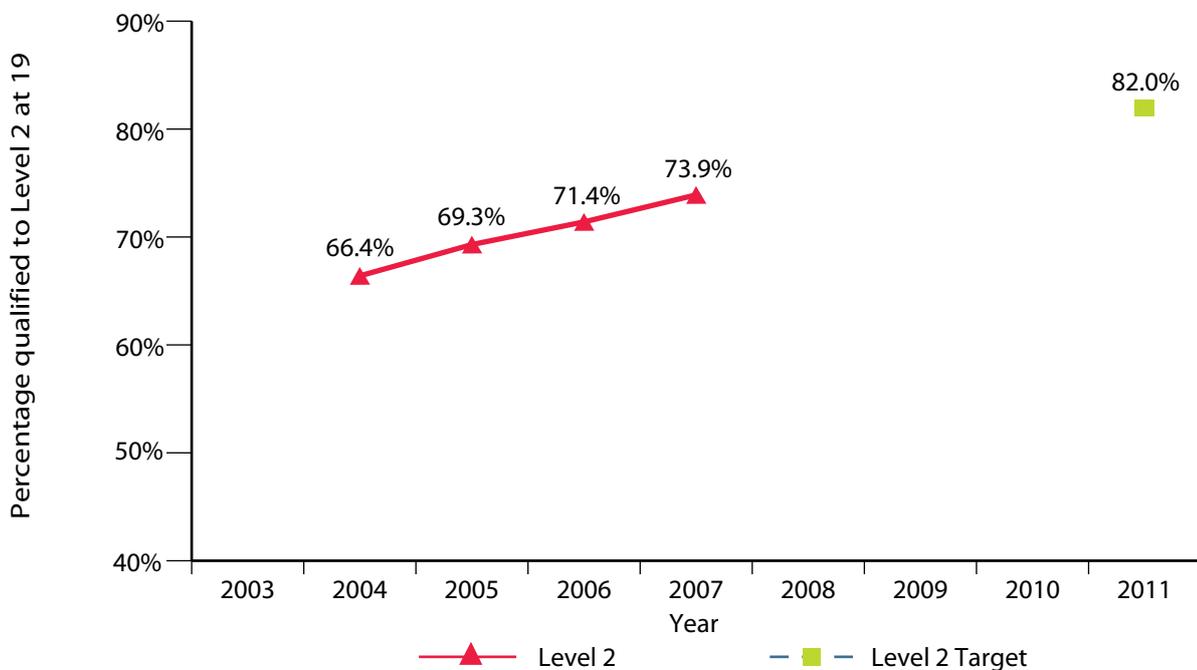
**Baseline:** 73.9% for the 19 in 2007 cohort

**National target:** 82% by 2011

**Latest outturn against trend:** 19 in 2008 Level 2 attainment data will be published in February 2009

**Performance:** In 2007, 73.9% of people aged 19 were qualified to at least Level 2; an increase of 2.5 percentage points on those people aged 19 in 2006.

**Figure 10.5: Percentage of young people achieving Level 2 at age 19**



Around 75,000 more young people reached Level 2 by 19 in 2007 when compared to those reaching Level 2 by 19 in 2004. This means that more young people now have the qualifications to help them to progress to employment and further learning.

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

**Local government national indicator set:** 79

**Other departments who contribute to this indicator:** Department for Innovation, Universities and Skills

**Data provider:** Department for Children, Schools and Families

**Data set used:** The dataset is created through matched administrative data. It brings together several data sources at an individual level, using personal identifiers such as name, date of birth, gender and home postcode where available. This includes data from the:

- Pupil level Schools Census database, which contains information on the participation and personal characteristics of pupils in maintained schools (collected by the Department for Children, Schools and Families).
- Awarding bodies, which contains information about the achievement of pupils at all institutions (it is collated by the Department for Children, Schools and Families' contractor (RM plc) collates, enabling it to be matched to the National Pupil Database and published in the Achievement and Attainment Tables).
- National Information System for Vocational Qualifications database, which contains information on people's vocational achievements at all institutions (collected by the Department for Children, Schools and Families, from awarding bodies).
- Individualised Learner Record database, which covers participation and qualifications obtained in further education and work-based learning. It is collected by the Learning and Skills Council, from learning providers.

**Frequency of reporting:** Annual. Estimates of Level 2 at 19 attainment will become available in February of the following year. For example, the estimate of attainment in the 2008/09 academic year (the first academic year of the CSR07 period) will be available in February 2010.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all learners and is not a sample.

**Related Links:**

*Statistical First Release 04/2008:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000774/SFR04-2008.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000774/SFR04-2008.pdf)

*Department for Innovation, Universities and Skills:* [www.dius.gov.uk](http://www.dius.gov.uk)

*Learning and Skills Council:* [www.lsc.gov.uk/](http://www.lsc.gov.uk/)

*Qualifications and Curriculum Authority:* [www.qca.org.uk/](http://www.qca.org.uk/)

## Indicator 6: Proportion of young people achieving Level 3 at age 19 by 2011.

### National target

Increase the proportion of young people achieving Level 3 at age 19 to 54% by 2011

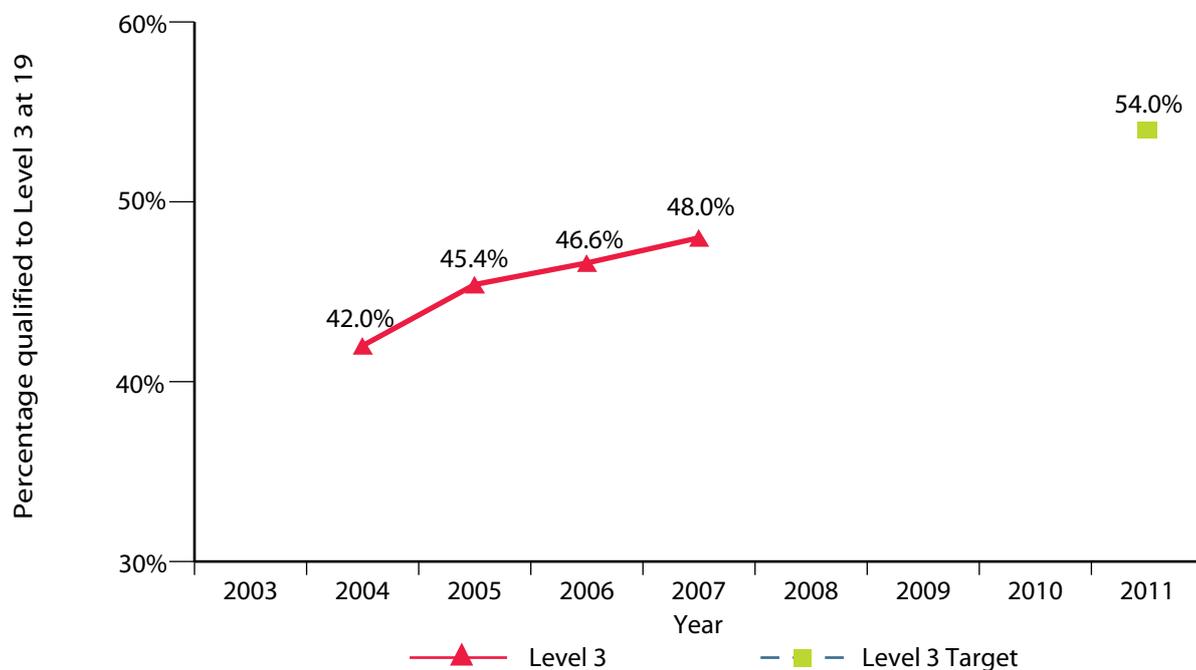
**Baseline:** 48.0 % for the 19 in 2007 cohort

**National target:** 54% by 2011

**Latest outturn against trend:** 19 in 2008 Level 3 attainment data will be published in February 2009

**Performance:** In 2007, 48.0% of people aged 19 were qualified to Level 3; an increase of 1.4 percentage points on those people aged 19 in 2006.

**Figure 10.6: Percentage of young people achieving Level 3 at age 19**



Increasing numbers of 19-year-olds are getting to Level 3 – around 55,000 more young people reached Level 3 by 19 in 2007 when compared to those reaching Level 3 by 19 in 2004. Opportunities for those qualified to Level 3 are expected to expand in the future. The *Leitch Review* has made it very clear that the number of unskilled jobs will decline sharply and more young people must achieve Level 3 qualifications to ensure financial security in the future.

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

**Local government national indicator set:** 80

**Other departments who contribute to this indicator:** Department for Innovation, Universities and Skills

**Data provider:** Department for Children, Schools and Families.

**Data set used:** The dataset is created through matched administrative data. It brings together several data sources at an individual level, using personal identifiers such as name, date of birth, gender and home postcode where available. This includes data from the:

- Pupil level Schools Census database, which contains information on the participation and personal characteristics of pupils in maintained schools (collected by the Department for Children, Schools and Families).
- Awarding bodies, which contains information about the achievement of pupils at all institutions (it is collated by the Department for Children, Schools and Families' contractor (RM plc) collates, enabling it to be matched to the National Pupil Database and published in the *Achievement and Attainment Tables*).
- National Information System for Vocational Qualifications database, which contains information on people's vocational achievements at all institutions (collected by the Department for Children, Schools and Families, from awarding bodies).
- Individualised Learner Record database, which covers participation and qualifications obtained in further education and work-based learning. It is collected by the Learning and Skills Council, from learning providers.

**Frequency of reporting:** Annual. Estimates of Level 3 at 19 attainment will become available in February of the following year. For example, the estimate of attainment in the 2008/09 academic year (the first academic year of the CSR07 period) will be available in February 2010.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all learners and is not a sample.

**Related Links:**

*Statistical First Release 04/2008:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000774/SFR04-2008.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000774/SFR04-2008.pdf)

*Department for Innovation, Universities and Skills:* [www.dius.gov.uk](http://www.dius.gov.uk)

*Learning and Skills Council:* [www.lsc.gov.uk/](http://www.lsc.gov.uk/)

*Qualifications and Curriculum Authority:* [www.qca.org.uk/](http://www.qca.org.uk/)

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

In addition to the six PSA indicators that underpin PSA 10, there are a further nine Departmental Strategic Objective 3 and three Departmental Strategic Objective 5 indicators. These will be reported more fully in the 2009 Departmental Report. The latest assessment for DSO 3 is some progress – improvement against 4/9 indicators and for DSO 5 some progress – improvement against 2/3 indicators.

### **Achievement of Level 5 or above in science at Key Stage 3**

*Local government national indicator set: 83*

**Latest assessment:** In 2008, 71% of pupils achieved Level 5 or above in science at Key Stage 3 (provisional data). This figure is lower than in 2007 when 73% of pupils achieved Level 5 or above in science.

### **Proportion of students achieving 2 or more A\*-C science GCSEs or equivalent**

*Local government national indicator set: 84*

**Latest assessment:** In 2008, 50% achieved two or more A\*-C science GCSEs or equivalent. This figure is higher than in 2007 when 49.8% achieved two or more A\*-C science GCSEs or equivalent.

### **Achievement of Level 4 or above in both English and mathematics at Key Stage 2 (floor)**

*Local government national indicator set: 76*

**Latest assessment:** 2008 floor data not yet available.

### **Achievement of Level 5 or above in both English and mathematics at Key Stage 3 (floor)**

*Local government national indicator set: 77*

**Latest assessment:** 2008 floor data not yet available.

### **Achievement of 5 or more A\*-C grades at GCSE or equivalent including English and mathematics (floor)**

*Local government national indicator set: 78*

**Latest assessment:** 2008 floor data not yet available.

### **Secondary school persistent absence rate**

*Local government national indicator set: 87*

**Latest assessment:** Autumn and spring term combined data for 2007/08 show 6.4% of secondary pupil enrolments were persistently absent, down from 6.9% over the same period in 2006/07.

## **Secondary schools judged as having good or outstanding standards of behaviour**

*Local government national indicator set: 86*

**Latest assessment:** 65% of the schools in the National Strategies targeted programme inspected so far have been judged good. Inspections up to 2007-08 show 75% of schools have been judged good or better so far.

## **Number of schools in special measures**

*Local government national indicator set: 89*

**Latest assessment:** Estimates from end of summer term 2007/08 show 233 schools in special measures. The number of primary schools in special measures is down by around 24 from 2006/07. The average time spent in special measures is coming down from 21 to 20 months in secondary schools and is static at 18 months in primary schools.

## **Number of extended schools**

*Local government national indicator set: 88*

**Latest assessment:** There are over 14,400 extended schools at October 2008. The September policy pledge of half of all primary schools and a third of all secondary schools and the stretch target of 12,300 schools has been met. The Department is working with partners on delivering the September 2009 internal target with all schools offering access by 2010.

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

### Post-16 participation in physical sciences (A level physics, chemistry and mathematics)

#### PSA 4: Promote world class science and innovation in the UK

*Local government national indicator set: 85*

**Latest assessment:** The A level entries for 16-18 year olds show an increase in all subjects, with substantial increases in mathematics and chemistry. There was a further rise in the number of physics entries, although this increase was more modest.

### Take-up of 14-19 learning diplomas

*Local government national indicator set: 90*

**Latest assessment:** The latest information from local consortia indicates that around 12,000 young people are currently working towards a Diploma qualification. This is lower than the projections of capacity to deliver made by consortia but the Department has consistently said that it would put quality before quantity.

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

*Local government national indicator set: 91*

**Latest assessment:** In 2007, 78.4% of 17-year-olds are participating in education or work-based learning – up 1.5 percentage points from the 2006 figure of 76.9%.

## PSA 11: Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers respectively.

PSA 11 is currently rated as not yet assessed. Five of the six indicators have confirmed baselines and of these, two have made some progress, and no later data is yet available to enable progress to be assessed for three. The Key Stage 3 elements (three and four) of indicator 3 – Proportion of pupils progressing by 2 levels in English and mathematics at each of Key Stages 2, 3 and 4 will not exist beyond 2008.

**Latest assessment:** Not yet assessed

As we work towards all young people participating in education and training to the age of 18, those working in schools, colleges and other work-based learning providers will need to work together to provide parents, children and learners with more choice, with greater focus on personalised teaching and learning, and on the progress of each child. Early engagement will be particularly important in narrowing the gaps in achievement of those living in poverty or otherwise disadvantaged backgrounds. There will be closer tracking of personal development and achievements, with tailored support to meet individual needs, including those of vulnerable children such as looked after children or those with special educational needs and disabilities.

Progress towards PSA 11 will be measured through the following six indicators:

**Indicator 1: Achievement gap at Early Years Foundation Stage**

**Indicator 2: Achievement gap between pupils eligible for free school meals (FSM) and their peers achieving the expected level at Key Stages 2 and 4**

**Indicator 3: Proportion of pupils progressing by 2 levels in English and mathematics at each of Key Stages 2, 3 and 4 (6 elements)<sup>1</sup>**

**Indicator 4: Proportion of children in care achieving Level 4 in English and Level 4 in mathematics at Key Stage 2**

**Indicator 5: Proportion of children in care achieving 5 A\*-C GCSEs (or equivalent) at Key Stage 4**

**Indicator 6: The gap between the initial participation in full-time higher education rates for young people aged 18, 19 and 20 from the top three and bottom four socio-economic classes**

1. The Key Stage 3 elements (3 and 4) of this indicator will not exist beyond 2008, leaving 4 elements.

### Related links:

*Public Service agreements:* [www.hm-treasury.gov.uk/pbr\\_csr/psa/pbr\\_csr07\\_psaopportunity.cfm](http://www.hm-treasury.gov.uk/pbr_csr/psa/pbr_csr07_psaopportunity.cfm)

*Delivery Agreement:* [www.hm-treasury.gov.uk/media/D/E/pbr\\_csr07\\_psa10\\_11.pdf](http://www.hm-treasury.gov.uk/media/D/E/pbr_csr07_psa10_11.pdf)

## Indicator 1: Achievement gap at Early Years Foundation Stage.

### National target

Improve the average (mean) score of children with the lowest 20% of the Early Years Foundation Stage Profile (EYFSP) results, so that the gap between that average score and the median score is reduced to 33% by 2011

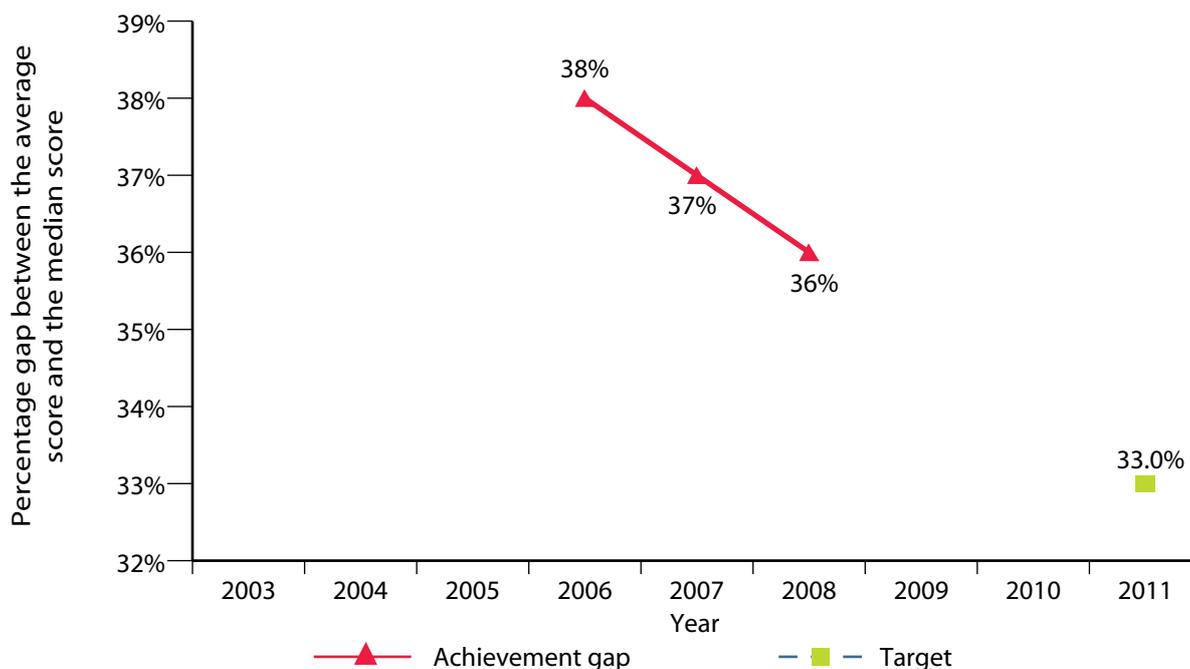
**Baseline:** The gap between the lowest achieving children and the rest was 36% in 2008

**National target:** The gap between the average score and the median score is reduced to 33% by 2011

**Latest outturn against trend:** Not yet available – 2008 represents the baseline year

**Performance:** Research shows that high quality early education can give young children a significant advantage at entry to reception class, the positive effects of which continue at school. The gap in achievement narrowed in 2008 by one percentage point compared with 2007.

**Figure 11.1: Percentage gap between the average score and the median score**



**Related Departmental Strategic Objective:** Close the gap in educational achievement for children from disadvantaged backgrounds

**Local government national indicator set:** 92

**Data provider:** Department for Children, Schools and Families

**Data set used:** Early Years Foundation Stage Profile (EYFSP) results<sup>1</sup>

**Frequency of reporting:** Annual. EYFSP results will be published by the autumn of the year in which the assessment is carried out.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all children who are assessed and is not a sample.

1. The National Assessment Agency (NAA) confirmed that 2008 data represents a reliable set of results. They have a programme of work to improve practitioner understanding of the FSP and therefore the reliability and consistency of the results. This includes plans to target support to local authorities where consistency of assessments is a particular concern.

**Related Links:**

*Statistical First Release 25/2008:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000812/sfr\\_25\\_2008.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000812/sfr_25_2008.pdf)

*Early Years Foundation Stage:* [www.standards.dfes.gov.uk/eyfs/](http://www.standards.dfes.gov.uk/eyfs/)

*National Assessment Agency:* [www.naa.org.uk/](http://www.naa.org.uk/)

## Indicator 2: Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4.

**Baseline:** Key Stage 2 achievement gap is 25.0 percentage points in 2006 and the Key Stage 4 achievement gap is 28.1 percentage points in 2006.

**Latest outturn against trend:** Key Stage 2 achievement gap is 24 percentage points in 2007 and the Key Stage 4 achievement gap is 27.9 percentage points in 2007.

**Performance:** In 2007, the Key Stage 2 achievement gap is 24 percentage points between pupils eligible for free school meals and their peers compared with 25 percentage points in 2006.

The Key Stage 4 achievement gap is 27.9 percentage points in 2007 compared with 28.1 percentage points in 2006.

The group of pupils eligible for free school meals does not include all those affected by poverty and deprivation, but this data item is collected regularly from all schools and provides a useful measure against which to scrutinise local and national progress in narrowing the attainment gap.

**Related Departmental Strategic Objective:** Close the gap in educational achievement for children from disadvantaged backgrounds

**Local government national indicator set:** 102

**Data provider:** Key Stage 2 data are the results of the National Curriculum assessment tests provided by the National Assessment Authority, and Key Stage 4 data are the examination results data provided by the Awarding Bodies. FSM data are collected by the Department for Children, Schools and Families (DCSF) as part of the pupil level School Census, which contains information on personal characteristics of pupils in maintained schools. DCSF collates all of the data, enabling it to be matched to the National Pupil Database. Comparisons with 2007 are affected by an administrative change to the 2008 National Curriculum tests, which was announced by the National Assessment Agency in May 2008. This change is the removal of borderlining (the process of checking test scripts that fall just below level thresholds), which is estimated to reduce the percentage achieving the expected level (Level 4) by up to 1.2 percentage points in English, 0.2 percentage points in mathematics and 0.5 percentage points in science, from what could have been the position if borderlining had continued. The removal of borderlining does not have a significant effect on the differences by gender.

**Data set used:** National Pupil Database.

**Frequency of reporting:** Annual: Key Stage 2 data will be available in November. Key Stage 4 data will be available in November.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all pupils within maintained mainstream schools (including CTCs and academies), not a sample of pupils.

**Related Links:**

*Statistical First Release:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml)

*National Assessment Agency:* [www.naa.org.uk/](http://www.naa.org.uk/)

### Indicator 3 (elements 1 and 2): Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 2.

**National target**

Increase the proportion of pupils progressing by 2 levels in English and maths at Key Stage 2 by: English 9 percentage points; mathematics 11 percentage points; by 2011

**Baseline:** English – 81% in 2006 and mathematics – 74% in 2006

**National target:** English – 90% by 2011 and mathematics – 85% by 2011

**Latest outturn against trend:** English – 84% in 2007 and mathematics – 76% in 2007. As a result of the delays in delivering this year's national curriculum test results and the subsequent extension to the deadline for schools to submit review applications, the Department has decided to defer asking schools to participate in the Key Stage 2 and Key Stage 3 Achievement and Attainment Tables exercises until review outcomes are returned to schools and the Department has the data. At that stage schools and local authorities will be written to with details of the Department's arrangements for data checking and publication.

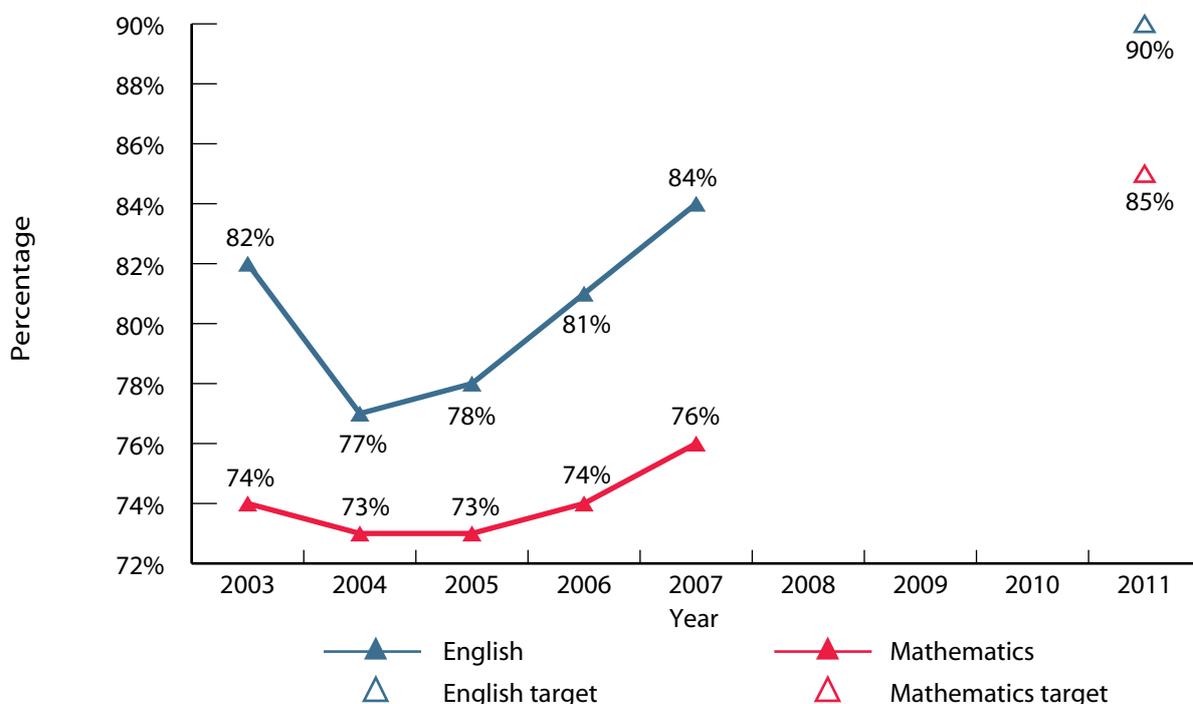
**Performance:** In 2007, 84% of pupils made two levels of progress in English at Key Stage 2. This figure is three percentage points higher than in 2006 when 81% of pupils made two levels of progress in English at Key Stage 2.

The percentage of boys making two levels of progress in English at Key Stage 2 in 2007 was 82% compared with 85% of girls making two levels of progress in English at Key Stage 2.

In 2007, 76% of pupils made two levels of progress in mathematics at Key Stage 2. This figure is two percentage points higher than in 2006 when 74% of pupils made two levels of progress in mathematics at Key Stage 2.

The percentage of boys making two levels of progress in mathematics at Key Stage 2 in 2007 was 78% compared with 74% of girls making two levels of progress in mathematics at Key Stage 2.

**Figure 11.2: Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 2**



This indicator is a critical new driver in the system and key to the strategy to narrow gaps in achievement and to improve rates of progression with increased attention to achieving faster progress for particular underachieving groups. This will help tackle the variance and uneven performance, complementing current targets which measure the numbers reaching the target levels expected for their age in both English and mathematics.

The Making Good Progress pilot began in 10 local authorities in September 2007. It aims to improve rates of pupil progress through an increased focus on Assessment for Learning (AfL) and tracking, progression targets, single level tests (except Key Stage 3), one-to-one tuition and financial incentives. Whilst it is too early for real evidence of impact, initial feedback shows that local authorities and schools believe it will drive improvement in progression.

**Related Departmental Strategic Objective:** Close the gap in educational achievement for children from disadvantaged backgrounds

**Local government national indicator set:** 93 & 94

**Data provider:** Key Stage 1 data is collected by the Department for Children, Schools and Families. Key Stage 2 and 3 data are the results of the National Curriculum assessment tests provided by the National Assessment Authority, and Key Stage 4 data are the examination results data provided by the Awarding Bodies. The Department for Children, Schools and Families collates the data, enabling it to be matched to the National Pupil Database.

**Data set used:** National Pupil Database

**Frequency of reporting:** Annual: Key Stage 2, 3 and 4 data will be available from November.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all pupils, in maintained mainstream schools (including CTCs and Academies), not a sample of pupils.

**Related Links:**

*Statistical First Release:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000764/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000764/index.shtml)

*National Assessment Agency:* [www.naa.org.uk/](http://www.naa.org.uk/)

### Indicator 3 (elements 3 and 4): Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 3<sup>1</sup>.

**National target**

Increase the proportion of pupils progressing by 2 levels in English and maths at Key Stage 3 by: English 16 percentage points, mathematics 12 percentage points; by 2011<sup>1</sup>

1. This element of this indicator and the Key Stage 3 element of the National target will not exist beyond 2008.

**Baseline:** English – 30.0% in 2006 and mathematics – 63% in 2006

**National target:** English – 46% by 2011 and mathematics – 75% by 2011

**Latest outturn against trend:** English – 27% in 2007 and mathematics 59% in 2007. As a result of the delays in delivering this year's national curriculum test results and the subsequent extension to the deadline for schools to submit review applications, the Department has decided to defer asking schools to participate in the Key Stage 2 and Key Stage 3 Achievement and Attainment Tables exercises until review outcomes are returned to schools and the Department has the data. At that stage schools and local authorities will be written to with details of the Department's arrangements for data checking and publication.

**Performance:** In 2007, 27% of pupils made two levels of progress in English at Key Stage 3. This figure is three percentage points lower than in 2006 when 30% of pupils made two levels of progress in English at Key Stage 3.

The percentage of boys making two levels of progress in English at Key Stage 3 in 2007 was 25% compared with 30% of girls making two levels of progress in English at Key Stage 3.

In 2007, 59% of pupils made two levels of progress in mathematics at Key Stage 3. This figure is four percentage points lower than in 2006 when 63% of pupils made two levels of progress in mathematics at Key Stage 3.

The percentage of boys making two levels of progress in mathematics at Key Stage 3 in 2007 was 59% compared with 58% of girls making two levels of progress in mathematics at Key Stage 3.

**Related Departmental Strategic Objective:** Close the gap in educational achievement for children from disadvantaged backgrounds

**Local government national indicator set:** 95 & 96

**Data provider:** Key Stage 1 data are collected by the Department for Children, Schools and Families. Key Stage 2 and 3 data are the results of the National Curriculum assessment tests provided by the National Assessment Authority, and Key Stage 4 data are the examination results data provided by the Awarding Bodies. The Department for Children, Schools and Families collates the data, enabling it to be matched to the National Pupil Database.

**Data set used:** National Pupil Database

**Frequency of reporting:** Annual: Key Stage 2, 3 and 4 data will be available from November.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all pupils, in maintained mainstream schools (including CTCs and Academies), not a sample of pupils.

**Related Links:**

*Statistical First Release:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000776/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000776/index.shtml)

*National Assessment Agency:* [www.naa.org.uk/](http://www.naa.org.uk/)

## Indicator 3 (elements 5 and 6): Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 4.

**National target**

Increase the proportion of pupils progressing by 2 levels in English and maths at Key Stage 4 by: English 15 percentage points, mathematics 13 percentage points; by 2011

**Baseline:** English – 56% in 2006 and mathematics 27% in 2006

**National target:** English – 71% by 2011 and mathematics 40% by 2011

**Latest outturn against trend:** English – 55% in 2007 and mathematics 28% in 2007. 2008 data will be available in January 2009.

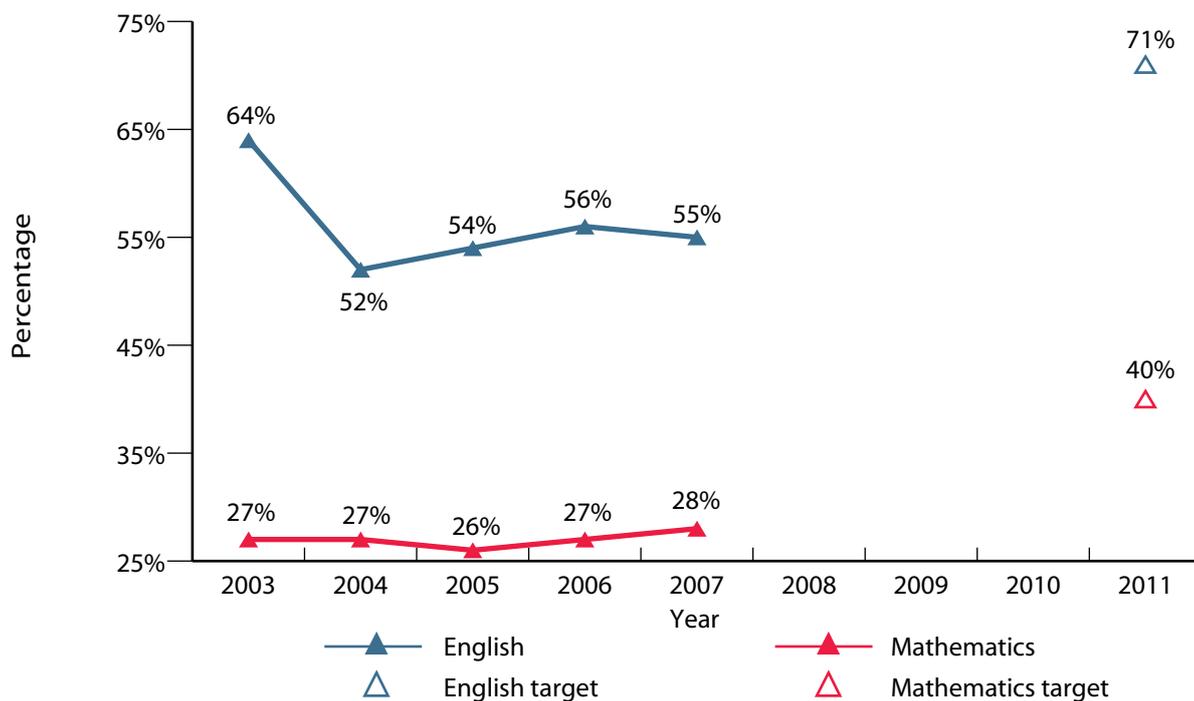
**Performance:** In 2007, 55% of pupils made two levels of progress in English. This figure is one percentage point lower than in 2006 when 56% of pupils made two levels of progress in English.

The percentage of boys making two levels of progress in English in 2007 was 50% compared with 60% of girls making two levels of progress in English.

In 2007, 28% of pupils made two levels of progress in mathematics. This figure is one percentage point higher than in 2006 when 27% of pupils made two levels of progress in mathematics.

The percentage of boys making two levels of progress in mathematics in 2007 was 26% compared with 30% of girls making two levels of progress in mathematics.

**Figure 11.3: Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 4.**



This indicator is a critical new driver in the system and key to the strategy to narrow gaps in achievement and to improve rates of progression with increased attention to achieving faster progress for particular underachieving groups. This will help tackle the variance and uneven performance, complementing current targets which measure the numbers reaching the target levels expected for their age in both English and mathematics.

**Related Departmental Strategic Objective:** Close the gap in educational achievement for children from disadvantaged backgrounds

**Local government national indicator set:** 97 & 98

**Data provider:** Key Stage 1 data are collected by the Department for Children, Schools and Families. Key Stage 2 and 3 data are the results of the National Curriculum assessment tests provided by the National Assessment Authority, and Key Stage 4 data are the examination results data provided by the Awarding Bodies. The Department for Children, Schools and Families collates the data, enabling it to be matched to the National Pupil Database.

**Data set used:** National Pupil Database

**Frequency of reporting:** Annual: Key Stage 2, 3 and 4 data will be available from November.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all pupils, in maintained mainstream schools (including CTCs and Academies), not a sample of pupils.

**Related Links:**

*Statistical First Release:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000768/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000768/index.shtml)

*National Assessment Agency:* [www.naa.org.uk/](http://www.naa.org.uk/)

## Indicator 4: Proportion of children in care achieving Level 4 in English and Level 4 in mathematics at Key Stage 2.

**National target**

Increase the proportion of children in care at Key Stage 2 achieving Level 4 in English to 60% by 2011, and Level 4 in mathematics to 55% by 2011

**Baseline:** English – 46% in 2007, mathematics – 43% in 2007

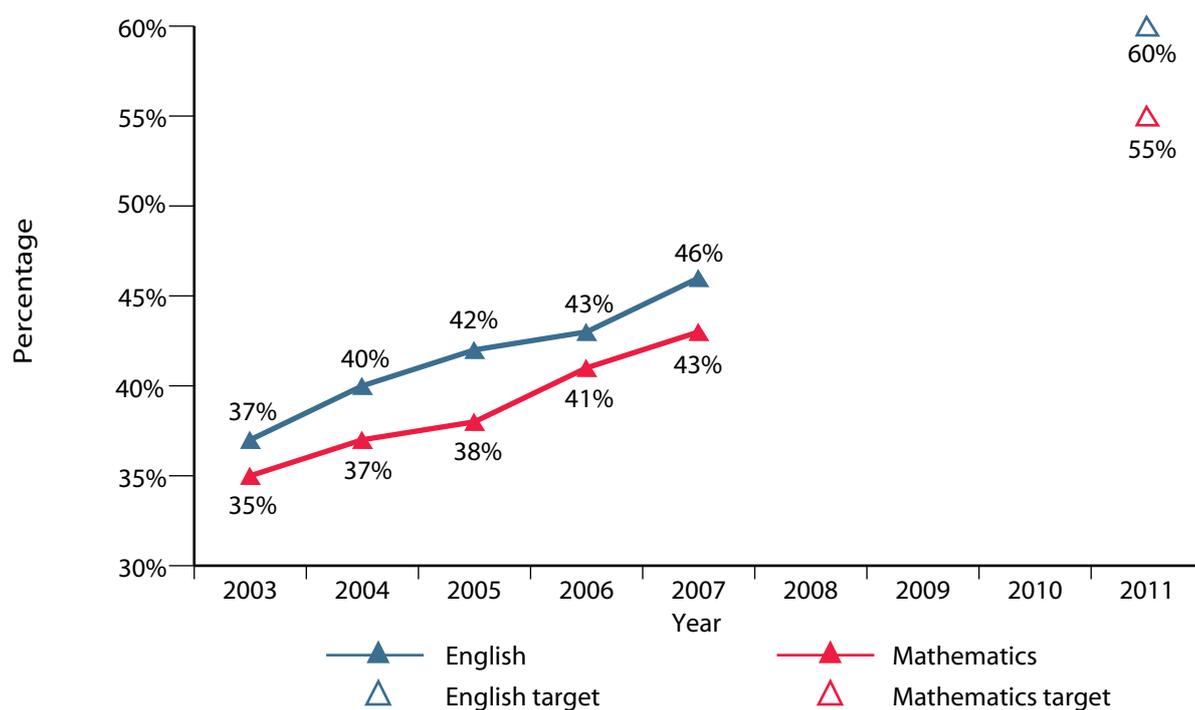
**National target:** English – 60% by 2011, mathematics – 55% by 2011

**Latest outturn against trend:** 2008 data will be published in April 2009

**Performance:** In 2007, 46% of children in care obtained Level 4 in English compared with 80% of all children. These figures are higher than 2006 when 43% of children in care obtained Level 4 in English compared with 79% of all children.

In 2007, 43% of children in care obtained Level 4 in mathematics compared with 77% of all children. These figures are higher than 2006 when 41% of children in care obtained Level 4 in mathematics compared with 76% of all children.

**Figure 11.4: Proportion of children in care achieving Level 4 in English and Level 4 in mathematics at Key Stage 2**



**Related Departmental Strategic Objective:** Close the gap in educational achievement for children from disadvantaged backgrounds

**Local government national indicator set:** 99 & 100

**Data provider:** Key Stage 2 data is provided by the National Assessment Agency, and Key Stage 4 data is provided by the Awarding Bodies. The Department for Children, Schools and Families' contractor (RM plc) collates the data, enabling it to be matched to the National Pupil Database and published in the *Achievement and Attainment Tables*. Children in care data, which will be matched to the National Pupil Database, is collected from Local Authorities by the Department for Children, Schools and Families (through the SSDA903 collection). The current measurement of the proportion of children in care achieving Level 4 at Key Stage 2, however, is through the OC2 collection – which collects aggregate data from local authorities relating to children who have been looked after continuously for at least 12 months. The Department for Children, Schools and Families is continuing to work on the project matching data collected from SSDA903 with the National Pupil Database (NPD). However, as this evaluation is yet to conclude, the Department will still need to collect information on Outcome Indicators from 2008/09 using the OC2 return to ensure that the OC2 indicators can be replicated from the attainment data held. The intention is that the Department can cease collecting this data via the OC2 collection after the 2009/10 Statistical First Release subject to satisfactory matching to the NPD using UPNs.

**Data set used:** OC2 and in future the National Pupil Database and SSDA903 collection, subject to successful matching.

**Frequency of reporting:** Annual. The OC2 data is published in April each year relating to the previous academic year.

**95 per cent confidence interval at last outturn:** Not applicable – data covers all Children in Care (who are looked after continuously for at least 12 months) who fall into the cohort of interest and is not a sample.

**Related Links:**

*Statistical First Release 08/2008:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000785/SFR08\\_2008v2.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000785/SFR08_2008v2.pdf)

*National Assessment Agency:* [www.naa.org.uk/](http://www.naa.org.uk/)

*Achievement and attainment tables:* [www.dcsf.gov.uk/performancetables/](http://www.dcsf.gov.uk/performancetables/)

## Indicator 5: Proportion of children in care achieving 5 A\*-C GCSEs (or equivalent) at Key Stage 4.

**National target**

Increase the proportion of children in care achieving 5 A\*-C GCSEs (and equivalent) at Key Stage 4 to 20% by 2011

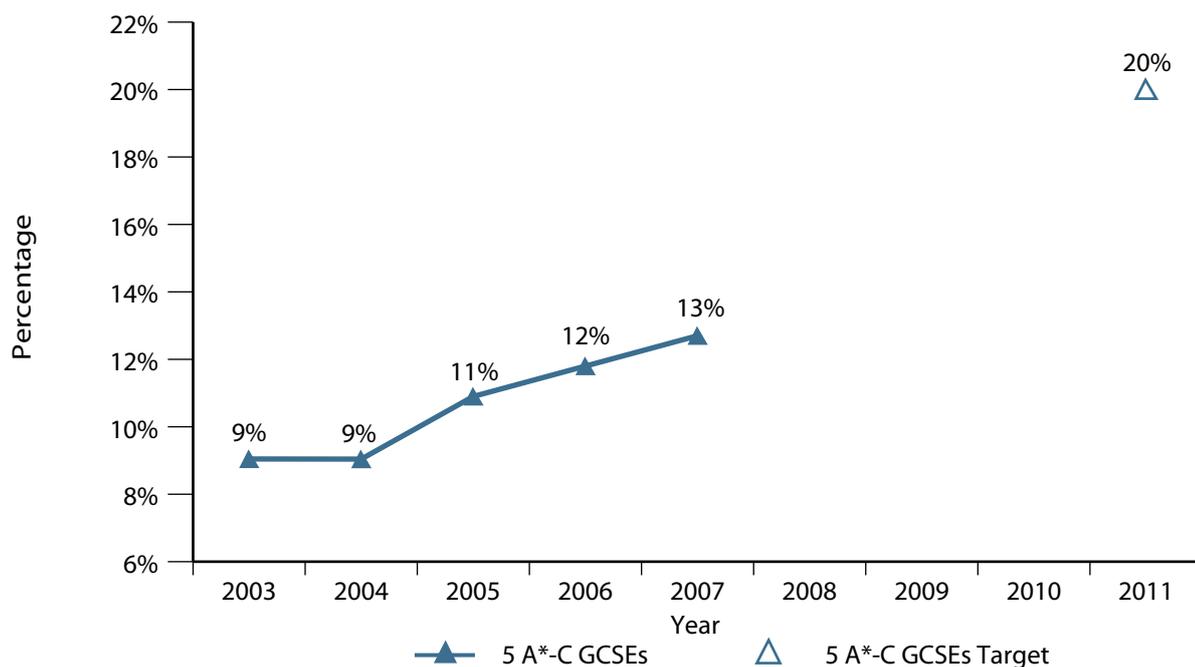
**Baseline:** 12.6% in 2007

**National target:** 20% by 2011

**Latest outturn against trend:** Not yet available – 2008 data will be available in April 2009

**Performance:** In 2007, 12.6% of children in care obtained at least 5 GCSEs (or equivalent) at grades A\*- C compared with 62%<sup>1,2</sup> of all children. These figures are slightly higher than in 2006 when 11.8% obtained at least 5 GCSEs (or equivalent) at grades A\*-C compared with 59.2%<sup>1,2</sup> of all children.

**Figure 11.5: Proportion of children in care achieving 5 A\*-C GCSEs (or equivalent) at Key Stage 4**



1. Figures based on pupils at the end of Key Stage 4 in all schools.
2. 'All children' results include Level 1 and Level 2 equivalencies.

**Related Departmental Strategic Objective:** Close the gap in educational achievement for children from disadvantaged backgrounds

**Local government national indicator set:** 101 (The definition for this Indicator is the proportion of children in care achieving 5 A\*-C GCSEs (or equivalent) at Key Stage 4 (including English and mathematics).)

**Data provider:** Key Stage 2 data is provided by the National Assessment Agency, and Key Stage 4 data is provided by the Awarding Bodies. The Department for Children, Schools and Families' contractor (RM plc) collates the data, enabling it to be matched to the National Pupil Database and published in the *Achievement and Attainment Tables*. Children in care data, which will be matched to the National Pupil Database, is collected from local authorities by the Department for Children, Schools and Families (through the SSDA903 collection). The current measurement of the proportion of children in care achieving 5+ A\*-C GCSEs and equivalent at Key Stage 4, however, is through the OC2 collection – which collects aggregate data from local authorities relating to children who have been looked after continuously for at least 12 months. The Department for Children, Schools and Families is continuing to work on the project matching data collected from SSDA903 with the National Pupil Database (NPD). However, as this evaluation is yet to conclude, the Department will still need to collect information on Outcome Indicators from 2008/09 using the OC2 return to ensure that the OC2 indicators can be replicated from the attainment data held. The intention is that the Department can cease collecting this data via the OC2 collection after the 2009/10 Statistical First Release subject to satisfactory matching to the NPD using UPNs.

**Data set used:** OC2 and in future the National Pupil Database and SSDA903 collection, subject to successful matching.

**Frequency of reporting:** Annual. The OC2 data is published in April each year relating to the previous academic year.

**95 per cent confidence interval at last outturn:** Not applicable – data will cover all Children in care (who are looked after continuously for at least 12 months) and is not a sample.

**Related Links:**

*Statistical First Release 08/2008:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000785/SFR08\\_2008v2.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000785/SFR08_2008v2.pdf)

*National Assessment Agency:* [www.naa.org.uk/](http://www.naa.org.uk/)

*Achievement and attainment tables:* [www.dcsf.gov.uk/performance/tables/](http://www.dcsf.gov.uk/performance/tables/)

## Indicator 6: The gap between the initial participation in full-time higher education rates for young people aged 18, 19 and 20 from the top three and bottom four socio-economic classes.

**Baseline:** 22.9% in 2005/06

**Latest outturn against trend:** 20.5% in 2006/07

**Performance:** This indicator monitors young people's participation in full-time higher education by socio-economic class. Widening participation in higher education is a key measure of success in raising aspirations, narrowing achievement gaps and improving social mobility. There is a significant wage premium attached to a degree.

**Related Departmental Strategic Objective:** Close the gap in educational achievement for children from disadvantaged backgrounds

**Local government national indicator set:** 106

**Data provider:** The Department for Innovation, Universities and Skills

**Data set used:** The following data sets are brought together. The Higher Education Statistics Agency (HESA) collects information on students in higher education institutions, which is routinely passed to the Department. Some of this data has been collected by the Universities and Colleges Admissions Service and passed to HESA. The Learning and Skills Council collect information from further education colleges which is routinely provided to the Department. The Office for National Statistics (ONS) administers the Labour Force Survey and provides the dataset to the Department. The ONS and Government Actuary's Department produce population estimates. The Higher Education Funding Council for England produce POLAR (Participation of Local Areas) indicators of the characteristics of areas relevant to Higher Education participation and provides data to the department.

**Frequency of reporting:** Annual, in May.

**95 per cent confidence interval at last outturn:** Not applicable.

**Related Links:**

*Department for Innovation, Universities and Skills: [www.dius.gov.uk](http://www.dius.gov.uk)*

*Higher Education Statistics Agency: [www.hesa.ac.uk/](http://www.hesa.ac.uk/)*

*Universities and Colleges Admissions Service: [www.ucas.ac.uk/](http://www.ucas.ac.uk/)*

*Learning and Skills Council: [www.lsc.gov.uk](http://www.lsc.gov.uk)*

*Office for National Statistics: [www.ons.gov.uk/](http://www.ons.gov.uk/)*

*Higher Education Funding Council for England: [www.hefce.ac.uk/](http://www.hefce.ac.uk/)*

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

In addition to the six PSA indicators that underpin PSA 11, there are a further nine Departmental Strategic Objective 4 indicators. These will be reported more fully in the 2009 Departmental Report. The latest assessment for DSO 4 is strong progress – improvement against 5/9 indicators.

### **Number of Sure Start Childrens Centres**

*Local government national indicator set: 109*

**Latest assessment:** 2,914 Sure Start Children's Centres had been designated at the end of October 2008. The Department is on course to meet the 2010 target of at least 3,500 Sure Start Children's Centres.

### **Take-up of formal childcare by low income families**

*Local government national indicator set: 118*

**Latest assessment:** Baseline data from HMRC will be available in early 2009.

### **SEN statements issued within 26 weeks**

*Local government national indicator set: 103*

**Latest assessment:** Measurement of this indicator will begin in 2008-09 when data becomes available. The previous indicator measured the number of draft statements issued within 18 weeks, which has improved over time.

### **The SEN/non SEN gap achieving KS2 English and mathematics threshold**

*Local government national indicator set: 104*

**Latest assessment:** In 2005/06, the proportion achieving Level 4 or above at Key Stage 2 in both English and mathematics with no identified special educational need was 82% and the proportion achieving Level 4 or above at Key Stage 2 in both English and mathematics with an identified special educational need was 28%. This represents a 53 percentage point gap<sup>1</sup>. In 2006/07, the proportion achieving Level 4 or above at Key Stage 2 in both English and mathematics with no identified special educational need was 83% and the proportion achieving Level 4 or above at Key Stage 2 in both English and mathematics with an identified special educational need was 31%. This represents a 52 percentage point gap<sup>1</sup>. The figures continue to show a large attainment gap with results improving year on year both for those who are identified with special educational needs and those who are not so identified.

1. Rounded figures.

## The SEN/non SEN gap achieving 5 A\*-C GCSEs including English and mathematics

*Local government national indicator set: 105*

**Latest assessment:** In 2005/06, the proportion achieving 5 A\*-C GCSEs including English and mathematics with no identified special educational need was 51.8% and the proportion achieving 5 A\*-C GCSEs including English and mathematics with an identified special educational need was 8.6%. This represents a 43.3 percentage point gap<sup>1</sup>. In 2006/07, the proportion achieving 5 A\*-C GCSEs including English and mathematics with no identified special educational need was 53.8% and the proportion achieving 5 A\*-C GCSEs including English and mathematics with an identified special educational need was 9.4%. This represents a 44.4 percentage point gap<sup>1</sup>. The figures continue to show a large attainment gap with results improving year on year both for those who are identified with special educational needs and those who are not so identified.

1. Rounded figures.

## Inequality gap in the achievement of Level 2 qualification by the age of 19

*Local government national indicator set: 82*

**Latest assessment:** The Level 2 attainment gap at age 19 between those eligible and those not eligible for free school meals closed by 2.3 percentage points between 2004 and 2007 to 25.2 percentage points.

## Inequality gap in the achievement of Level 3 qualification by the age of 19

*Local government national indicator set: 81*

**Latest assessment:** Level 3 baseline – 26 percentage point gap in 2006. The gap narrowed to 25.4 percentage points in 2007.

## Key Stage 2 attainment of black and minority ethnic groups

*Local government national indicator set: 107*

**Latest assessment:** In 2007, Key Stage 2 attainment gaps<sup>1</sup> existed for Gypsy/Roma/Traveller (GRT), other White, Pakistani, Bangladeshi, and all Black groups. Of these, the GRT, Black Caribbean and Pakistani gaps are large but have narrowed slightly since 2006; mixed White/Black Caribbean, mixed White/Black African and Black African are medium sized gaps that are stable since 2006; Bangladeshi is a medium gap that has narrowed since 2006; Other White is a medium sized new gap that has appeared since 2006; Other Black is a large gap that has widened since 2006.

1. Size of attainment gaps – Classified 'small' as 1-2 percentage points, 'medium' as 3-6 percentage points and 'large' as 7 or more percentage points. The gaps are between the stated groups and the national rate for all pupils. Some ethnic groups have percentage point advantages rather than gaps (Irish, Indian, Chinese, White/Asian, Other Asian), but we are naturally more focused on groups of concern.

## Key Stage 4 attainment of black and minority ethnic groups

*Local government national indicator set: 108*

**Latest assessment:** In 2007, GCSE attainment gaps<sup>1</sup> existed for Gypsy/Roma/Traveller (GRT), Any Other Ethnic, Pakistani, Bangladeshi, and all Black groups. Of these, the Black Caribbean and Pakistani gaps are large but have narrowed slightly since 2006; the GRT, mixed White/Black Caribbean and other Black gaps are large and stable since 2006; a small new gap has appeared since 2006 for the Any Other Ethnic Group; the gaps are large but have narrowed slightly since 2006 for Black Caribbean and Pakistani pupils; the gaps are medium sized but narrowing slightly since 2006 for the Bangladeshi, Black African and Mixed White/Black African groups.

1. Size of attainment gaps - Classified 'small' as 1-2 percentage points, 'medium' as 3-6 percentage points and 'large' as 7 or more percentage points. The gaps are between the stated groups and the national rate for all pupils. Some ethnic groups have percentage point advantages rather than gaps (Irish, Indian, Chinese, White/Asian, Other Asian), but we are naturally more focused on groups of concern.

## PSA 12: Improve the health and wellbeing of children and young people.

In the forthcoming Child Health Strategy, the Government will set out the long-term approach to improving the physical, mental and emotional health and wellbeing of children and young people from conception to adulthood – for children who are in relatively good health, those particularly vulnerable to poor health outcomes, and those who are disabled, as well as those who are ill.

As a central part of delivering the strategy, PSA 12 sets out for the first time the joint responsibility of the Department for Children, Schools and Families and Department of Health to improve child health and wellbeing. The Government has committed to five PSA 12 priorities over the next three years, using mutually-reinforcing indicators to monitor developments that impact on all children's health and the quality of support for disabled children and children with mental health needs.

As the majority of indicators are newly developed, PSA 12 is currently rated as not yet assessed. Baselines are confirmed for two indicators (school lunch and obesity), with baselines for emotional wellbeing and child and adolescent mental health services (CAMHS) to report later in December 2008. However baselines for the remaining two indicators (breastfeeding and services for disabled children) will not report until 2009.

**Latest assessment:** Not yet assessed

PSA 12 provides a focus on five key areas, whilst highlighting the need to support the health and wellbeing for all children and young people.

**Indicator 1: Prevalence of breastfeeding at 6 – 8 weeks**

**Indicator 2: Percentage of pupils who have school lunches**

**Indicator 3: Levels of childhood obesity**

**Indicator 4: Emotional health and wellbeing, and child and adolescent mental health services**

**Indicator 5: Parents' experience of services for disabled children and the 'core offer'**

### **Related links:**

*Public Service agreements:* [www.hm-treasury.gov.uk/pbr\\_csr/psa/pbr\\_csr07\\_psaopportunity.cfm](http://www.hm-treasury.gov.uk/pbr_csr/psa/pbr_csr07_psaopportunity.cfm)

*Delivery Agreement:* [www.hm-treasury.gov.uk/media/6/8/pbr\\_csr07\\_psa12.pdf](http://www.hm-treasury.gov.uk/media/6/8/pbr_csr07_psa12.pdf)

## RELATED CHILDREN'S PLAN 2020 GOALS

- Families able to achieve all their ambitions for their children, knowing where to find the support and information they need and treated as partners whenever they engage with professionals
- Children able to grow up free of the blight of child poverty, with child poverty halved by 2010 and eradicated by 2020
- Children enjoying healthy lifestyles and outcomes, with the proportion of overweight and obese children back to year 2000 levels, and with excellent services for children and young people with physical and mental health problems
- All children with the social and emotional capabilities that they will need for successful adult life
- All children able to enjoy an active childhood, with safe places to play independently

### Indicator 1: Prevalence of breastfeeding at 6-8 weeks.

**Baseline:** Not yet available – a national baseline will be calculated in June 2009 from local data for Primary Care Trusts (PCTs) being collected for the first time from April 2008.

**Latest outturn against trend:** Not yet available – first outturn following establishment of baseline will be available in September 2009.

**Performance:** Breastfeeding prevalence at 6-8 weeks has not yet been assessed. However, two related indicators providing proxy information on progress are:

**Data on initiation of breastfeeding** from local PCTs shows a steady increase in levels from 2005:

2005-06 – 66.2%

2006-07 – 68.1%

2007-08 – 69.9%

**Data coverage on breastfeeding prevalence** of infants due for 6-8 week check. PCTs are required to cover at least 85% of infants to meet data quality by quarter 4 of 2008-09. In the first quarter, 45 of 152 PCTs achieved at least 85% coverage. Amongst PCTs, breastfeeding prevalence ranged from 81% to 12%.

**Related Departmental Strategic Objective:** Secure the wellbeing and health of children and young people

**Local government national indicator set:** 53

**NHS Vital Signs national indicator:** VSB11

**Other departments who contribute to this indicator:** Department of Health

**Data provider:** Department of Health

**Data set used:** Primary Care Trust Child Health Information records, which are reported to the Department of Health at quarterly intervals. This is based on a new requirement on PCTs to report data on prevalence of breastfeeding at 6-8 weeks collected at the 6-8 week post-natal check.

**Frequency of reporting:** Quarterly – end June, September, December and March

**95 per cent confidence interval at last outturn:** Outturn not yet available, but 95% confidence interval expected to be +/- 0.3 percentage points.

**Related Links:**

*Department of Health: [www.dh.gov.uk](http://www.dh.gov.uk)*

*Breastfeeding: [www.breastfeeding.nhs.uk/](http://www.breastfeeding.nhs.uk/)*

*Primary care trusts: [www.dh.gov.uk/en/Healthcare/Primarycare/Primarycaretrusts/index.htm](http://www.dh.gov.uk/en/Healthcare/Primarycare/Primarycaretrusts/index.htm)*

## Indicator 2: Percentage of pupils who have school lunches.

**Baseline:** 43.0% of primary school pupils had a school lunch at April 2008, and 37.6% of secondary school pupils had a school lunch at April 2008.

**Latest outturn against trend:** Not yet available – April 2009 data will be available in July 2009.

**Performance:** Take-up of school meals in primary and special schools increased by 1.7 percentage points between 2006-07 and 2007-08. In secondary schools, take-up remained virtually the same as in 2006-07. The findings suggest that the recent downward trend in primary schools has reversed, whilst take-up in secondary schools has stabilised following a five percentage point decline between 2005-06 and 2006-07.

The School Food Trust has been collecting data on school lunch take-up since 2005-06, before school lunch take-up became a part of the National Indicator Set (NIS) and a PSA indicator. In 2007-08, 43.0% of primary school pupils had a school lunch and 37.6% of secondary school pupils had a school lunch.

**Related Departmental Strategic Objective:** Secure the wellbeing and health of children and young people

**Local government national indicator set:** 52

**Data provider:** Department for Children, Schools and Families, from the School Food Trust

**Data set used:** *School Food Trust Annual Survey of Local Authorities*

**Frequency of reporting:** Annual

**95 per cent confidence interval at last outturn:** Not applicable – data covers all children who are assessed and is not a sample.

**Related Links:**

*School Food Trust: [www.schoolfoodtrust.org.uk/](http://www.schoolfoodtrust.org.uk/)*

### Indicator 3: Levels of childhood obesity.

#### National target

Reduce the proportion of overweight and obese children to 2000 levels by 2020 in the context of tackling obesity across the population

**Baseline:** The estimated baseline for prevalence of obesity in children aged 2-10 years is 17.1% in 2008. The Health Survey for England (HSE) data from 1995 to 2006 is used to calculate a linear trend for childhood obesity over the period and forecast a baseline trajectory for the CSR period 2008 to 2011.

**National target:** By 2020, to reduce the proportion of overweight and obese children to 2000 levels. This supercedes 2004 Spending Review target 4 – to halt the year-on-year rise in obesity among children under 11 by 2010 (see chapter 2).

**Latest outturn against trend:** The next HSE (2007) is due to report in December 2008.

**Performance:** Obesity is the most serious, and growing, health challenge for children. Between 1995 and 2006, obesity prevalence among boys aged 2 to 10 increased overall from 10% to 17% and for girls aged 2 to 10 from 10% to 13%.

To meet the target ambition in the CSR period, the prevalence of obesity in 2- to 10-year-olds needs to be a maximum of 18.1% by 2011.

The importance of tackling obesity is reflected in 122/150 areas choosing either or both obesity indicators as part of their Local Area Agreement priorities.

**Related Departmental Strategic Objective:** Secure the wellbeing and health of children and young people

**Local government national indicator set:** 55 and 56<sup>1</sup>

**NHS Vital Signs national indicator:** VSB9<sup>1</sup>

**Other departments who contribute to this indicator:** Department of Health, Department for Culture, Media and Sport, Department of Communities and Local Government, Department for Transport and Department for Business, Enterprise and Regulatory Reform.

**Data provider:** Department of Health

**Data set used:** *Health Survey for England* (HSE)

**Frequency of reporting:** Annual. HSE results are available in December/January of each year about 12-14 months after the survey is undertaken.

**95 per cent confidence interval at last outturn:** Last outturn was +/- one percentage point.

1. The HSE data cannot be broken down into data for local areas. Progress at a local authority and primary care trust level is therefore measured through the National Child Measurement Programme, where primary care trusts are expected to weigh and measure all children in Reception Year and Year 6 and report this to the Information Centre.

**Related Links:**

Department of Health: [www.dh.gov.uk](http://www.dh.gov.uk)

Department for Culture, Media and Sport: [www.dcms.gov.uk/](http://www.dcms.gov.uk/)

Department of Communities and Local Government: [www.communities.gov.uk/](http://www.communities.gov.uk/)

Department for Transport: [www.dft.gov.uk](http://www.dft.gov.uk)

Health Survey for England: [www.dh.gov.uk/en/Publicationsandstatistics/PublishedSurvey/](http://www.dh.gov.uk/en/Publicationsandstatistics/PublishedSurvey/HealthSurveyForEngland/index.htm)

[HealthSurveyForEngland/index.htm](http://www.dh.gov.uk/en/Publicationsandstatistics/PublishedSurvey/HealthSurveyForEngland/index.htm)

National Child Measurement Programme: [www.dh.gov.uk/en/Publichealth/Healthimprovement/](http://www.dh.gov.uk/en/Publichealth/Healthimprovement/HealthyLiving/DH_073787)

[HealthyLiving/DH\\_073787](http://www.dh.gov.uk/en/Publichealth/Healthimprovement/HealthyLiving/DH_073787)

Healthy Weight, Healthy lives: A Cross-Government strategy for England: [www.dh.gov.uk/en/Publichealth/](http://www.dh.gov.uk/en/Publichealth/Healthimprovement/Obesity/DH_082383)

[Healthimprovement/Obesity/DH\\_082383](http://www.dh.gov.uk/en/Publichealth/Healthimprovement/Obesity/DH_082383)

Government Office for Science: [www.dius.gov.uk/policy/science.html](http://www.dius.gov.uk/policy/science.html)

Foresight – Tackling Obesities – Future Choices Project: [www.foresight.gov.uk/index.asp](http://www.foresight.gov.uk/index.asp)

## Indicator 4: Emotional health and wellbeing, and child and adolescent mental health services (CAMHS).

**Emotional health and wellbeing:**

**Baseline:** Not yet available. A baseline will be published in December 2008.

**Latest outturn against trend:** Not yet available. The 2008 baseline will be published in December 2008. The 2009 TellUs survey results (TellUs 4) will be available in spring 2010.

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

**Other departments who contribute to this indicator:** Department of Health

**Local government national indicator Set:** 50 (Annual)

**Frequency of reporting:** Annual

**Data provider:** Ofsted TellUs 3 and NFER TellUs 4 onwards.

**Data set used:** Emotional health data will be based on results from the annual TellUs Survey, which include measures of key risk and resilience factors for emotional wellbeing; friendships and relationships.

**Child and Adolescent Mental Health Services (CAMHS):**

**Baseline:** Primary Care Trust (PCT) baseline established as 14% of PCTs achieving maximum score (16) at the end of June 2008.

**Latest outturn against trend:** The next quarter PCT return will be available in February 2009.

## Performance:

The table below provides summary data from 2008-09 Quarter 1 self assessments from the 152 Primary Care Trusts (PCTs) in England. It shows the percentage of PCTs scoring one to four against each sub-measure. At Quarter 1, 14% of PCTs scored the maximum of 16.

**Table: 12.1: Percentage of PCTs scoring 1 to 4 against each sub-measure**

	Sub-measure 1	Sub-measure 2	Sub-measure 3	Sub-measure 4
Score of	Full range of CAMHS for those with learning disabilities <sup>1</sup>	Age-appropriate access for 16-17s <sup>1</sup>	24 hour cover <sup>1</sup>	Jointly commissioned early intervention support in universal settings commissioned <sup>1</sup>
No aspects or service or strategic plans in place	0%	0%	0%	1%
Protocols and plans are in place, services have yet to be put in place	1%	1%	0%	17%
Protocols and plans are in place but are only partially implemented	70%	47%	44%	57%
Protocols and plans are in place and are fully implemented	30%	52%	56%	25%

1. Percentages may not sum to 100 because of rounding.

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

**Other departments who contribute to this indicator:** Department of Health

**Local government national indicator Set:** 51 (Annual)

**NHS Vital Signs national indicator:** VSB12 (quarterly)

**Data provider:** University of Durham (NI51) and Department of Health (VSB12)

**Data set used:** CAMHS data is based on self assessments of comprehensive CAMHS undertaken on a quarterly basis by PCTs and an annual basis by local authorities. The self assessment is based on four sub-measures: emergency CAMHS; services for those with learning disabilities; services for 16- to 17-year-olds and joint commissioning of early intervention support services. .

**Frequency of reporting:** Reporting will be quarterly for PCTs, for services at the end of June, September, December and March for each CSR year. Reporting will be annual for local authorities, coinciding with the end December return for PCTs.

**95 per cent confidence interval at last outturn:** Not applicable – the data covers all CAMHS services in England commissioned by PCTs and by local authorities

**Related Links:**

*Department of Health:* [www.dh.gov.uk](http://www.dh.gov.uk)

*Child and Adolescent Mental Health Services:* [www.everychildmatters.gov.uk/health/camhs](http://www.everychildmatters.gov.uk/health/camhs)

*Child and Adolescent Mental Health Services Review: interim report:* [www.dcsf.gov.uk/CAMHSreview/](http://www.dcsf.gov.uk/CAMHSreview/)

## Indicator 5: Parents' experience of services for disabled children and the 'core offer'.

**Baseline:** Not yet available – a formal baseline will be set in spring 2009.

**Latest outturn against trend:** Not yet available – 2010 data will be available in spring 2010.

**Performance:** A new indicator will be based on parents' experience of services and the 'core offer' made in *Aiming High for Disabled Children*: clear information; transparency in how families can access services; integrated assessment; participation in shaping local services; and effective feedback. The measure will be derived from a survey of a representative sample of the families of all disabled children. The survey will ask about services provided by their local authority and primary care trust.

**Related Departmental Strategic Objective:** Secure the wellbeing and health of children and young people

**Local government national indicator set:** 54

**NHS Vital Signs national indicator:** VSC33

**Other departments who contribute to this indicator:** Department of Health

**Data provider:** Department for Children, Schools and Families

**Data set used:** Survey of parents of children with disabilities at local authority and primary care trust level.

**Frequency of reporting:** Annual. Exact dates and survey methodology will be confirmed alongside final survey arrangements. The national baseline will be established in 2009 through a new annual postal survey of parents of disabled children. The data provider was commissioned in October 2008. Local area data (single tier and county council and primary care trust) to be collected in subsequent waves. Data collection will develop in subsequent survey sweeps to draw responses from previous respondents, to track their experiences over time.

**95 per cent confidence interval at last outturn:** Subject to the outcome of ongoing development work.

### Related Links:

*Aiming High for Disabled Children: Better Support for Families:*

[www.everychildmatters.gov.uk/\\_files/64301A568B221580F3F449A098CB3CE9.pdf](http://www.everychildmatters.gov.uk/_files/64301A568B221580F3F449A098CB3CE9.pdf)

*Core Offer and National Indicator:* [www.everychildmatters.gov.uk/socialcare/ahdc/coreoffer/](http://www.everychildmatters.gov.uk/socialcare/ahdc/coreoffer/)

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

In addition to the five PSA indicators that underpin PSA 12, there are eight indicators which contribute to Departmental Strategic Objective 1. Five of these indicators contribute to PSAs led by other government departments and will be reported on fully in their Autumn Performance Reports. The remaining three will be reported more fully in the 2009 Departmental Report. The latest assessment for DSO 1 is not yet assessed.

### HMT led PSA 9 – Halve the number of children in poverty by 2010/11, on the way to eradicating child poverty by 2020.

#### Number of children in relative low-income households

This indicator has the national target attached – to halve the number of children living in poverty by 2010/11. This means reducing to 1.7 million.

*Local government national indicator set: 116*

**Latest assessment:** The number of children in relative low income households has increased from 2.8 million to 2.9 million in 2006/07 and progress in meeting the national target of 1.7 million by 2010 is off track. The national target is made more challenging in the context of the current economic situation. Work has begun to assess the impact of the economic downturn and identify what additional programmes are needed. Significant progress has slowed. Children in relative poverty rose by 100,000 in each of the last two years. Neither of these increases is statistically significant, nor is the 2-year increase, but they make the target even more challenging. Taken together, measures announced since Budget 2007 will lift around 500,000 children out of poverty than would otherwise be the case.

#### Number of children in relative low-income households and in material deprivation

*Local government national indicator set: 116*

**Latest assessment:** Between 2004/06 and 2006/07 the number of children in this group fell from 2.2 million to 2.0 million, a statistically significant change that rounds to 100,000. The change between 2005/06 and 2006/07 was not statistically significant.

#### Number of children in absolute low-income households

*Local government national indicator set: 116*

**Latest assessment:** The number of children in absolute poverty has halved, with 1.7m fewer children in absolute low income in 2006/07 compared to 1998/99 on before housing cost basis. However, there was a rise of 100,000 between 2005/06 and 2006/07 which is not statistically significant.

### **DH led PSA 18 – Promote better health and wellbeing for all**

Reduce health inequalities as measured by infant mortality and life expectancy at birth, as part of reducing the gap in all-age all-cause mortality (AAACM) rate, between Spearhead Group and national average

#### **National target**

*Part of Local government national indicator set: 120*

*Part of NHS Vital Signs indicator: VSB01*

### **DCMS led PSA 22 – Deliver a successful Olympic games and Paralympic games with a sustainable legacy and get more children and young people taking part in high quality PE and sport**

Percentage of 5-16s participating in at least 2 hours per week of PE and sport at school; and percentage of 5-19s participating in at least 3 further hours per week of sport

*Local government national indicator set: 57*

### **Emotional health and wellbeing of children in care**

*Local government national indicator set: 58*

**Latest assessment:** National level data has not been previously collected on the emotional health and wellbeing of looked after children. Data collection started in April 2008 and first data return due in April 2009.

### **Parental confidence, empowerment and positive roles**

**Latest assessment:** A procurement exercise has been carried out and a bidder has been selected to run the Parents Panel and an associated survey to provide information on parents' confidence in the services available to them and in their parenting ability. This will provide the baseline for this indicator.

### **Children and young people' satisfaction with parks and play areas**

*Local government national indicator set: 199*

**Latest assessment:** In October 2008, Ofsted reported that 45% of children considered parks and play areas were very or fairly good<sup>1</sup>. The final definition and baseline is subject to a technical consultation with DCLG which ended 31 October 2008.

1. Ofsted TellUs3 National Report (October 2008) [www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Documents-by-type/Statistics/TellUs3-National-Report](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Documents-by-type/Statistics/TellUs3-National-Report)

## PSA 13: Improve children and young people's safety.

PSA 13 is currently rated as not yet assessed overall. Baselines have been confirmed for two of the four indicators but only partial data is available to enable progress to be assessed.

**Latest assessment:** Not yet assessed

Staying safe is vital for children and young people's happiness, health and wellbeing and achievement. Staying safe is an integral part of Every Child Matters and the *Children's Plan* – children cannot enjoy their childhoods or achieve their full potential unless they are safe. Harm to children can have a fundamental impact during their childhood and lasting effects into adult life. Improving children's safety means tackling a wide range of issues – abuse and neglect, accidental injury and death, bullying crime and anti-social behaviour, as well as ensuring a stable home environment. The *Staying Safe Action Plan* confirms the Government's commitment to keeping children and young people safe. It marks a new co-ordinated approach across central government, mirroring developments at a local level through Local Safeguarding Children Boards.

The four indicators underpinning PSA 13 represent the breadth of the issues that are being addressed to improve the safety of children and young people.

**Indicator 1: Percentage of children who have experienced bullying**

**Indicator 2: Percentage of children referred to children's social care who received an initial assessment within 7 working days**

**Indicator 3: Emergency hospital admissions caused by unintentional and deliberate injuries to children and young people**

**Indicator 4: Preventable child deaths as recorded through child death review panel processes**

### **Related links:**

*Public Service agreements:* [www.hm-treasury.gov.uk/pbr\\_csr/psa/pbr\\_csr07\\_psaopportunity.cfm](http://www.hm-treasury.gov.uk/pbr_csr/psa/pbr_csr07_psaopportunity.cfm)

*Delivery Agreement:* [www.hm-treasury.gov.uk/media/3/4/pbr\\_csr07\\_psa13.pdf](http://www.hm-treasury.gov.uk/media/3/4/pbr_csr07_psa13.pdf)

*Staying Safe Action Plan:* [www.everychildmatters.gov.uk/stayingsafe/](http://www.everychildmatters.gov.uk/stayingsafe/)

## Indicator 1: Percentage of children who have experienced bullying.

**Baseline:** To be determined

The majority of children and young people (69%) report they are happy and 95% say they have one or more good friends. 11% reported feeling unsafe in school or going to and from school. 14% reported being bullied regularly about once a week or more in school. 56% say they have never been bullied at school, with 3 in 4 reporting they have never been bullied outside school. 11% say that bullying is not a problem in their school. 25% reported that they might do better in school if there were fewer bullies. 35% felt their schools deal with bullying well.<sup>1</sup>

**Performance:** Performance against this indicator has not yet been formally assessed due to the changes made to improve and broaden the questions between TellUs 2 TellUs 3. TellUs 4 (2009) data provides the next data point for the spending period and is likely to be available in January 2010.

In the Children's Plan Time to Talk consultation, parents raised particular concerns about bullying. Bullying is the safety concern most commonly cited by children and young people. Bullying can destroy lives and have an immeasurable impact on young people's confidence, self-esteem, mental health problems and can effect job prospects.

A comprehensive suite of guidance has been developed for bullying in schools (including for certain groups of children who are more vulnerable to bullying) and there is an annual Anti-Bullying Week to raise awareness and spread effective anti-bullying practice. The Department has also just awarded a contract to 4Children to develop guidance on tackling out-of-school bullying, which will be published next year. Gender and transgender anti-bullying guidance and a DVD on bullying related to special educational needs and disability is to be launched in spring 2009.

The National Strategies have introduced a universal programme of work to embed effective anti-bullying practice on the ground. They are closely monitoring whether schools are making effective use of the Anti-Bullying Charter in drawing up their policies. Whether they are implementing the Department's Safe to Learn guidance and providing challenge and support where necessary.

The Anti-Bullying Alliance is carrying out a series of more targeted interventions with local authorities and schools. They are liaising with the National Strategies to identify local authorities and schools in need of more targeted work, and will offer them consultancy support to enhance their capacity. They are also developing a toolkit with the aim of measuring the progress made by local authorities and schools.

Around 75% of secondary schools and over 50% of primary schools are now using the Anti-Bullying Charter. New research is also being undertaken into the effectiveness of the Department's anti-bullying strategies with a final report expected in spring 2010.

1. Regularly is defined as once or more in last four weeks.

**Related Departmental Strategic Objective:** Safeguard the young and vulnerable

**Local government national indicator set:** 69

**Data provider:** TellUs 3: Office for Standards in Education, Children's Services and Skills (Ofsted). TellUs 4 and beyond: Department for Children, Schools and Families.

**Data set used:** TellUs survey which is Ofsted's local area user-perception survey.

**Frequency of reporting:** Annual – in late autumn 2008 but moving to January for subsequent years.

**95 per cent confidence interval at last outturn:** National level results have a margin of error of plus/minus 0.5 percentage points (at the 95 per cent confidence level). The typical (median) Local Authority margin of error is plus/minus 4.2 percentage points (at the 95 per cent confidence level). Local authorities with less than the average number of responses will have a larger maximum margin of error.

**Related Links:**

*Ofsted:* [www.ofsted.gov.uk/](http://www.ofsted.gov.uk/)

*Ofsted TellUs3 National Report (October 2008):* [www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Documents-by-type/Statistics/TellUs3-National-Report](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Documents-by-type/Statistics/TellUs3-National-Report)

*Staying Safe Action Plan:* [www.everychildmatters.gov.uk/stayingsafe/](http://www.everychildmatters.gov.uk/stayingsafe/)

*Tackling Bullying:* [www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/](http://www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/)

*Anti-Bullying Alliance:* [www.anti-bullyingalliance.org.uk/Page.asp](http://www.anti-bullyingalliance.org.uk/Page.asp)

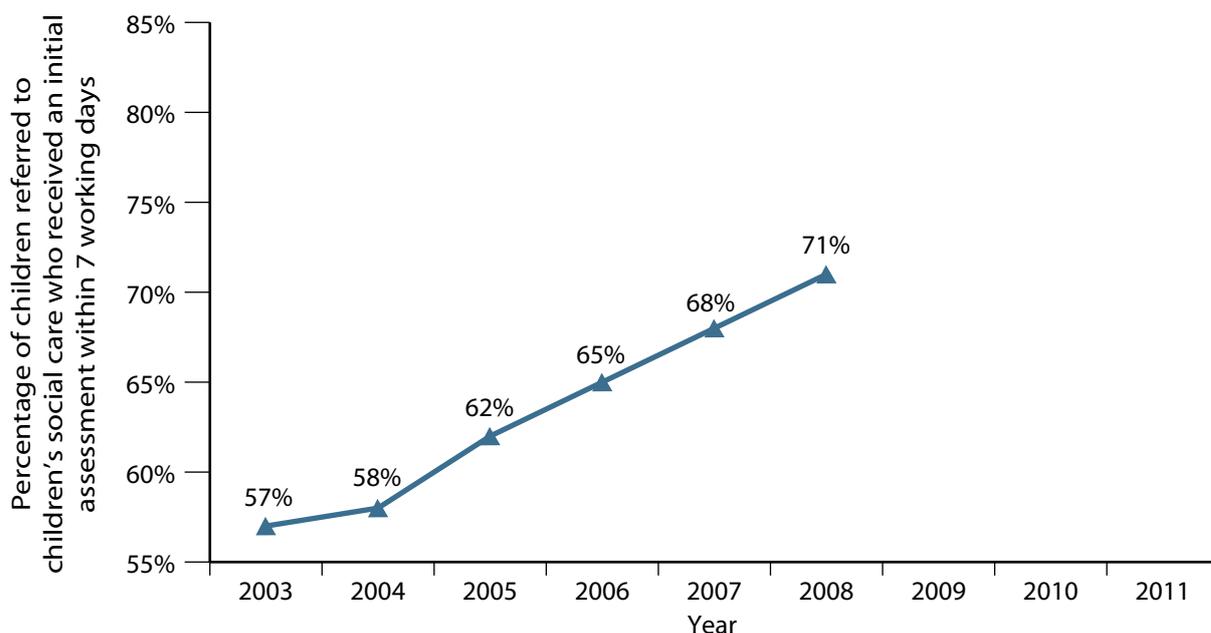
## Indicator 2: Percentage of children referred to children's social care who received an initial assessment within 7 working days.

**Baseline:** 68% of children referred to children's social care received an initial assessment within 7 working days in 2006/07.

**Latest outturn against trend:** 71% of children referred to children's social care received an initial assessment within 7 working days in 2007/08.

**Performance:** The 2008 data confirms encouraging, steady progress. There has been an annual three percentage point improvement between 2005 and 2008, but with volatility in many local authorities. Some which did well in earlier years have seen a drop in performance and previous poor performers have shown radical improvements in performance.

**Figure 13.1: Percentage of children referred to children’s social care who received an initial assessment within 7 working days (at 31 March 2003 to 31 March 2008)**



Of the 319,900 initial assessments completed in the year ending 31 March 2008, 226,300 (71%) were completed within 7 working days of referral. This compares with 208,700 (68%) out of a total of 305,000 for the year ending 31 March 2007. There was, however, a wide spread of local authority performance with some local authorities achieving 100%, with others only achieving around 30%.

The key to continuing to drive improvement is ensuring a targeted and responsive child protection system that is efficient and effective in managing child protection arrangements across all local areas. To do this, the Department will undertake a range of work that includes:

Strand 1 – Focused work with 25 priority local authorities (i.e. those receiving or needing to receive specific attention) through Government Offices.

Strand 2 – Strengthening the work of Local Safeguarding Children Boards (LSCB) (e.g. through the autumn 2008 LCSB stocktake and spring 2009 practice guidance).

Strand 3 – Improving local data systems (including considering further the potential for eCAF and ICS interoperability).

Strand 4 – Wider system change (a planned range of targeted and responsive actions e.g. improving the timeliness and quality of Serious Case Reviews; improving data capture and analysis to help strengthen the Department for Children, Schools and Families and Government Office challenge; audit of organisations’ compliance with *Children Act 2004* S11 duty)

**Related Departmental Strategic Objective:** Safeguard the young and vulnerable

**Local government national indicator set:** 59

**Other departments who contribute to this indicator:** Home Office, Department of Health, Ministry of Justice and Department of Communities and Local Government.

**Data provider:** Local authorities

**Data set used:** Child Protection and Referrals 3 (CPR3), which is a children's statistical return from local authorities to the Department for Children, Schools and Families.<sup>1</sup>

**Frequency of reporting:** Annual. Data is collected and published in the autumn.

**95 per cent confidence interval at last outturn:** Not applicable – data set covers all children who have been referred to children's social care and is not a sample.

1. The indicator shows whether or not the child received prompt support, and how well multi-agency working arrangements are established. Data may be impacted on by administrative changes which lead to inconsistent reporting.

**Related Links:**

*Statistical First Release 24/2008:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000811/sfr24\\_2008.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000811/sfr24_2008.pdf)

*Department of Health:* [www.dh.gov.uk/en/SocialCare/index.htm](http://www.dh.gov.uk/en/SocialCare/index.htm)

*Staying Safe:* [www.everychildmatters.gov.uk/stayingsafe/](http://www.everychildmatters.gov.uk/stayingsafe/)

*Ecaf:* [www.everychildmatters.gov.uk/deliveringservices/caf/ecaf/](http://www.everychildmatters.gov.uk/deliveringservices/caf/ecaf/)

### Indicator 3: Hospital admissions caused by unintentional and deliberate injuries to children and young people.

**Baseline:** 135,411 emergency hospital admissions for under-18s in England caused by unintentional and deliberate injuries in 2006-07. This is a rate of 123 per 10,000 population in 2006-07.

**Latest outturn against trend:** Not yet available – 2007-08 data will be available in December 2008. Initial returns suggest a small fall in numbers, but are as yet unconfirmed.

**Performance:** Accidents are the leading cause of injury to children and disproportionately affect children from lower socio-economic groups. Hospital admissions (of under-18s) caused by unintentional and deliberate injuries have fluctuated at around 120 per 1,000 over the past decade. The most common cause of accidental injury for children aged 0-15 years is falls. Transport accidents are the most common cause of accidental injury for young people aged 16-17 years.

Hospital admissions caused by unintentional and deliberate injuries vary by local area – in 2007 for example, some local areas had fewer than 80 hospital admissions per 10,000 population while some had over 200 per 10,000 population.

**Related Departmental Strategic Objective:** Safeguard the young and vulnerable

**Local government national indicator set:** 70

**Other departments who contribute to this indicator:** Several including Department of Health Department for Transport and Department for Culture, Media and Sport.

**Data provider:** The Information Centre for Health and Social Care

**Data set used:** Hospital Episode Statistics (HES) data, which disaggregates episodes by detailed injury type. The injury types which will be used for this indicator are those which are likely to be related to accidental/self inflicted injury or assault.

**Frequency of reporting:** Annual in December.

**95 per cent confidence interval at last outturn:** Not applicable – the data set covers all children and young people who have been admitted to hospital and is not a sample.

**Related Links:**

*Department of Health: [www.dh.gov.uk](http://www.dh.gov.uk)*

*Department for Transport: [www.dft.gov.uk/](http://www.dft.gov.uk/)*

*Information Centre for Health and Social Care: [www.ic.nhs.uk/](http://www.ic.nhs.uk/)*

## Indicator 4: Preventable child deaths as recorded through child death review panel processes.

**Baseline:** Not yet available – baseline data will be confirmed in April 2009<sup>1</sup>

**Latest outturn against trend:** Not yet available

**Performance:** Child death review panels, which are a statutory requirement from April 2008, will consider each unexpected child death in their area to ascertain the causes of death and learning what could have been done to prevent the death where possible. The panel will review all causes of death, both accidental and deliberate. A core dataset will be collected by panels, which for the first time will provide new data on all preventable child deaths.

All key milestones for delivery of Child Death Review panels and data are on track: training materials for Local Safeguarding Children Boards (LSCB) published in April 2008; early adopters study published in May 2008; duty on coroners to notify LSCBs of all child deaths in July 2008; regional seminars on good practice scheduled for October/November 2008; and collection and analysis of numbers of child deaths and preventable child deaths to inform baseline expected April 2009.

1. Child death review panels will be established in 2008 – data will not therefore be available until early 2009

In the absence of a baseline, mortality statistics for children and young people aged 0-17 years in England, from the Office for National Statistics (ONS), are being used as a proxy indicator. 2007 ONS data shows 488 deaths aged 0-17 years from all external causes in England in 2007 (compared to 585 in 2006), of which 398 were from unintentional causes (compared to 419 in 2006). 74% of those deaths from unintentional causes were male (compared to 67% in 2006).

Publication of the pilot study, *Why Children Die*, by the Confidential Enquiry into Maternal and Child Health has provided significant information on the current picture for child deaths, including causes and background factors. Whilst the study found many examples of high quality care (including where the children who received outstanding care died), it also found that in 26% of deaths there were avoidable factors such as: health care professionals not recognising serious illnesses, missed health appointments not being followed up and poor co-ordination of children's health care.

**Related Departmental Strategic Objective:** Safeguard the young and vulnerable

**Other departments who contribute to this indicator:** Several including: Department of Health; Department for Culture, Media and Sport and Department for Transport.

**Data provider:** Department for Children, Schools and Families (from child death reviews)

**Data set used:** Data is from annual child death review information on all child deaths from 28 days to 18 years over a one year period.

**Frequency of reporting:** Annual – initial data in spring 2009.

**95 per cent confidence interval at last outturn:** Not applicable – the data set is from a census of child deaths..

**Related Links:**

*Department of Health: [www.doh.gov.uk/](http://www.doh.gov.uk/)*

*Department of Communities and Local Government: [www.communities.gov.uk/](http://www.communities.gov.uk/)*

*Department for Transport: [www.dft.gov.uk/](http://www.dft.gov.uk/)*

*Child death review procedures: [www.everychildmatters.gov.uk/socialcare/safeguarding/childdeathreview/](http://www.everychildmatters.gov.uk/socialcare/safeguarding/childdeathreview/)*

*Office for National Statistics: [www.statistics.gov.uk/default.asp](http://www.statistics.gov.uk/default.asp)*

*Child Death Review report: [www.cemach.org.uk/Programmes/Child/Child-Death-Review.aspx](http://www.cemach.org.uk/Programmes/Child/Child-Death-Review.aspx)*

## Departmental Strategic Objective 2: Safeguard the young and vulnerable.

In addition to the four PSA indicators that underpin PSA 13, there are a further ten Departmental Strategic Objective 2 indicators. These will be reported more fully in the 2009 Departmental Report. The latest assessment for DSO 2 is strong progress – improvement against 6/10 indicators.

### **Child protection cases which were reviewed within required timescales**

*Local government national indicator set: 67*

**Latest assessment:** The reviewing timescales set out in the statutory guidance *Working Together to Safeguard Children* are being adhered to and good progress has been maintained since 2004. Most local authorities remain in the 99th percentile with a tendency towards 100%.

### **Child Protection Plan lasting 2 years or more**

*Local government national indicator set: 64*

**Latest assessment:** There has been a gradual decrease from 8% in 2003 to 5% in 2008 in the percentage of children who are the subject of a child protection plan for two years or more which indicates that plans are being implemented effectively in a more timely manner.

### **Core assessments for children's social care that were carried out within 35 days of their commencement**

*Local government national indicator set: 60*

**Latest assessment:** There has been an improvement from 56% in 2003 to 80% in 2008. The percentage of core assessments undertaken within 35 working days has continued to increase, suggesting that social care and partner agencies are working more effectively together with children and families.

### **Children becoming the subject of Child Protection Plan for a second or subsequent time**

*Local government national indicator set: 65*

**Latest assessment:** This has remained steady at 13% to 14% since 2003. The downward trend in the percentage of children who are the subject of a child protection plan for two years or more is not being matched in a decrease in the percentage of children who become the subject of a child protection plan for the second time. This may be because the percentage represents those cases whose needs have changed over time and a new plan is required as opposed to those for whom the plan has not been effective and as a consequence they became at risk or suffered harm again.

## **Referrals to children's social care going on to initial assessment**

*Local government national indicator set: 68*

**Latest assessment:** The percentage of referrals to children's social care receiving an initial assessment has risen to 59% (the 2011 target is 60%) from 46% in 2003. This indicates that more appropriate referrals are being made to children's social care and they are, therefore, more likely to receive an initial assessment of the child's needs.

## **Looked after children cases which were reviewed within required timescales**

*Local government national indicator set: 66*

**Latest assessment:** In 2007, 85.3% of looked after children had their cases reviewed within the required timescales. Publication of new guidance addressed specifically to Independent Reviewing Officers and their managers will set out clear expectations on scheduling meaningful reviews.

## **Stability of placement of looked after children: number of moves**

*Local government national indicator set: 62*

**Latest assessment:** In 2008, 11% of looked after children had three or more placements during the year. Instability has been falling consistently for many years, and the specific focus on stability in Care Matters and the initiatives flowing from it should help this trend to continue.

## **Stability of placement of looked after children: length of placement**

*Local government national indicator set: 63*

**Latest assessment:** In 2008, 66% of looked after children who had been looked after continuously for at least 2.5 years were living in the same placement for at least 2 years or placed for adoption. Performance has improved on this indicator, with an increase of two percentage points since 2004.

## **Stability of looked after children following an agency decision that the child should be placed for adoption**

*Local government national indicator set: 61*

**Latest assessment:** In 2007-08 (the latest year for which SSDA903 is available), the best performance was 100%; the worst 30%; average performance across all local authorities was 76%. Performance of individual local authorities varies significantly year on year. Over the coming months, the Department expects to drive up improvement in local authority performance against this indicator through a rewrite of the statutory adoption guidance which will strengthen what it will say about the infrequency of adoption panels; emphasising the need in communications with local authorities for placement order applications to be made, where possible as part of the care proceedings; through the workforce strategy to address the quality of social worker reports to adoption panels; and visits to top performing authorities with a view to collecting and disseminating best practice.

## **Children who have runaway from home/care overnight**

*Local government national indicator set: 71*

**Latest assessment:** The *Young Runaways Action Plan* published in June 2008 committed to improving services for young runaways. The new indicator, which will be in place from April 2009, will assess whether: local information about running away is gathered; local needs analysis is in place; local procedures to meet the needs of runaways are agreed; protocols for responding to urgent / out-of-hours referrals from the police or other agency are in place; and local procedures include effective needs assessment protocols, to support effective prevention / intervention work. Work in this area includes updating statutory guidance on responding to the needs of those who are Missing from Care and Home; this guidance will also include best practice examples. A Police Code of Practice is also under development, which will ensure the right information is collected by all forces. This along with the guidance will be in place by spring 2009.

## PSA 14: Increase the number of children and young people on the path to success.

PSA 14 is currently rated as not yet assessed as a baseline has not yet been confirmed for two of the five indicators. Three have confirmed baselines and of these, one has made some progress, one has made strong progress and no later data is yet available to enable progress to be assessed for one.

**Latest assessment:** Not yet assessed

The Government's vision for young people is that they should have access to the right opportunities and support.

PSA 14 measures progress in increasing successful transitions to adulthood in terms of increased participation and resilience, and tackling negative outcomes. The indicators measure improvement in five areas:

**Indicator 1: Reduce the proportion of 16-18 year olds who are not in education, employment or training (NEET)**

**Indicator 2: More Participation in Positive Activities**

**Indicator 3: Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances**

**Indicator 4: Reduce the under-18 conception rate**

**Indicator 5: Reduce the number of first-time entrants to the criminal justice system aged 10-17**

### **Related links:**

*Public Service agreements:* [www.hm-treasury.gov.uk/pbr\\_csr/psa/pbr\\_csr07\\_psaopportunity.cfm](http://www.hm-treasury.gov.uk/pbr_csr/psa/pbr_csr07_psaopportunity.cfm)

*Delivery Agreement:* [www.hm-treasury.gov.uk/media/0/7/pbr\\_csr07\\_psa14.pdf](http://www.hm-treasury.gov.uk/media/0/7/pbr_csr07_psa14.pdf)

### **RELATED CHILDREN'S PLAN 2020 GOALS**

- All young people will be participating in positive activities to develop personal and social skills, to promote their wellbeing and to reduce the behaviour that puts young people at risk
- Reduce the number of young people aged 10-17 entering the criminal justice system for the first time, by one fifth

## Indicator 1: Reduce the percentage of 16- to 18-year-olds who are not in education, employment or training (NEET).

### National target

Reduce the proportion of young people not in education, employment or training by 2 percentage points by 2010

**Baseline:** 9.6% of 16- to 18-year-olds not in education, training or employment at the end of 2004.

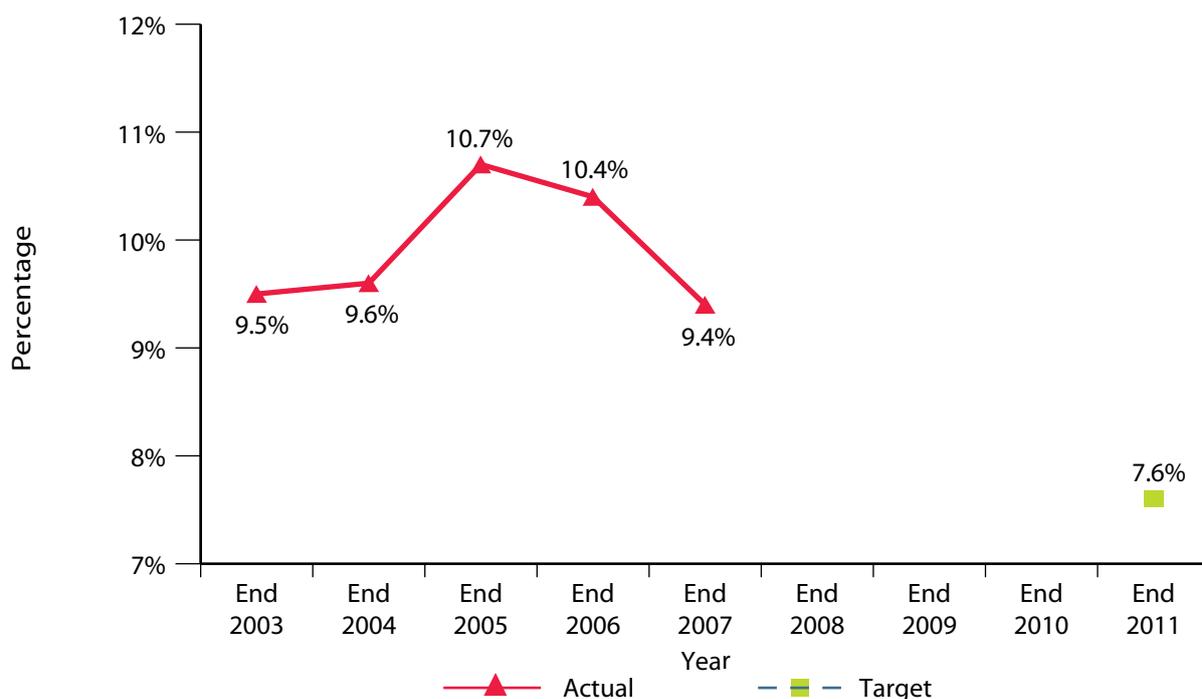
**National target:** 7.6% of 16- to 18-year-olds not in education, training or employment at the end of 2010.

**Latest outturn against trend:** 9.4% (provisional) of 16- to 18-year-olds not in education, training or employment at the end of 2007.

**Performance:** The proportion of 16- to 18-year-olds in education and training was 78.7% at the end of 2007 – the highest ever rate and an increase of 1.6 percentage points from 77.1% at the end of 2006. The total number of 16- to 18-year-olds in education and training increased by 36,000 to 1.59 million at the end of 2007, the highest number ever.

The proportion of 16- to 18-year-olds not in education, employment or training (NEET) decreased from 10.4% (final) at the end of 2006 to 9.4% (provisional) at the end of 2007. The total number of 16- to 18-year-olds NEET was estimated at 189,000 at the end of 2007.

**Figure 14.1: Percentage of 16 to 18-year-olds who are not in education, employment or training (NEET)**



Reducing the proportion of 16- to 18-year-olds not in education, employment or training (NEET) is a priority for the Government. Being NEET between the ages of 16-18 is a major predictor of later unemployment, low income, teenage motherhood, depression and poor physical health. No single agency holds all the keys to reducing NEET. Local authorities, schools, the Learning and Skills Council, youth support services and employers all have key roles to play.

The NEET Strategy, *Reducing the number of young people not in education, employment or training by 2013* published in November 2007 set out the key steps the Department will take to support local authorities and delivery partners to prevent young people from becoming NEET and to support those who are NEET to re-engage in education, employment or training.

**Related Departmental Strategic Objective:** Keep children and young people on the path to success

**Local government national indicator set:** 117

**Other departments who contribute to this indicator:** Department for Innovation, Universities and Skills and Department for Work and Pensions.

**Data provider:** Department for Children, Schools and Families and Office for National Statistics.

**Data set used:** Population estimates for 16- to 18-year-olds, collected through the Office for National Statistics population estimates.<sup>1</sup> Administrative data about those who are participating in education and training in: schools (collected through the annual Schools Census); further education (collected through the Individualised Learner Record); higher education (collected through the Higher Education Statistics Agency); and through Learning and Skills Council funded work-based learning (collected through the Individualised Learner Record). Figures for those in non-government supported training, in employment, and those who are NEET are estimated using proportions from the Labour Force Survey.

**Frequency of reporting:** Annual. Data is published in June, containing provisional rates for the current academic year and revised figures for the previous year.

1. The estimates are a result of subtractions of those in education, etc from a base population estimate and therefore estimates are subject to the weaknesses of those systems. Methodology is documented. It is not possible to disaggregate such an estimate by characteristics such as ethnicity. Furthermore figures calculated on this basis cannot be supplied at a local level, due to insufficient Labour Force Survey sample sizes. The Client Caseload Information System will be used for Local Area Agreements/ local monitoring.

**95 per cent confidence interval at last outturn:** Not applicable. The combination of administrative and survey data means that a robust 95 per cent confidence interval cannot be calculated. Historical data suggests an error margin of around +/- 0.6 percentage points.

**Related Links:**

*Department for Innovation, Universities and Skills: [www.dius.gov.uk](http://www.dius.gov.uk)*

*Department for Work and Pensions: [www.dwp.gov.uk](http://www.dwp.gov.uk)*

*Statistical First Release 13/2008: [www.dcsf.gov.uk/rsgateway/DB/SFR/s000792/SFR13-2008.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000792/SFR13-2008.pdf)*

*Office for National Statistics: [www.statistics.gov.uk](http://www.statistics.gov.uk)*

*Higher Education Statistics Agency: [www.hesa.ac.uk/](http://www.hesa.ac.uk/)*

*Learning and Skills Council: [www.lsc.gov.uk](http://www.lsc.gov.uk)*

*Labour Force Survey: [www.statistics.gov.uk/STATBASE/Source.asp?vlnk=358](http://www.statistics.gov.uk/STATBASE/Source.asp?vlnk=358)*

*September Guarantee: [www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=42&pid=347&ctype=TEXT&ptype=Single](http://www.dcsf.gov.uk/14-19/index.cfm?go=site.home&sid=42&pid=347&ctype=TEXT&ptype=Single)*

## Indicator 2: More participation in positive activities.

**Baseline:** Not yet available – a baseline will be set by the end of 2008 based on the first set of formal performance data taken from the 2008 TellUs survey.

**Latest outturn against trend:** Not yet available – 2009 data will be available in early 2010.

**Performance:** Participating in high quality structured activities is a key element in improving the prospects of all young people, especially those from communities with a poor history of engagement and the 25% of young people who do not currently engage in any positive activities outside learning. Through participation, young people develop socially and emotionally, building communication skills and improving self confidence and esteem. This in turn increases their resilience, helping them avoid risks such as experimenting with drugs, having unprotected sex, or being involved in crime, as well as contributing to better attendance and higher attainment at school. Positive activities also have an important role in building community cohesion, particularly in bridging the gaps between young people from different backgrounds and faith groups, as well as improving relationships across different generations. In addition, the extended schools initiative will see all schools offering children and young people access to a varied menu of activities from 8am to 6pm and more flexibility during the holidays, by 2010. This will give children and young people opportunities to participate in diversionary activities which are both developmental and fun.

**Related Departmental Strategic Objective:** Keep children and young people on the path to success

**Local government national indicator set:** 110

**Other departments who contribute to this indicator:** Department of Communities and Local Government

**Data provider:** Department for Children, Schools and Families.

**Data set used:** Participation will be measured using the TellUs survey. TellUs is a local area survey measuring the behaviour and attitudes of children and young people. TellUs 3 data was collected during late spring 2008 and published in late October 2008. The number of young people in school year 10 will be calculated using the National Pupil Database. In addition, data will also be available from the TellUs survey to cover the gender, age and ethnicity of respondents along with any disability and or free school meal entitlement. This will mean that data can be analysed against these variables in order to show relationships such as levels of participation in positive activities among deprived young people (as measured by free school meal entitlement.) The Government is exploring the potential of using the Client Caseload Information System to gather data in future years. This may also enable a further breakdown of participation data against demographic variables such as ethnicity, gender or an indication of deprivation.

**Frequency of reporting:** Annual – in late autumn 2008 but moving to January for subsequent years.

**95 per cent confidence interval at last outturn:** Expected confidence interval of around three percentage points at a national level. Expected confidence level will vary between local authorities and each will have to be considered separately.

**Related Links:**

*Department of Communities and Local Government: [www.communities.gov.uk/](http://www.communities.gov.uk/)*

*Connexions services: [www.connexions-direct.com/](http://www.connexions-direct.com/)*

### Indicator 3: Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances.

**Baseline:** Not yet available – a baseline will be set by end December 2008 based on data from the 2008 TellUs survey.

**Latest outturn against trend:** Not yet available – 2009 data will be available early 2010.

**Performance:** Drug and alcohol misuse amongst young people is linked with crime, disorder, absence from school, school failure, physical and mental health problems and other poor outcomes, in addition to the risk of becoming a problem drug user in the future. This indicator supports, and is linked closely to, wider government priority outcomes on reducing the harm from drugs and alcohol, safer communities, cutting crime and improving children's health. The drug strategy, *Drugs: protecting families and communities* published in February 2008 and the *Youth Alcohol Action Plan* published in June 2008 address these issues by outlining the key actions that areas need to take to have a long-term impact on reducing the misuse of substances by young people.

**Related Departmental Strategic Objective:** Keep children and young people on the path to success

**Local government national indicator set:** 115

**Other departments who contribute to this indicator:** Department of Health and Home Office. Contributes to Home Office PSA 25: Reduce the harm caused by alcohol and drugs.

**Data provider:** Department for Children, Schools and Families

**Data set used:** Substance Misuse will be measured using the TellUs survey. TellUs is a local area survey measuring the behaviour and attitudes of children and young people. TellUs 3 data has been collected during late spring 2008 and was published in late October 2008. The total number of respondents reporting either frequent use of drugs or alcohol or both is compared to the total number of respondents.<sup>1</sup> In addition, data will also be available from the TellUs survey to cover the gender, age and ethnicity of respondents along with any disability and or free school meal entitlement. This will mean that data can be analysed against these variables in order to show relationships such as the frequent use of drugs or alcohol among deprived young people (as measured by free school meal entitlement). Further sources of data including the annual Department of Health survey of school pupils (*Smoking, Drinking and Drug Use by young people in England*) will help inform baselines and progress in this area.

**Frequency of reporting:** Annual – in late autumn 2008 but moving to January for subsequent years.

**95 per cent confidence interval at last outturn:** Expected confidence interval of around one percentage point at a national level. Expected confidence level will vary between local authorities and each will have to be considered separately.

1. The indicator is quantitative, but the assessment itself is subjective. Quality assessments including the representative nature of the sample will have to be undertaken once the survey is established. In particular, the biases in self reporting will need to be explored.

## Related Links:

Department of Health: [www.dh.gov.uk](http://www.dh.gov.uk)

Home Office: [www.homeoffice.gov.uk](http://www.homeoffice.gov.uk)

Ofsted: [www.ofsted.gov.uk/](http://www.ofsted.gov.uk/)

Drugs: protecting families and communities <http://drugs.homeoffice.gov.uk/publication-search/drug-strategy/drug-strategy-2008?view=Binary>

Youth Alcohol Action Plan: [www.dcsf.gov.uk/publications/youthalcohol/](http://www.dcsf.gov.uk/publications/youthalcohol/)

## Indicator 4: Reduce the under-18 conception rate.

### National target

Reduce the under-18 conception rate by 50% by 2010 as part of a broader strategy to improve sexual health

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

**National target:** 23.3 conceptions per 1,000 females aged 15-17 in 2010

**Latest outturn against trend:** 40.6 conceptions per 1,000 females aged 15-17 in 2006

**Performance:** Final data for 2006 shows that the under-18 conception rate for England is 40.6 conceptions per 1,000 females aged 15-17, representing a 12.9% reduction from the 1998 baseline. This has reversed the previous upward trend and brought the under-18 conception rate to its lowest level for over 20 years. Within this overall reduction, the greater decline has been in conceptions leading to births (23%) while the abortion rate has remained stable. Provisional annual 2007 data will be available in February 2009.

The Government's Teenage Pregnancy Strategy represents the first coordinated attempt to tackle both the causes and the consequences of teenage pregnancy. All local areas have a 10 year strategy in place, with local under-18 conception rate reduction targets of between 40% and 60%. These local targets underpin the national 50% reduction target. 2006 data shows 89% of areas have declining rates, some with reductions of over 30%.

Evidence from areas with the largest declines has identified a range of factors that need to be in place to successfully reduce teenage pregnancy rates: engagement of delivery partners; senior champions in the local authority (LA) and primary care trust (PCT); effective contraception/sexual health advice services; prioritisation of sex and relationships education in schools; targeted interventions for young people most at risk; training on sex and relationships education for partner organisations; and a well-resourced youth service.

All areas have been asked to implement these factors through guidance issued to LAs and PCTs. The importance of tackling teenage pregnancy to reduce health inequalities and social exclusion is reflected in 106/150 areas choosing the under 18 conception rate as one of their Local Area Agreement priorities.

Local delivery is supported by two national media campaigns: 'RU Thinking' and 'Want Respect? Use a Condom'. RU Thinking is aimed at younger teenagers, promoting messages on delaying early sex and avoiding peer pressure. 'Want Respect? Use a Condom' is aimed at sexually active young people. It promotes condom use by associating the use of condoms with behaviour that will earn young people respect from their peers.

Support for parents to talk to their children about sex and relationship issues, is also provided through the 'Time to Talk' initiative delivered through national media and local parenting strategies, with further advice provided by the Parentline Plus helpline and website.

The strategy also includes action to improve outcomes for teenage parents and their children. The range of poorer outcomes they experience in comparison to older mothers includes: poor child health outcomes with 60% higher rates of infant mortality; poor emotional health and wellbeing experienced by teenage mothers; and poor economic well being of teenage mothers, young fathers and their children.

**Related Departmental Strategic Objective:** Keep children and young people on the path to success

**Local government national indicator set:** 112

**NHS Vital Signs indicator:** VSB08

**Other departments who contribute to this indicator:** Department of Health and Department of Communities and Local Government.

**Data provider:** Office for National Statistics (ONS)

**Data set used:** Conception statistics in ONS' Health Statistics Quarterly.

**Frequency of reporting:** Annual data are used to measure progress towards target. Quarterly data are used for within-year monitoring.<sup>1</sup>

**95 per cent confidence interval at last outturn:** The current percentage reduction in rate between 1998 and 2006 is 12.9 per cent (95 per cent confidence interval of 11.7 per cent and 14.1 per cent). England's under-18 conception rate for 2006 was 40.6 (95 per cent confidence interval 40.3 – 40.0).

1. There is a 14 month time-lag in the release of conception statistics, as they are partly compiled from birth registration data (which may not be available up to 11 months after the date of conception).

#### **Related Links:**

*Department of Health: [www.dh.gov.uk](http://www.dh.gov.uk)*

*Department of Communities and Local Government: [www.communities.gov.uk/](http://www.communities.gov.uk/)*

*Every Child Matters: [www.everychildmatters.gov.uk/resources/IG00200/](http://www.everychildmatters.gov.uk/resources/IG00200/)*

*Office for National Statistics: [www.ons.gov.uk/](http://www.ons.gov.uk/)*

*RU Thinking: [www.ruthinking.co.uk/](http://www.ruthinking.co.uk/)*

*Parentline Plus: [www.parentlineplus.org.uk/](http://www.parentlineplus.org.uk/)*

## Indicator 5: Reduce the number of first time entrants to the Criminal Justice System aged 10-17.

**Baseline:** 93,600 first time entrants (or a rate of 1,840 per 100,000) in 2007/08

**Latest outturn against trend:** Data from 2007-08 was used to establish the baseline and data for the first quarter of 2008-09 shows a decrease from the same period last year.

**Performance:** Offending is linked to truancy, low attainment, mental health problems, employability and substance misuse. This indicator focuses efforts on preventing young people from starting to commit crime or anti-social behaviour in the first place.

The *Youth Crime Action Plan* (YCAP) published in July 2008 set out a package of short-term measures to cut crime, together with a more consultative longer-term package of Criminal Justice System reform, and an ambitious national goal of a one-fifth reduction in first time entrants by 2020.

**Related Departmental Strategic Objective:** Keep children and young people on the path to success

**Local government national indicator set:** 111

**Other departments who contribute to this indicator:** Home Office and Ministry of Justice.

**Data provider:** Ministry of Justice

**Data set used:** Police force data, provided through the Police National Computer (PNC).<sup>1</sup>

**Frequency of reporting:** Quarterly

**95 per cent confidence interval at last outturn:** Not applicable: in principle the PNC provides a census of all juvenile offenders prosecuted by the police for recordable offences where the outcome is a conviction, reprimand or final warning.

1. Measure is derived from an administrative system, which, whilst generally considered to be sound, is subject to the inaccuracies inherent in any large-scale recording system. Some convictions resulting from prosecutions by authorities other than the police may not be captured.

### Related Links:

*Ministry of Justice:* [www.justice.gov.uk/](http://www.justice.gov.uk/)

*Home Office:* [www.homeoffice.gov.uk/](http://www.homeoffice.gov.uk/)

*Youth Crime Action Plan:* [www.dcsf.gov.uk/publications/youthcrimeactionplan/downloads/YouthCrimeActionPlan.pdf](http://www.dcsf.gov.uk/publications/youthcrimeactionplan/downloads/YouthCrimeActionPlan.pdf)

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

In addition to the five PSA indicators that underpin PSA 14, there are a further thirteen Departmental Strategic Objective 6 indicators. These will be reported more fully in the 2009 Departmental Report. The latest assessment for DSO 6 is some progress – improvement against 6/13 indicators.

### Care leavers in suitable accommodation

PSA 16: Increase the proportion of socially excluded adults in settled accommodation and employment, education or training

*Local government national indicator set: 147*

**Latest assessment:** Performance has continued to improve (to 88% in 2007-08); the implementation of the *Children and Young Persons Bill* and subsequent regulations and guidance should support much better preparation for young people before they are expected to move-on from their final care placement so that there can be better matching between care leaver needs and available move-on accommodation with the right support. Discussion is ongoing with the National Care Advisory Service to collect in-year data from a sample of 40 local authorities.

### Care leavers in employment, education or training

PSA 16: Increase the proportion of socially excluded adults in settled accommodation and employment, education or training

*Local government national indicator set: 148*

**Latest assessment:** Performance has continued to improve (to 65% in 2007-08). In the medium term, the implementation of the *Children and Young Persons Bill* and the commitment set out in the White Paper, *Care Matters: Time for Change* will offer looked after children more settled and stable placements putting them on the path to success so they are better supported to take-up education, training and employment opportunities as care leavers – e.g. local authority pledges to the children they look after will include commitments to provide care leavers with individual training and employment opportunities. Through stakeholders and partners such as local authorities; regional leaving care networks; and voluntary groups, the Department will continue to gather evidence as to how initiatives are helping to improve the achievement of care leavers in employment, education or training.

### Rate of permanent exclusions from school

*Local government national indicator set: 114*

**Latest assessment:** Whilst the rate of permanent exclusions has been flat, the absolute number has fallen in recent years (from 9,990 in 2003/04 to 8,680 in 2006/07) – a reduction of 13%. School behaviour partnerships are showing early signs of success in reducing exclusions.

## **Perceptions of people in their area treat one another with respect and consideration**

*Local government national indicator set: 23*

**Latest assessment:** Data from the *Local Government BVPI Survey 2006* which asks this question suggest that 54% of people think that it is a problem that people in their area do not treat one another with respect and consideration. This survey only gives one year's data (2006) on this indicator so unable to make an assessment of trend.

## **Perceptions of parents taking responsibility for the behaviour of their children**

*Local government national indicator set: 22*

**Latest assessment:** Baseline data will be collected through the Place Survey, administered by local authorities. The first results are likely to be available in February 2009. There are increasing numbers of parents in receipt of parenting support through a number of Department for Children, Schools and Families funded activities. For example, at end March 2008, some 3,500 parents had completed a parenting course, as a result of the Parenting Early Intervention Pathfinders (PEIP). 99% rated the course as very helpful or helpful. The number of parents who have undertaken a course as part of the PEIP programme classified their children as having significant behavioural was halved.

## **Implementation of targeted youth support in local authorities**

Contributes to Home Office PSA 23: Make communities safer

**Latest assessment:** Progress data indicates that increasing numbers of local authorities are close to achieving the December 2008 target of full implementation. Over a quarter of areas are reporting that they now have targeted support arrangements fully in place.

## **Rate of re-offending by young offenders**

Contributes to Home Office PSA 23: Make communities safer

*Local government national indicator set: 19*

**Latest assessment:** The 2006 Juvenile Re-offending results were published in September 2008. These showed that the rate of re-offences committed fell by 1.5% from 125.0 offences per 100 offenders in 2005 to 123.1 in 2006 – working towards the 2011 target of a 10% reduction. 2006 was also the outturn year for the CSR 2002 target of a 5% reduction in the proportion of re-offenders between 2000 and 2006. There was a 0.2% reduction over the period under this measure.

### **Young people within the Youth Justice system receiving a conviction in court who are sentenced to custody**

Contributes to Home Office PSA 23: Make communities safer

*Local government national indicator set: 43*

**Latest assessment:** Not yet assessed

### **Ethnic composition of offenders on Youth Justice disposals**

Contributes to Home Office PSA 23: Make communities safer

*Local government national indicator set: 44*

**Latest assessment:** Not yet assessed

### **Young offenders engagement in suitable education, employment or training**

Contributes to Home Office PSA 23: Make communities safer

*Local government national indicator set: 45*

**Latest assessment:** The 2007/08 figures showed that 71% of young offenders were engaged in suitable education, employment or training by the end of their order, against a National target of 90%. Performance in Quarter 1 of 2008/09 has improved to 72.4%.

### **Young offenders access to suitable accommodation**

Contributes to Home Office PSA 23: Make communities safer

*Local government national indicator set: 46*

**Latest assessment:** Not yet assessed

### **Sex and relationships education in schools**

**Latest assessment:** Latest Ofsted report on PSHE says that while overall the quality of PSHE is improving, some sensitive issues within PSHE (including sex and relationships education (SRE) are still not taught well. A recent report by the UK Youth Parliament (based on over 20,000 questionnaires responses) said that 40% of young people rated the SRE they had received as either 'poor' or 'very poor'. A further 33% described it as 'average'. The Government response to the review of SRE was published in October 2008. It set out a range of measures designed to improve the quality and consistency of SRE in schools. In its response, the Government has accepted the SRE review steering group's recommendations to make PSHE statutory and agreed to undertake a review, led by Sir Alasdair MacDonald, to consider how to turn that decision into a practical way forward. In addition, the Government has accepted or agreed to consider further, all of the steering group's other recommendations, designed to improve the delivery of SRE.

## **Prevalence of chlamydia in under 25-year-olds**

*Local government national indicator set: 113*

NHS Vital Signs indicator: VSB13

**Latest assessment:** In 2007/08, for England as a whole, 4.9% of 15-24 year olds were screened. This represents a total of around 319,000 screens. In 2007/08, 4 primary care trusts met or bettered the 15% target. For the first quarter of 2008/09, there were 121,278 screens completed i.e. 1.8% of 15-24 year olds. This represents a 108% increase compared to the same quarter in 2007/08.

# Progress towards the achievement of Spending Review 2004 Public Service Agreement targets

# 2

This Chapter reports progress on the 2004 Spending Review Public Service Agreement targets, including targets shared with the Department for Work and Pensions; the Department for Culture, Media and Sport; Department of Health; and the Home Office.

Prior to the Machinery of Government changes in June 2007, the former Department for Education and Skills was responsible for 14 PSA targets. Following these changes, the Department for Children Schools and Families took responsibility for twelve of these targets (1 to 12) which encompass 20 elements, all of which are reported on in detail throughout this chapter. Targets 13 and 14 were transferred to the Department for Innovation, Universities and Skills (DIUS) as a result of these changes.

In order to address concerns raised by the National Audit Office (NAO) and the former Education and Skills Select Committee, a standard format was adopted for reporting against 2004 Spending Review Public Service Agreement targets in the *2006 Autumn Performance Report*. This format, which included baseline, latest assessment, data systems, and data collection information, has been used for all subsequent reporting on targets.

The objectives shown in this chapter are those agreed at the 2004 Spending Review (2005-06 to 2007-08) and differ from those in Chapter 1 which reflect the Public Service Agreements and Departmental Strategic Objectives agreed in the 2007 Comprehensive Spending Review (2008-09 to 2010-11).

In order that judgements on outturn against all targets are made on a consistent and comparable basis, the following standard terminology has been used.

For interim assessments of those targets yet to reach their completion date, the terms used are:

Term	Definition
Met early	Only to be used in circumstances where there is no possibility of subsequent slippage during the lifetime of the target.
Ahead	If progress is exceeding plans and expectations.
On course	Progress in line with plans and expectations.
Slippage	Where progress is slower than expected, for example, by reference to criteria set out in a target's technical note.
Not yet assessed	For example, a new target for which data is not yet available.

For final assessments, the terms used are:

Term	Definition
Met	Target achieved by the target date – must not be used before the target end-date unless there is no possibility at all of subsequent slippage.
Met-ongoing	For older open-ended targets where the target level has been met and little would be achieved by continuing to report the same information indefinitely.
Partly met	Where a target has two or more distinct elements, and some – but not all – have been achieved by the target date.
Not met	Where a target was not met or met late.
Not known	This should only be used where it was not possible to assess progress against the target during its lifetime or subsequently.

## 2004 Spending Review (SR04) PSA targets

### Objective I: Safeguard children and young people, improve their life outcomes and general wellbeing, and break cycles of deprivation

#### LATEST ASSESSMENT

##### Element 1:

Not met (final assessment)

##### Element 2:

Not met (final assessment)

##### Whole target:

Not met (final assessment)

**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)**

*(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:** Good level of development

Baseline: 48.3% in 2005.

Target: 53% by 2008.

Latest outturn against trend: 49% in 2008.

#### **Element 2:** Inequality gap

Baseline: 16% in 2005.

Target: 12% by 2008.

Latest outturn against trend: 16% in 2008.

## **Performance:**

### **Elements 1 and 2:**

This target refers to two areas of development – Personal, social and emotional development (PSED) and Communication, language and literacy (CLL).

In order to gain an accurate picture of children's attainment in PSED and CLL, it is necessary to use child level data. A 10% sample was used for data collection up until 2006. From 2007, 100% child level data has been used to provide maximum accuracy in reporting.

The 2008 Foundation Stage Profile (FSP) results, published in September 2008, showed a four percentage point increase over 2007 from 45% to 49% in the percentage of children achieving a good level of development at the end of the Foundation Stage (element 1 of this target). This means that around 21,000 extra children achieved a good level of development during the year.

The gap between children in areas of disadvantage (30% most disadvantaged Super Output areas) and the rest narrowed to 16 percentage points in 2008 compared to 17 percentage points in 2007 (element 2 of this target).

The greatest progress has been made in communication, language and literacy, and particularly in linking sounds and letters. These gains, and the progress of children from disadvantaged communities, suggest the Department's focus on communication skills and investment in Sure Start Children's Centres is paying off.

Both elements of this target have, however, not been met. They were set based on 2005 assessments that did not prove robust. The Foundation Stage Profile began in 2003 with results fluctuating in the first few years. Better moderation and improved data systems means that the 2008 assessments are reliable, which has been confirmed by the National Assessment Agency.

This target ends in 2008, and new indicators on Early Years Foundation Stage Attainment' and the 'Achievement Gap at Early Years Foundation Stage' underpin 2007 Comprehensive Spending Review PSA 10 'Raise the educational achievement of all children and young people' and PSA 11 'Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers respectively'. 2008 FSP results of 49% for overall achievement, and 36% for an achievement gap (the gap between the 20% lowest achieving children and the rest which narrowed by one percentage point from 37% in 2007 to 36% in 2008) will be used as baselines for these PSAs.

## **Target measurement**

### **Data System:**

Elements 1 & 2: The PSA target is measured by data from the Foundation Stage Profile (FSP). There is a statutory requirement on local authorities to collate FSP data and send it to DCSF. The data period is the school year and data refers to all children completing the Foundation Stage in that particular year.

### **Method of data collection:**

Elements 1 & 2: FSP data are collected annually.

### **Issues with data systems:**

Elements 1 & 2: The 2008 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.

### **Related Links:**

*Statistical First Release 25/2008: [www.dcsf.gov.uk/rsgateway/DB/SFR/s000812/sfr\\_25\\_2008.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000812/sfr_25_2008.pdf)*

*Sure Start: [www.surestart.gov.uk](http://www.surestart.gov.uk)*

*Department for Work and Pensions: [www.dwp.gov.uk](http://www.dwp.gov.uk)*

*Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)*

*National Assessment Agency: [www.naa.org.uk](http://www.naa.org.uk)*

## LATEST ASSESSMENT

### Element 1:

Met (final assessment)

### Element 2:

Slippage

### Element 3:

Met early (final assessment)

## 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)

*(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 Ofsted-registered childcare places at 31 March 2004.

Target: 1,213,000 Ofsted-registered childcare places by 2008.

Latest outturn against trend: Over 1,296,000 places at 30 June 2008<sup>1</sup>.

### Performance:

#### Element 1:

The target of increasing the stock of Ofsted-registered childcare by 10% was exceeded in September 2005 when there were 1,221,000 Ofsted-registered childcare places. This has since risen further to over 1,296,000 places at 30 June 2008.

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: 615,000 children in lower-income working families using formal childcare in 2004-05.

Target: 735,000 children in lower-income working families using formal childcare by 2008.

Latest outturn against trend: A 5.2% increase in the numbers of children from lower income families assessing formal childcare in 2007.

**Performance:****Element 2:**

The 2008 target of 120,000 more children in lower income working families using formal childcare (i.e. a total of 735,000 is reached) is unlikely to be met. The 2007 DCSF *Parents Childcare Survey*, published in May 2008, showed that there were 71,000 fewer children from lower income working families accessing formal childcare. This is primarily due to the total number of children in families in the bottom two quintiles reducing by approximately 380,000. The reduction is disproportionately concentrated amongst working families (a 16% decline).

In percentage terms, however, there was a 5.2% increase in the numbers of children from lower income families accessing formal childcare. The Department for Children, Schools and Families and the Department for Work and Pensions are continuing to work closely with a range of partner organisations to engage hard to reach families further and encourage the take-up of formal childcare. This target ends in 2008 and a final assessment of performance against this target will be made when the data for that year is published, which is expected to be in early 2009. A new indicator on 'Take-up of formal childcare by low income families' underpins the 2007 Comprehensive Spending Review PSA 11: 'Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers.'

**Element 3:**

Baseline: No childcare approval scheme was in place in 2004.

Target: The introduction of a light touch childcare approval scheme by April 2005.

Latest outturn against trend: Over 6,120 new carers had been approved at 31 March 2008.

**Performance:****Element 3:**

This target was met early with the introduction of a light touch childcare approval scheme. This scheme was phased out and replaced by the voluntary Ofsted Childcare Register from April 2007.

## **Target measurement**

### **Data System:**

Element 1: The PSA target is measured by reference to data provided by Ofsted about registered childcare places in England. Performance is assessed annually at 31 March.

Element 2: The original target was to be measured by the Department for Work and Pension's *Family Resources Survey*. However, agreement was reached to use child level data from the Department for Children, Schools and Families' *Parents Childcare Survey: Childcare and Early Years Provision: A Study of Parents' Use, Views and Experiences* to give a much fuller picture of take-up by age of child, type of childcare and family income.

Element 3: Measured by reference to data provided through the management information system of the contractor (Nestor Primecare Services Limited) delivering the scheme, and on the numbers of approvals achieved by the end of the year.

### **Method of data collection:**

Element 1: Data is provided by Ofsted.

Element 2: Data comes from the DCSF *Parents Childcare 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 supplied by the scheme operator.

### **Issues with data systems:**

Element 1: The data system for the stock of Ofsted-registered childcare is fit for the purpose of measuring and reporting performance. The data refers to the level of childcare available, not the number of places used.

Element 2: DCSF *Parents Childcare Survey* will be used to monitor performance against the target. The first set of data was published in May 2008. The data system is judged as fit for purpose.

Element 3: The data system is judged as fit for purpose.

### **Related links:**

*Ofsted:* [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

*Sure Start:* [www.surestart.gov.uk](http://www.surestart.gov.uk)

**LATEST ASSESSMENT**

See 2007 Comprehensive Spending Review PSA 14 for latest assessment and performance

**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)*

**Performance:**

This target has been rolled forward as a 2007 Comprehensive Spending Review national target 'Reduce the under-18 conception rate by 50% by 2010 as part of a broader strategy to improve sexual health.' It is an indicator underpinning 2007 Comprehensive Spending Review PSA 14 'Increase the number of children and young people on the path to success.'

**LATEST ASSESSMENT**

See 2007 Comprehensive Spending Review PSA 12 for latest assessment and performance

**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)*

**Performance:**

This 2004 Spending Review PSA target has been rolled forward as a 2007 Comprehensive Spending Review national target 'Reduce the proportion of overweight and obese children to 2000 levels by 2020 in the context of tackling obesity across the population.' It is an indicator underpinning 2007 Comprehensive Spending Review PSA 12 'Improve the health and wellbeing of children and young people.'

**LATEST ASSESSMENT**

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

**Element 2:** Not met (final assessment)

**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 continuously 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 continuously for at least 12 months did not sit a GCSE equivalent exam in 2004; and  
9.4% of children looked after continuously 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**

57% of children aged 11, looked after continuously for at least 12 months obtained Level 4 in Key Stage 2 English and mathematics as a proportion of their peers in 2007;  
32% of children looked after continuously for at least 12 months did not sit a GCSE equivalent exam in 2007; and  
13% of children looked after continuously for at least 12 months and in Year 11, achieved 5 or more A\*-C GCSEs or equivalent in 2007.

## Performance:

### Element 1:

The educational achievement of looked after children continue to improve but not as fast as the Department would like.

**Figure 5.1 Progress on educational achievement indicators, 2003/04 to 2006/07**

Indicator	2003/04 baseline	2004/05	2005/06	2006/07
Percentage of children aged 11, looked after continuously for at least 12 months obtained Level 4 in Key Stage 2 English and mathematics as a proportion of their peers	51	52	54	57
Percentage point change since 2003/04 baseline		+1	+3	+6
Percentage of children looked after continuously for at least 12 months who sat a GCSE equivalent exam in Year 11	59.1	64	65.6	67.7
Percentage point change since 2003/04 baseline		+4.9	+6.5	+8.6
Percentage of children looked after continuously for at least 12 months and in Year 11, achieving 5 or more A*-C GCSEs or equivalent	9.4	10.8	11.8	12.6
Percentage point change since 2003/04 baseline		+1.4	+2.4	+3.2

This target on stability (and underpinning indicator on achievement) ends in 2008. New indicators on 'Proportion of children in care at Key Stage 2 achieving Level 4 in English and Level 4 in mathematics at Key Stage 2' and 'Proportion of children in care achieving five A\*-C GCSEs (or equivalent) at Key Stage 4' underpin 2007 Comprehensive Spending Review PSA 11 'Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers.'

### Element 2:

Baseline: 65% at 31 March 2004.

Target: 80% by 2008.

Latest outturn against trend: 67% at 31 March 2008.

## **Performance:**

### **Element 2:**

This target relates to the stability of children's lives, although it is underpinned by three education performance indicators (Element 1). The stability of children's lives has improved by two percentage points since March 2004, with 67% living in the same placement for at least two years or placed for adoption in March 2008. This represents a two percentage point increase from the target's 2004 baseline, however the 2008 target has not been met.

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 and set out the Government's ambitious and wide ranging reform programme to tackle stability and improve outcomes for children in care.

This target on stability (and underpinning indicator on achievement) ends in 2008. There are two indicators on stability of looked after children underpinning the 2007 Comprehensive Spending Review PSA 13 'Improve children and young people's safety.'

## **Target measurement**

### **Data System:**

Element 1: Measured with reference to the OC2 data collection.

Element 2: Measured with reference to the SSDA903 data collection.

### **Method of data collection:**

Element 1: The OC2 data collection collects aggregate information on looked after children who have been in care for at least 12 months on 30 September.

Element 2: The SSDA903 data collection collects individual child level information on children in care for the year ending 31 March.

### **Issues with data systems:**

Element 1: The issues referred to in PSA target 6 affect the estimates for both looked after children and their peers and hence are unlikely to affect the comparisons between these two groups.

Element 2: As set out in the *Technical Note*, this target covers all children aged under 16 in England who had been looked after (as defined by the *Children Act 1989*) for 2.5 years or more (i.e. for more than 911 days inclusive of 31 March) on 31 March of the year of measurement. Further detail is available in the *Technical Note*.

### **Related links:**

Statistical First Release 08/2008: [www.dcsf.gov.uk/rsgateway/DB/SFR/s000785/SFR08\\_2008v2.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000785/SFR08_2008v2.pdf)

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

### LATEST ASSESSMENT

#### Element 1:

Not met (final assessment)

#### 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: 78% of 11-year-olds achieved Level 4 or above in English, and 74% of 11-year-olds achieved Level 4 or above in mathematics in 2003/04.

Target: 85% of 11-year-olds achieve Level 4 or above in 2006 with this level of performance sustained to 2008.

Latest outturn against trend: 81% of 11-year-olds achieved Level 4 or above in English, and 78% of 11-year-olds achieved Level 4 or above in mathematics in 2007/08 (provisional).

## Performance:

### Element 1:

Based on final 2005/06 results of the percentage of pupils achieving Level 4 or above of 79% in English and 76% in mathematics, the 2006 target was not met and was reported as such in the *2006 Autumn Performance Report*.

Provisional 2007/08 results of the percentage of pupils achieving Level 4 or above showed 81% in English and 78% in mathematics, representing increases of three and four percentage points respectively from the target's 2003/04 baseline and increases of eighteen and sixteen percentage points respectively since 1996/97.

**Table 6.1: Attainment of 11-year-olds: Percentage of pupils achieving Level 4 or above, 2003/04 to 2007/08**

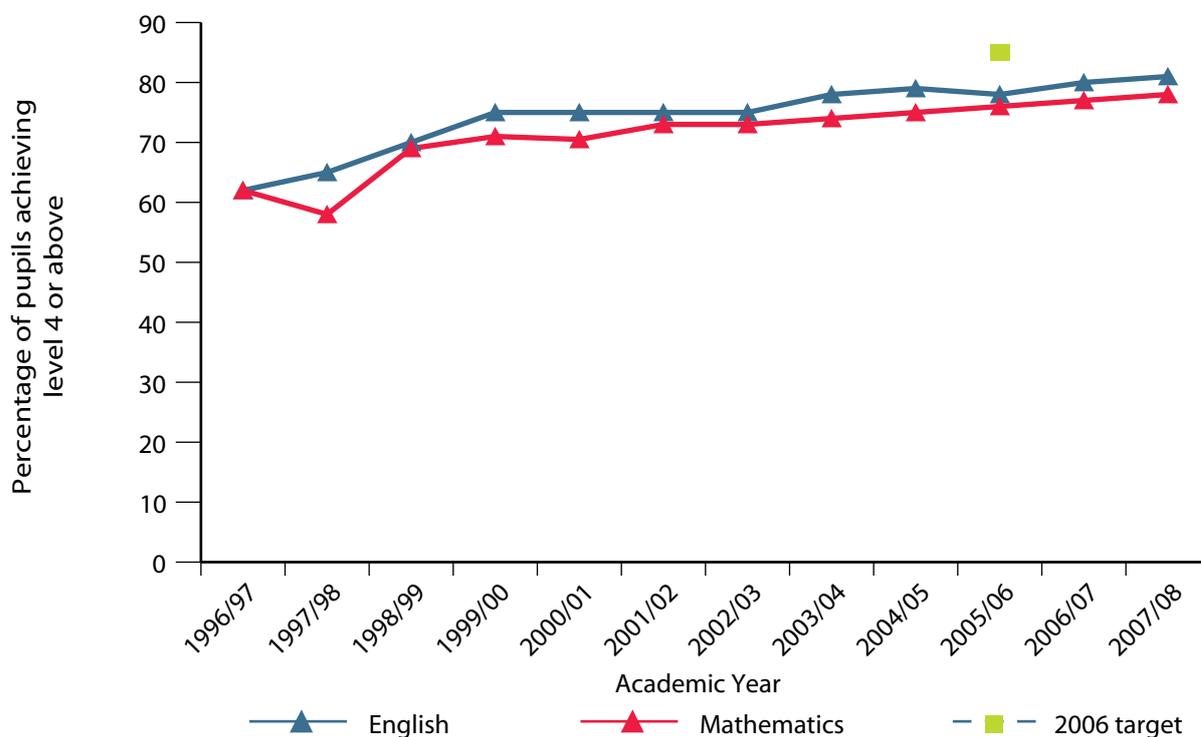
Year	Key Stage 2 test English (%)	Percentage point change since 2003/04 baseline	Key Stage 2 test mathematics (%)	Percentage point change since 2003/04 baseline
2003/04	78		74	
2004/05	79	+1	75	+1
<b>2005/06 target</b>	<b>85</b>		<b>85</b>	
2005/06	79	+1	76	+2
2006/07	80	+2	77	+3
2007/08 <sup>1</sup>	81	+3	78	+4

Source: *School Achievement and Attainment Tables*.

1. Provisional results.

Over the last decade, there has been a sustained improvement at Key Stage 2 and 101,000 more 11-year-olds are now achieving the target level for their age in English and 93,000 more in mathematics than did so in 1996/97.

**Figure 6.1: Attainment of 11-year-olds: Percentage of pupils achieving Level 4 or above, 1996/97 to 2007/08<sup>1</sup>**



<sup>1</sup> 2007/08 figures are provisional

This 2004 Spending Review target ends in 2008. A new indicator on the ‘Proportion achieving Level 4 in both English and mathematics at Key Stage 2 underpins 2007 Comprehensive Spending Review PSA 10 ‘Raise the educational achievement of all children and young people.’ Two further indicators on the ‘Proportion progressing by 2 National Curriculum levels in English and mathematics’ underpins 2007 Comprehensive Spending Review PSA 11 ‘Narrow the gap in educational achievement between children from lower income and disadvantaged background and their peers.’

### Element 2:

Baseline: In 2002/03, there were 2,849 schools below target in English and 3,570 schools below target in mathematics.

Target: 1,709 schools in English, and 2,142 schools in mathematics in 2007/08, which represents a 40% reduction from the 2002/03 baseline.

Latest outturn against trend: In 2006/07 there was 1,484 schools below target in English and 2,026 schools below target in mathematics.

## Performance:

In 2006/07, the number of primary schools where fewer than 65% of 11-year-olds achieved the level expected for their age in English and mathematics has fallen to its lowest level with 1,484 below target in English and 2,026 below target in mathematics. This represents a fall in the number of such schools of 48% in English and 43% in mathematics from the target's 2002/03 baseline.

**Table 6.2: Attainment of 11-year-olds: Progress towards 40% reduction from 2002/03 baseline, 2002/03 to 2006/07**

Year	Number of schools below target in English	Change since 2002/03 baseline (%)	Number of schools below target in mathematics	Change since 2002/03 baseline (%)
2002/03 (baseline)	2,849		3,570	
2003/04	2,232	-22%	3,108	-13%
2004/05	1,870	-34%	2,797	-22%
2005/06	1,784	-37%	2,555	-28%
2006/07	1,484	-48%	2,026	-43%
<b>2007/08 target</b>	<b>1,709</b>	<b>-40%</b>	<b>2,142</b>	<b>-40%</b>

Source: Achievement and Attainment Tables.

As a result of the delays in delivering this year's national curriculum test results and the subsequent extension to the deadline for schools to submit review applications, the Department has decided to defer asking schools to participate in the Achievement and Attainment Tables exercises until review outcomes are returned to schools and the Department has the data. At that stage schools and local authorities will be written to with details of the Department's arrangements for data checking and publication.

## **Target measurement**

### **Data System:**

Elements 1 and 2: Results of the National Curriculum Assessments at Key Stage 2 in England.

### **Method of data collection:**

Elements 1 and 2: Annual National Curriculum Assessments at Key Stage 2 in England. Pupils sit the assessment tests in May each year and provisional results are reported in August.

### **Issues with data systems:**

Elements 1 and 2: The data may be affected by changes to the assessment system, although the Qualifications and Curriculum Authority (QCA) have responsibility for ensuring that standards in the tests remain consistent from year to year. A particular issue, following the recommendation of the QCA (as regulator), is the ending of borderlining – the process where test papers which are 1, 2 or 3 marks below a threshold are re-checked to ensure that pupils are not (unfairly) given a lower mark than should have been the case. Taking account of the removal of borderlining, the percentage achieving Level 4 or above in 2007/08 represents an increase of at least one percentage point in English and mathematics, and possibly a small increase in science, compared with 2007.

### **Related links:**

*Statistical First Release 19/2008:* [www.dcsf.gov.uk/rsgateway/DB/SFR/s000804/DCSFSFR192008\\_PDF.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000804/DCSFSFR192008_PDF.pdf)

*Qualifications and Curriculum Authority:* [www.qca.org.uk](http://www.qca.org.uk)

*Achievement and Attainment Tables:* [www.dcsf.gov.uk/performance/tables/](http://www.dcsf.gov.uk/performance/tables/)

**LATEST ASSESSMENT**

**Element 1:**

Not met (final assessment)

**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% of 14-year-olds achieved Level 5 or above in English, 73% of 14-year-olds achieved Level 5 or above in mathematics, 67% of 14-year-olds achieved Level 5 in ICT and 66% of 14-year-olds achieved Level 5 or above in science in 2003/04.

Target: 85% of 14-year-olds achieving Level 5 or above in English, mathematics and ICT and 80% of 14-year-olds achieving Level 5 or above in science by 2007 sustained to 2008.

Latest outturn against trend: 73% of 14-year-olds achieved Level 5 or above in English, 77% of 14-year-olds achieved Level 5 or above in mathematics and 71% of 14-year-olds achieved Level 5 or above in science in 2007/08 (provisional). The figure for ICT is not yet available.

## Performance:

**Element 1:** Based on final 2006/07 results of the percentage of pupils achieving Level 5 or above of 74% in English, 76% in mathematics, 74% in ICT and 73% in science, the 2007 target was not met and was reported as such in the *2007 Autumn Performance Report*.

Provisional 2007/08 results of the percentage of pupils achieving Level 5 or above showed 73% in English, 77% in mathematics and 71% in science representing increases of two, four and five percentage points respectively from the target's 2003/04 baseline.

**Table 7.1: Attainment of 14-year-olds: Percentage of pupils achieving Level 5 or above, 2003/04 to 2007/08**

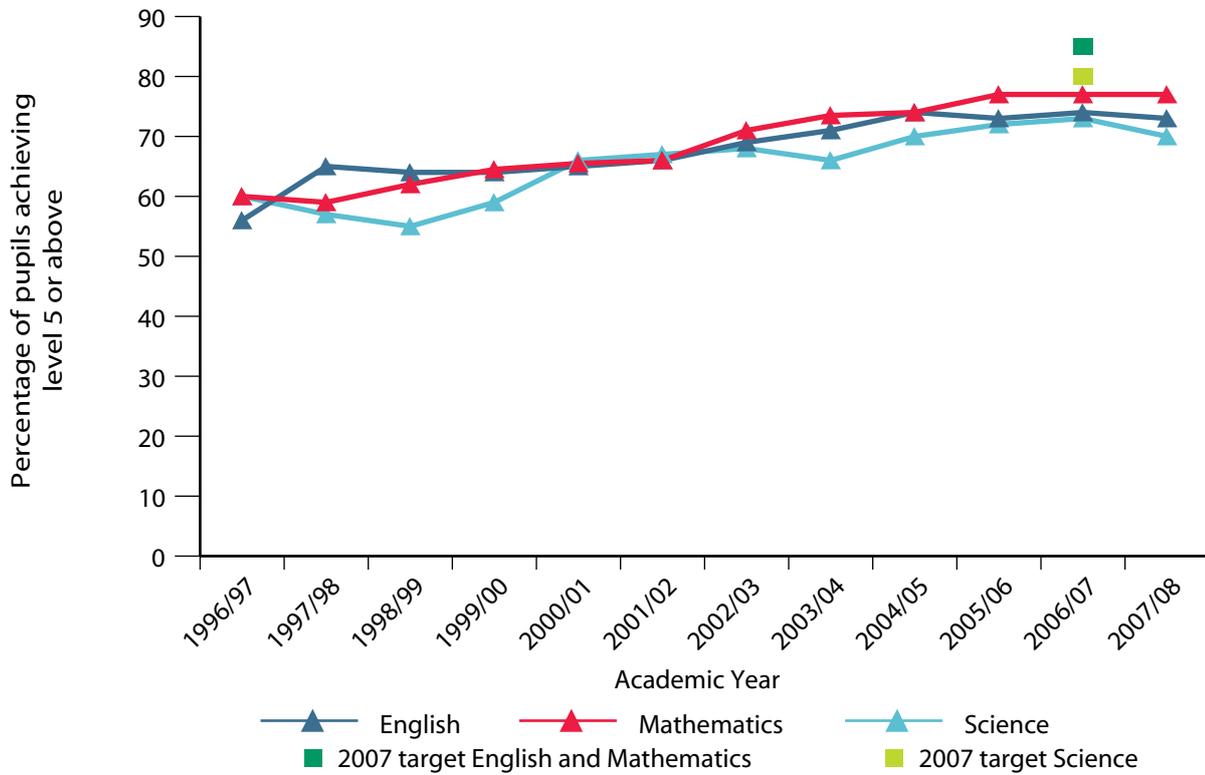
Year	Key Stage 3 test English (%)	Percentage point change since 2003/04 baseline	Key Stage 3 test mathematics (%)	Percentage point change since 2003/04 baseline	Key Stage 3 test science (%)	Percentage point change since 2003/04 baseline
2003/04 baseline	71		73		66	
2004/05	74	+3	74	+1	70	+4
2005/06	73	+2	77	+4	72	+6
2006/07	74	+3	76	+3	73	+7
2007/08 <sup>1</sup>	73	+2	77	+4	71	+5
<b>2007/08 target</b>	<b>85</b>		<b>85</b>		<b>80</b>	

Source: *School Achievement and Attainment Tables*.

1. Provisional results

In English the percentage of pupils achieving Level 5 or above has increased by 16 percentage points since 1996/97, meaning 95,000 more pupils are achieving the expected level. In mathematics the percentage of pupils achieving Level 5 or above has increased by 17 percentage points since 1996/97 meaning 100,000 more pupils are achieving the expected level and in science the percentage of pupils achieving Level 5 or above has increased by 11 percentage points since 1996/97, meaning 68,000 more pupils are achieving the expected level.

**Figure 7.1: Attainment of 14-year-olds: Percentage of pupils achieving Level 5 or above, 1996/7 to 2007/08<sup>1</sup>**



<sup>1</sup> 2007/08 figures are provisional

This 2004 Spending Review target ends in 2008. A new indicator on the 'Proportion achieving Level 5 in both English and mathematics at Key Stage 3' underpins 2007 Comprehensive Spending Review PSA 10 'Raise the educational achievement of all children and young people.' Two further indicators on the 'Proportion progressing by 2 National Curriculum levels in English and mathematics' underpins 2007 Comprehensive Spending Review PSA 11 'Narrow the gap in educational achievement between children from lower income and disadvantaged background and their peers.'

**Element 2:**

Baseline: 589 schools below target in 2002/03.

Target: No schools below target by 2008.

Latest outturn against trend: 279 schools below target in 2006/07.

**Performance:**

**Element 2:** In 2006/07, 279 (9%) of schools failed to reach the floor target in English, mathematics and science, a reduction of 310 schools from the target's 2002/03 baseline.

The number of schools where less than 50% of pupils achieved Level 5 or above in each subject for each year from 2002/03 is shown in the table below.

**Table 7.2: Attainment of 14-year-olds : Progress towards 50% floor target, 2002/03 to 2007/08**

Year	Number of schools below 50% floor target in English, mathematics and science	Change since 2002/03 baseline (%)
2002/03	589	
2003/04	598	+2
2004/05	410	-30
2005/06	320	-46
2006/07 <sup>1</sup>	279	-53
<b>2007/08 target</b>	<b>Nil</b>	<b>-100</b>

Source: *Achievement and Attainment Tables*.

## **Target measurement**

### **Data System:**

Elements 1 and 2: Results of the National Curriculum Assessments at Key Stage 3 in England.

### **Method of data collection:**

Elements 1 and 2: Annual National Curriculum Assessments at Key Stage 3 in England. Pupils sit the assessment tests in May each year and provisional results are reported in September.

### **Issues with data systems:**

Elements 1 and 2: The data may be affected by changes to the assessment system, but the Qualifications and Curriculum Authority (QCA) have responsibility for ensuring that standards in the tests remain consistent from year to year. A particular issue, following the recommendation of the QCA (as regulator), is the ending of borderlining – the process where test papers which are 1, 2 or 3 marks below a threshold are re-checked to ensure that pupils are not (unfairly) given a lower mark than should have been the case. Taking account of the removal of borderlining, the percentage achieving Level 4 or above in 2007/08 represents an increase of at least one percentage point in English and mathematics, and possibly a small increase in science, compared with 2007. 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:**

*Statistical First Release 20/2008:* [http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000805/DCSFSFR202008\\_PDF.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000805/DCSFSFR202008_PDF.pdf)

*Qualifications and Curriculum Authority:* [www.qca.org.uk](http://www.qca.org.uk)

*Achievement and Attainment Tables:* [www.dcsf.gov.uk/performance/tables/](http://www.dcsf.gov.uk/performance/tables/)

**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% absence in 2002/03.

Target: 6.42% absence by 2008 representing an 8% reduction from 2003.

Latest outturn against trend: 6.49% absence in 2006/07.

**Performance:**

Overall absence in autumn term 2007 and spring term 2008 combined was 6.26% (6.44% in autumn 2006 and spring 2007 combined) for Maintained Primary and Secondary Schools, City Technology Colleges and Academies. The most commonly reported reason for pupil absence was illness, which accounted for 59% of absent half days (where reason was provided). The second most commonly reported reason for absence was family holiday. Absence for family holidays accounted for 11% of absent half days. Around 86% of these half days were authorised by the school.

During 2007/08, the Department targeted 452 schools through National Strategies regional advisers, who provide intensive support and challenge to local authorities and schools on managing and minimising absence – particularly the 54 authorities each with five or more ‘target schools’. Collectively, these 452 schools reduced their levels of persistent absentee pupils by 17% in 2006/07, from 53,418 such pupils at the end of spring term 2006, to 44,430 at the end of spring term 2007.

This Public Service Agreement (PSA) target is to improve levels of school attendance so that by 2008, school absence is reduced by 8% compared to 2003. This means reducing the level of absences from school from 6.98% to 6.42%, as measured by data from the School Census which will be published early in 2009.

This 2004 Spending Review target ends in 2008. A new indicator on ‘Secondary school persistent absence rate’ underpins 2007 Comprehensive Spending Review PSA 10 ‘Raise the educational achievement of all children and young people.’

## Target measurement

### Data System:

Absence data from the School Census.

### Method of data collection:

Absence data from the School Census covering the preceding school year are published as a National Statistics product in a Statistical First Release each February.

### Issues with data systems:

The data system addresses the majority of risks to data quality. As set out in the *Technical Note*, the rate is for maintained primary schools, maintained secondary schools, Academies, City Technology Centres and special schools. It does not include independent, independent special schools or pupil referral units. The data system does not and was not intended to pick up internal truancy (i.e. unauthorised absence by pupils between the school's twice-daily registrations, meaning that a pupil is effectively recorded as attending either, or both, morning and afternoon sessions but physically not present at either, or both, during part of the session) or missing children (i.e. those unregistered at school – the Government's safeguarding policies aim to combat this. Specific guidance on the categorisation of attendance and absence has been published, revised when the 2006 Pupil Registration regulations came into force on 1 September 2006 (and published alongside *Keeping Pupil Registers* which is guidance on applying the regulations).

### Related links:

*Statistical First Release 05/2008*

[www.dcsf.gov.uk/rsgateway/DB/SFR/s000775/index.shtml](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000775/index.shtml)

*Categorisation of attendance and absence:*

[www.dcsf.gov.uk/schoolattendance/legislation/index.cfm](http://www.dcsf.gov.uk/schoolattendance/legislation/index.cfm)

*Children missing education:* [www.everychildmatters.gov.uk/ete/childrenmissingeducation](http://www.everychildmatters.gov.uk/ete/childrenmissingeducation)

**LATEST  
ASSESSMENT**

Met (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 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.

Target: 85% of pupils taking part in at least two hours high quality PE and school sport each week and 75% in every school sport partnership (2008).

Latest outturn against trend: 90% of pupils now take part in at least two hours high quality PE and school sport each week and every School Sport Partnership has achieved a participation rate of at least 75%.

**Performance:**

The 2006 target to increase 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 to 75% by 2006 was exceeded.

The 2008 target to increase 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 to 85% by 2008 was also exceeded in 2007 and the target was reported as met early.

The 2008 figures show that 90% of school children in England spend a minimum of two hours each week on high quality PE and sport within and beyond the curriculum and every School Sport Partnership has achieved a participation rate of at least 75%.

This target ends in 2008. A new indicator on 'Children and young people's participation in sport' underpins 2007 Comprehensive Spending Review PSA 22 'Deliver a successful Olympic Games and Paralympic Games with a sustainable legacy and get more children and young people taking part in high quality PE and sport.'

## **Target 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 Sport Partnerships decide for themselves what constitutes high quality PE and school sport, using a range of publications and guidance developed on behalf of the DCSF by Ofsted, the Qualifications and Curriculum Authority, the Association for Physical Education; and the Youth Sport Trust. When making these judgements, School Sport Partnerships apply the ten outcomes of high quality PE and school sport, alongside the Ofsted inspection criteria and the five outcomes of Every Child Matters.

### **Related links:**

*Department for Culture, Media and Sport: [www.dcms.gov.uk](http://www.dcms.gov.uk)*

*Ofsted: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)*

*Association for Physical Education: [www.afpe.org.uk/](http://www.afpe.org.uk/)*

*Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)*

*Youth Sport Trust: [www.youthsporttrust.org/](http://www.youthsporttrust.org/)*

## Objective III: All young people to reach 19 ready for skilled employment or higher education

### LATEST ASSESSMENT

#### Element 1:

Met (final assessment)

#### 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% of those aged 16 achieved the equivalent of 5 GCSEs at grades A\*-C in 2003/04.

Target: 60% of those aged 16 to achieve the equivalent of 5 GCSEs at grades A\*-C in 2007/08.

Latest outturn against trend: Provisional results, 64.2% of those aged 16 achieved the equivalent of 5 GCSEs at grades A\*-C in 2007/08.

#### Performance:

**Element 1:** Provisional 2007/08 results show that 64.2% of those aged 16 achieved the equivalent of 5 GCSEs at grades A\*-C and the 2008 target has been met.

**Table 10.1 GCSE Examinations: Percentage of 15-year-olds achieving 5 or more A\*-C grade GCSEs or equivalent, 2003/04 to 2007/08**

Year	5 or more A*-C GCSEs	Change since 2003/04 baseline (percentage points)
2003/04 baseline	53.7	
2004/05	56.3	+2.6
2005/06	58.5	+4.8
2006/07	60.9	+7.2
2007/08 <sup>1</sup>	64.2	+10.5
<b>2007/08 target</b>	<b>60.0</b>	

Source: School Achievement and Attainment Tables.

1. Provisional results

This target ended in 2008. A new indicator on the 'Proportion achieving five A\*-C GCSEs (or equivalent) at Key Stage 4 including English and mathematics' underpins 2007 Comprehensive Spending Review PSA 10 'Raise the educational achievement of all children and young people'. Two further indicators on the 'Proportion progressing by 2 National Curriculum levels in English and mathematics' underpin CSR07 PSA 11 'Narrow the gap in educational achievement between children from lower income and disadvantaged background and their peers.'

### Element 2:

Baselines: 186 schools below the target of 25% of pupils achieving the equivalent of 5 GCSEs at grades A\*-C in 2003/04, 343 schools below the target of 30% of pupils achieving the equivalent of 5 GCSEs at grades A\*-C in 2003/04.

Target: In all schools at least 20% of pupils to achieve 5 GCSEs at grades A\*-C by 2004, rising to 25% by 2006 and 30% by 2008.

Latest outturn against trend: 17 schools below the target of 25% of pupils achieving the equivalent of 5 GCSEs at grades A\*-C in 2007/08, 64 schools below the target of 30% of pupils achieving the equivalent of 5 GCSEs at grades A\*-C in 2007/08.

### Performance:

**Element 2:** In 2006/07, the number of schools where less than 25% of pupils achieved 5 or more A\*-C GCSEs or equivalent was 17 and the number of schools where less than 30% of pupils achieved 5 or more A\*-C GCSEs or equivalent was 64.

**Table 10.2 GCSE Examinations: Progress towards floor targets, 2003/04 to 2007/08**

Year	Number of schools below 25% floor target	Number of schools below 30% floor target
2003/04 baseline	186	343
2004/05	110	230
2005/06	47	134
<b>2005/06 target</b>	<b>Nil</b>	
2006/07	17	64
<b>2007/08 target</b>		<b>Nil</b>

Source: School Achievement and Attainment Tables.

Data for 2007/08 will not be available until January 2009 (provisional) when a final assessment will be made.

## Target measurement

### Data System:

Element 1: GCSE and Equivalent Results for Young People in England.

Element 2: Measured by adjusted data published in *School and College Achievement and Attainment Tables*.

### Method of data collection:

Elements 1 and 2: Examination results provided by the Awarding Bodies. Pupils sit examinations in June each year and provisional results are reported in October.

### Issues with data systems:

Element 2: Progress towards the school level target is based on the adjusted data published in the *Secondary School Performance Tables*. As set out in the *Technical Note*, the school level target covers all maintained mainstream schools, including Academies and City Technology Colleges published with GCSE and equivalent results in the *Secondary School Performance Tables*. It excludes all non-maintained schools, all special schools, all hospital schools, all pupil referral units, schools that closed ahead of publication of the tables, schools that opened after the *Annual School Census* (be that through mergers, amalgamations or new establishments).

### Related links:

*Statistical First Release 28/2008:*

[www.dcsf.gov.uk/rsgateway/DB/SFR/s000815/SFR282008\\_Final.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000815/SFR282008_Final.pdf)

*Qualifications and Curriculum Authority:* [www.qca.org.uk](http://www.qca.org.uk)

*School Achievement and Attainment Tables:* [www.dcsf.gov.uk/performance/tables/](http://www.dcsf.gov.uk/performance/tables/)

**LATEST ASSESSMENT**

**Element 1:**

Ahead

**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: 66.4% of 19-year-olds achieved at least Level 2 in 2004.

Target: 69.4% of 19-year-olds achieving at least Level 2 in 2006 and 73.4% of 19-year-olds achieving at least Level 2 in 2008.

Latest outturn against trend: 73.9% of 19-year-olds achieved at least Level 2 in 2007.

**Performance:**

**Element 1:**

The 2006 target to increase the proportion of 19-year-olds who achieve at least Level 2 by 3 percentage points between 2004 and 2006 was exceeded in 2006 with 71.4% of 19-year-olds achieving at least Level 2.

The 2008 target of a further 2 percentage point increase between 2006 and 2008 was met a cohort early in 2007 with 73.9% of 19-year-olds achieving at least Level 2. This means that 75,000 more 19-year-olds have Level 2 qualifications than did so in 2004.

**Table 11.1 Attainment of Level 2 at 19 in England , 2004 to 2007 (Percentage)**

Year	Level 2 at 19	Change since 2004 baseline
2004	66.4	
2005	69.3	+2.9
2006	71.4	+5.0
<b>2006 target</b>	<b>69.4</b>	
2007	73.9	+7.5
<b>2008 target</b>	<b>73.4</b>	

Source: Matched Administrative Dataset

Final data for 2008 will not be available until February 2009 when a final assessment will be made.

This target ends in 2008. A new indicator on the 'Proportion of young people achieving Level 2 at age 19' underpins 2007 Comprehensive Spending Review PSA 10 'Raise the educational achievement of all children and young people.'

## Element 2:

Baseline: 42% of young people achieved Level 3 in 2004.

Target: An increase from the 2004 baseline (42%) in the number of young people achieving Level 3.

Latest outturn against trend: 48% of young people achieved Level 3 in 2007.

## Performance:

### Element 2:

Level 3 attainment by young people has increased by six percentage points since 2004. This means that 55,000 more 19-year-olds have Level 3 qualifications than did so in 2004 and the 2008 target is on course to be met.

**Table 11.2 Attainment of Level 3 at 19 in England , 2004 to 2007 (Percentage)**

Year	Level 3 at 19	Change since 2004 baseline
2004	42.0	
2005	45.4	+3.4
2006	46.6	+4.6
2007	48.0	+6.0
<b>2008 target</b>	<b>An increase from 2004</b>	

Source: Matched Administrative Dataset

Final data for 2008 will not be available until February 2009 when a final assessment will be made.

This 2004 Spending Review target ends in 2008. A new indicator on the 'Proportion of young people achieving Level 3 at age 19' underpins 2007 Comprehensive Spending Review PSA 10 'Raise the educational achievement of all children and young people.'

## Target measurement

### Data System:

Element 1: Administrative measure.

Element 2: Administrative measure for 19-year-olds and successive ages to 22 as matched data becomes available.

### Method of data collection:

Elements 1 and 2: Measured using an administrative measure.

### Issues with data systems:

Elements 1 and 2: The data systems supporting both Elements of the target are generally appropriate and most of the key risks are well controlled. The data may be affected by changes to the assessment system, but the Qualifications and Curriculum Authority (QCA) have responsibility for ensuring that standards in the tests remain consistent from year to year.

**Related links:**

*Statistical First Release 04/2008:*

*[www.dcsf.gov.uk/rsgateway/DB/SFR/s000774/SFR04-2008.pdf](http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000774/SFR04-2008.pdf)*

*Learning and Skills Council: [www.lsc.gov.uk](http://www.lsc.gov.uk)*

*Diplomas: <http://yp.direct.gov.uk/diplomas/>*

*Qualifications and Curriculum Authority: [www.qca.org.uk](http://www.qca.org.uk)*

**LATEST  
ASSESSMENT**

See 2007

Comprehensive

Spending Review

PSA 14 for latest

assessment and

performance

**12. Reduce the proportion of young people not in education,  
employment or training by 2 percentage points by 2010.****Performance:**

This target has been rolled forward as a 2007 Comprehensive Spending Review national target 'Reduce the proportion of young people not in education, employment or training by 2 percentage points by 2010.' It is an indicator underpinning 2007 Comprehensive Spending Review PSA 14: 'Increase the number of children and young people on the path to success.'

## 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 to overcome drug misuse through delivery of the Drug Strategy launched in February 2008. The HO and DCSF are jointly responsible for this SR02 target's delivery, with DCSF taking lead responsibility on policy. The DCSF leads policy on this target and shares responsibility with the HO for the target's delivery. Further information and assessment for the drugs Public Service Agreement is available in the Home Office *2008 Autumn Performance Report*.

## Chapter 3: Progress towards achievement of the former Department for Education and Skills Spending Review 2004 Efficiency target

This chapter sets out progress towards the former Department for Education and Skills (DfES) 2004 Spending Review Efficiency target. Following the machinery of government changes in June 2007, responsibility for attainment of these targets is shared between the Department for Children, Schools and Families (DCSF) and The Department for Innovation, Universities and Skills (DIUS). The Efficiency Programme continued to be managed by DCSF throughout. Progress towards the DIUS element of the former DfES 2004 Spending Review Efficiency target will also be reported in the *DIUS 2008 Autumn Performance Report*.

Former DfES Spending Review 2004 Efficiency target

The Department plans to:

- achieve over £4.35 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)
- 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
- be on course to relocate around 800 posts from the Department and its partner organisations out of London and the South East by 2010. (Element 3)

### Latest assessment

Element 1

**Met** (over delivered) – £4.57 billion (2007-08)

Element 2

**Met** (over delivered) – 2,208 posts (2008)

Element 3

On course – 752 posts (October 2008)

### Element 1:

Baseline: See *Efficiency Technical Note*

Latest outturn against trend: £4.57 billion achieved by end March 2008

### Performance:

Against the DfES legacy target of £4.35 billion, £4.57 billion of efficiency gains have been achieved by the end of March 2008. Against the DCSF element of this target (£3.91 billion), £3.99 billion worth of efficiency gains have been achieved by the end of March 2008.

Of the £4.57 billion reported by the end of March 2008, about £2.63 billion is 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) and £3.98 billion is 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).

### Quality

The majority of efficiency gains stem from programmes that were developed to improve the quality of provision in children's services, schools and colleges. Quality is therefore expected to improve as efficiencies are realised. A number of quality measures were tracked to ensure that efficiencies did not lead to reductions in quality. Most of the Department's efficiency measures had quality measures linked to the 2004 Spending Review Public Service Agreement targets.

### How the 2004 Spending Review Efficiency targets have been delivered

NB. Where possible, the names of policy Directorates, Programmes and Projects mirror those used in the Efficiency Technical Note.

## Quality (continued)

### Schools Directorate (DCSF)

**Modernisation of the Teachers' Pension Scheme (TPS)** – The modernisation of the TPS in January 2007 introduced a package of reforms. Without these reforms, the employer contribution rate that was implemented on 1 January 2007 would have been 1.35% of salary higher than the actual figure of 14.1%. Based on a pensionable salary roll as at April 2006 of some £21 billion, 1.35% equates to the reported **£280 million** annual efficiency gain. Since the efficiency gains from TPS reforms are secured through a reduced employer contribution rate, their delivery flows automatically and is guaranteed. Without these reforms the long-term affordability and financial sustainability of the scheme could not have been assured. These reforms should ensure that teachers can continue to enjoy high quality, affordable pension provision.

**Pay restructuring** – The Upper Pay Scale (UPS) efficiency savings model calculates the efficiency savings related to changes to the upper pay points for teachers. The cost of keeping the five upper pay points with a progression rate of 90% has been compared with actual costs of three upper pay points and the introduction of Excellent Teachers in September 2006. Efficiencies of **£216 million** have been generated.

**Administrative staff** – The transfer of administrative tasks from teachers to support staff has resulted in efficiency gains of **£152 million**. A number of tasks, (for example, filing and bulk photocopying) can be undertaken just as effectively by support staff, enabling teachers to use the time they would have spent on these tasks on activity that directly supports pupil learning, such as lesson planning and preparation.

**Using cover supervisors** – Schools have gained **£56 million** by employing support staff, instead of supply teachers, to cover for short term absence. Traditionally, schools have employed supply teachers to cover for absence, but the vast majority of secondary schools used supply teachers simply to supervise pupils rather than to teach them. This was not an effective use of those teachers. Some schools now use permanent members of their own staff to supervise pupils. These support staff are more familiar with the school's pupils, teachers and procedures than supply teachers and they are more efficient to employ.

**Savings from the re-tendering of the Teachers' Pension Scheme contract** – Savings from administration of the TPS are **£0.5 million**.

## Quality *(continued)*

### ● **Technology: Improvements through the use of ICT including e-learning**

- Planning preparation and management – **£571.8 million**
- Teaching, learning and assessment – **£455.9 million**
- Unified procurement of transferable content development – **£9.1 million**

The figures are derived from the British Educational Communications and Technology Agency (Becta) annual survey of teachers. It is a nationally representative survey and tracks adoption and use of technology in schools, including e-registration, digital content in lesson preparation, use of interactive whiteboards and use of e-assessment. It also asks teachers about time saved / lost through using technology to support a range of activities. Becta has also undertaken further research into teacher activities using technology, capturing reported time spent on activities and value added in more detail, which is used with known adoption of technology in the calculation of gains. Where time is saved it is invested into core activities and that for most of the activities relating to the 2005-08 targets, teachers invest the time gained in improving quality (for example, spending the same time planning lessons but using higher quality lesson resources). So this is predominantly 'improved quality for the same input' gain. The Department has been keen to compare this with evidence relating to the quality of teaching and learning and a range of impact data, plus Office for Standards in Education, Children's Services and Skills (Ofsted) evidence shows that the quality of delivery has been maintained.

**Improving school's financial management: Overall schools financial management** – Improving financial management skills and capability through introduction of new standards, benchmarking systems and improved training to ensure that schools are equipped to make better use of their resources to deliver pupil outcomes. Setting in place the right skills and capacity for financial management enables school leaders to ensure that school resources are being used in the most effective way, driving forward improvements in pupil outcomes whilst delivering value for money. This programme of work was to embed a culture of financial management in schools. This culture change has begun by improving financial benchmarking by schools and setting out expectations for achievement of the Financial Management Standard in Schools (FMSIS). The savings targets and progress towards these have been arrived at through models of school efficiency. These take into account the level of resources within each school, the pupil context of the school and the attainment outcomes they achieve generating efficiencies of **£632 million**.

## Quality (continued)

### **Improved procurement across the schools sector: Improved schools procurement –**

Schools have made procurement savings totalling **£76.6 million**. This includes: the reduced cost of IT software, hardware, infrastructure and services made available through Becta procurement frameworks; the provision of school meals with higher nutritional values without the expected increase in cost of ingredients; savings from the use of contracts and frameworks established by the Office of Government Commerce (OGC) Buying Solutions; and savings from the use of local authority contracts and government procurement card.

Availability of appropriate data is a constraint in the measurement of procurement savings. The Department has not counted savings that schools will have made through the use of Public Sector Buying Organisations.

### **Improved procurement across the schools sector: Improvements in local authority education procurement –**

These savings of **£84.2 million** are where local authorities have identified procurement savings through their normal activity and the impact this has on the expenditure incurred in supporting schools. Further delivery has been reported since the £58.2 million was reported to HMT in October 2008.

**Resources freed up for the front-line through more efficient local authorities –** Before 2005-06, increases in funding for local authority central services were given at the same rate as increases in funding for schools. From 2006-07, the budgets for local authority central functions were frozen in real terms (i.e. increased in line with gross domestic product (GDP) deflator only) allowing the additional resources to be invested in schools. Left to themselves, local authorities would have been likely to increase central budgets by roughly the same amount as school budgets. By bearing down strongly on central budgets this results in ensuring that the vast majority of increased funding from central government reaches pupils and is spent on pupil provision, plus more efficient delivery of local authority administration and central services. The efficiency gains of **£353.8 million** are calculated as the difference between increasing the local authority central functions items in line with the Dedicated Schools Grant and increasing them in line with inflation. By monitoring the amount actually spent by local authorities on specified central functions through Section 52 outturn data, the Department has been able to provide assurance that local authorities are delivering these functions within budget. Further delivery has been reported since the £315.6 million was reported to HMT in October 2008.

**Cash freezing local authority grants –** The Standards Fund is the Department's specific grant programme for education, paid through local authorities. The programme covers both grants that are devolved to schools and grants spent by local authorities at the centre. The Department has frozen those grants that are spent centrally by local authorities at their 2004-05 level and generated efficiencies of **£21 million**.

## Quality (continued)

**Improved capital procurement and maintenance** – Savings in capital expenditure have been made totalling **£126.4 million**, by adopting a centrally managed and strategic approach to the renewal of the secondary school estate through the Building Schools for the Future (BSF) and academies construction programmes being delivered by Partnerships for Schools. Most of the savings have been secured through the use of a new procurement vehicle, Local Education Partnerships, and through the estate rationalisation that local authorities have proposed in their strategies for change and subsequent business cases. An element of the savings is money which would have had to be spent on upgrading school buildings now rebuilt under BSF or as new academies, and which can be recycled to other local authority priorities for school capital investment. Savings have also been made by transferring the responsibility for procuring new academy buildings to Partnerships for Schools, through their national framework contracts.

**The development and maintenance of an on-line ordering catalogue for schools** – Since December 2004, the Department only sends hardcopy publications automatically to schools in England in exceptional cases. The on-line ordering system enables schools to choose whether to download electronic copies or order paper-based publications they need at the right time for them and in the multiples they require. This system is linked directly to the fulfilment service and an existing telephone ordering line, and has enabled the Department to put in place strong stock management processes and generate savings of **£3.3 million**. A fortnightly email service to schools informs them of new and important publications. Schools are now able to order a wider variety of publications from the Department, putting schools in direct control of what they receive and when they receive it.

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**Efficiency gains from streamlined examination processes: Reduction in examination postage costs** – The National assessment Agency (NAA), a subsidiary of the Qualifications and Curriculum Authority (QCA), has worked with awarding bodies to modernise the collection and distribution to markers of examination scripts. Unmarked scripts for all GCSE and GCE A level examinations are now collected from examination centres, tracked through the delivery network and delivered securely to examiners. The number of lost papers has been radically reduced and security improved. Schools and colleges are saving an estimated **£3 million** annually in postage and administrative costs.

**Efficiency gains from streamlined examination processes: Teacher time saved in undertaking examination administration** – Following the National Agreement on Workforce Reform, the NAA has helped create a new profession of administrative examination officers, freeing up teachers from the burden of administering examinations and generating savings of **£26.3 million**. By the end of 2006, NAA trained over 10,000 examinations office staff in examination administration, over a third of these being new to the examinations officer role.

## **Quality** *(continued)*

### *Further Education and Skills (DIUS)*

**Greater use of e-learning in further education** – Creates efficiencies in the system through more productive use of time by managers and teaching practitioners. Savings of **£46 million** have been achieved by further education practitioners using ICT and e-learning in their work as colleges become more e-enabled.

**Savings from modernising the further education estate** – As part of the Building Colleges for the Future capital investment programme, record levels of investment are being made in the renewal and modernisation of the further education estate. This is radically changing the face of the further education sector, and is enabling learning to be delivered in inspirational, innovative and sustainable environments equipped with industry standard facilities. As a part of this investment programme, the sector has been able to realise efficiency savings of **£47.9 million** as the overall floor space of the estate reduces relative to learner numbers and activity and becomes more cost effective to run. In addition, the space is increasingly more flexible and can be tailored to better meet demand. This has helped to encourage increases in learner activity which has also contributed to a more efficiently managed estate.

**Improved procurement in the further education sector** – In recognition of the huge potential within the further education sector, a further education procurement efficiency programme was established, and has successfully raised the status of procurement in the further education sector generating savings of **£72.7 million**. The programme has facilitated and supported a culture which has encouraged colleges to make good procurement decisions. This has included the putting in place of procurement solutions where none had previously existed, the removal and/or mitigation of barriers to good procurement behaviour, and the putting in place/making available systems and structures that encourage and support good procurement behaviour. Further delivery has been reported since £28.6m was reported to HMT in October 2008.

**Improved delivery model for the lifelong learning sector: Reducing the accountability burden** – Efficiencies of **£12.3 million** have been realised by merging ALI and Ofsted inspection activity to bring together different inspections into one visit more efficiently. The proportionate inspection arrangements introduced in September 2007 reduce the average inspector days through short inspections of good or excellent providers, while focusing on poorer provision.

## Quality *(continued)*

### **Improved delivery model for the lifelong learning sector: Single lead agency for quality improvement**

– Creation of the Quality Improvement Agency (QIA) was central to the DIUS work to simplify and streamline the further education quality improvement landscape. It was also a key element in DIUS' plans to move the Department to an increasingly strategic role in response to the Gershon Review. As such, the QIA assumed responsibility for functions previously undertaken by the Department' Standards Unit, the commissioning role of the former Learning and Skills Development Agency and aspects of quality related activities of the Learning and Skills Council. Declared savings of **£11.9 million** represent an amalgam of administrative efficiencies and related accommodation savings compared to predecessor organisations, along with programme efficiencies which enabled new and additional activities, to be funded from within the existing resource baseline.

**Improving corporate services efficiency in further education** – The aim of this particular efficiency strand was to encourage the further education college sector to transfer as much spending as possible from non-teaching costs to front-line learning activity. Colleges have responded positively, identifying effective ways of reducing non-teaching costs and re-directing those savings (**£36 million**) into front-line delivery, ultimately benefiting the learners. The good practice which colleges have established through this efficiency strand is expected to continue and to benefit learners further.

### *Higher Education (DIUS)*

**Benefits of ICT in higher education** – Savings of **£10 million** have been identified. This was a conservative estimate of savings made by comparing the Joint Information Systems Committee (JISC) licence cost with a comparative (market rate) institutional licence cost for the product.

**Hold down drop out rates in higher education** – Higher Education Statistics Agency (HESA) data confirms a 1% increase in numbers expected to graduate over the three years – approximately 3,000 extra higher education qualifications, generating a saving of **£19.3 million**. This has been achieved during a period when the student population has increased and its diversity widened. The Higher Education Funding Council for England (HEFCE) works with institutions with poor drop out rates and also penalises institutions financially where students have dropped out and achieved nothing. The Department continues to improve communications to students, parents and stakeholders to ensure that drop out rates do not rise.

## Quality *(continued)*

**Improved procurement in higher education** – Most of the **£103.5 million** savings were as a result of increased institutional procurement efficiency, through institutions' own contracts and increased use of e-procurement, as advised by higher education institutions (HEI) through Efficiency Measurement Model (EMM) returns to HEFCE (for 2007-08, 60 institutions used the EMM return to record their efficiencies). There was also increased use by institutions of the national and regional contracts negotiated by the four English higher education regional purchasing consortia. Collaborative procurement efficiencies were also achieved by the Research Equipment Affinity Group which managed the Science Research Investment Fund (SRIF) 2006-08 collaborative procurement exercises on behalf of the sector.

**Benefits of Science Research Investment Fund (SRIF)** – Savings of **£65.5 million** were largely through the better use of space. This led to reduced research and teaching occupancy costs along with lower capital costs as relatively less space was required, despite increased levels of activity.

**Local authority cost savings rising from changes to administration of student support** – A report from the Student Finance Modernisation Programme has identified some **£3.6 million** savings in this area. There is insufficient evidence available to be able to formally report any additional savings achieved by local authorities.

**Improving collection of student loans** – The savings of **£34 million** relate to savings achieved through improved recovery arrangements in partnership with Her Majesty's Revenue and Customs (HMRC) and the Student Loans Company that led to an increase in the level of debt recovery. The main gains came through enforcing a requirement on students to provide information on income after graduation and withholding loan instalments until a valid National Insurance Number (or reason for not having one) is provided.

**Collection of student contribution to tuition fees** – Take-up of 75% was achieved in February 2007. The Department is now able to report the full **£15 million** saving as being achieved evidenced through the 2006-07 HEFCE grant letter which shows a reduction of £15 million.

## Quality (continued)

### Children, Young People and Families Directorate (DCSF)

- **Improving the structures and delivery of local government services for children and families** – The efficiencies have been achieved in a variety of ways including reducing out of county placements and greater use of fostering for looked after children (rather than residential care); more effective staffing arrangements; improved commissioning arrangements; improved IT systems; and better financial management. Children’s services also benefited from a number of cross cutting efficiency measures introduced by councils. Local authority Children’s Services Departments achieved efficiency gains of **£356.7 million**, including a proportion from these cross cutting efficiency measures. This total has been apportioned, based on spending patterns when the delivery of these efficiencies was launched, to give the following:
  - Improved procurement of local government funded services for children, young people and families – £108.3 million in efficiency gains.
  - Other improvements in delivery of local government services for children, young people and families – £248.4 million in efficiency gains.
- **Non local government children’s services** – Increased focus on the value for money agenda through the delivery of the Children’s Centres, Connexions, Children’s Fund and Children and Family Court Advisory and Support Service (Cafcass) programme has generated efficiency gains of **£461.8 million**.

**Former Department for Education and Skills (DfES) and non-departmental public bodies (NDPBs) savings both DCSF and DIUS** – A 15% reduction of administrative costs of the former DfES and all of its NDPBs have achieved savings of **£192.9 million**, NDPBs include:

British Educational Communications and Technology Agency (Becta);

Children and Family Court Advisory and Support Service (Cafcass);

Higher Education Funding Council for England (HEFCE);

Investors in People UK (IiP UK);

Learning and Skills Council (LSC);

National College for School Leadership (NCSL);

Qualifications and Curriculum Authority (QCA);

Student Loans Company (SLC);

Sector Skills Development Agency (SSDA);

Training and Development Agency for Schools (TDA); and

the efficiencies generated through the amalgamation of the Adult Learning Inspectorate (ALI) and Ofsted, the children’s remit of the Commission for Social Care Inspection (CSCI) and Her Majesty’s Chief Inspector of Schools (HMCI) to form the new Ofsted organisation.

## **Quality** (continued)

### *Regional Development Agency Efficiencies (DIUS)*

Savings of **£10 million** have been delivered through driving efficiencies from: more innovative joint working with partner organisations; generation of private sector leverage; more effective use of funding programmes; reduced use of consultancy; consolidation of office accommodation; more efficient use of IT; and use of green travel.

### **Element 2:**

Baseline: DCSF – 5,220 in April 2004, Ofsted – 2,570 in April 2004

Latest outturn against trend: Workforce reductions of 2,208 (full-time equivalent) posts have been reported to end March 2008

### **Performance:**

The DCSF Baseline of 5,220 comprises 640 Government Office Staff and 4,660 DCSF staff (at October 2003). Early delivery of a reduction of 80 staff has been removed to adjust the baseline accordingly.

Workforce reductions of 2,208 have been achieved made up of 1,465 workforce reductions against the DCSF target and 743 against the Ofsted target.

In Ofsted, the merger with other inspection functions has led to headcount reductions beyond those envisaged at the outset of the programme.

### **Element 3:**

Baseline: Post and staff numbers at 1 April 2004

Latest outturn against trend: 752 posts relocated as at end October 2008

### **Performance:**

760 post relocations target

By the end of October 2008, a total of 752 posts had been relocated against the cumulative profile. Further relocations of posts from the Qualifications and Curriculum Authority, Training and Development Agency for Schools, the DCSF and others will take place during the next two years. By 2010, the Department is therefore expected to significantly exceed its target.

## **Measurement**

### **Data Systems:**

Elements 1, 2 and 3: Detailed in *Efficiency Technical Note*

### **Method of data collection:**

Elements 1, 2 and 3: Detailed in *Efficiency Technical Note*

## **Related Links:**

*Efficiency Technical Note:* [www.dcsf.gov.uk/publications/pdf/DfES%20Efficiency%20Technical%20Note.pdf](http://www.dcsf.gov.uk/publications/pdf/DfES%20Efficiency%20Technical%20Note.pdf)

# Chapter 4: 2007 Comprehensive Spending Review Value for Money (VfM) programme

# 4

Over the last ten years the Government has laid the foundations for improved public services – with sustained investment, more frontline professionals, increased efficiency and rigorous performance management.

The challenge now is to continue this progress by creating world class public services that respond to people’s rising aspirations and equip the UK for global change. The 2007 Comprehensive Spending Review launches a new strategy for transforming public services over the decade ahead, focused on:

- driving forward the next stage of reform, including through a new performance management framework which defines the Government’s top 30 priorities for the coming period, and empowers the public and frontline professionals to shape the services needed to deliver excellent outcomes and experiences for all;
- investing in Britain’s future, with total public spending over the CSR07 period rising from £589 billion in 2007-08 to £678 billion in 2010-11 – an average increase of 2.1 per cent a year in real terms; and
- embedding value for money across government – with savings of at least three per cent a year over the CSR07 period, releasing £30 billion by 2010-11 to reinvest in further improvements in key public services, building on the success of the SR04 efficiency programme and implementing the results of a series of zero-based reviews of spending in each department.

As part of the 2007 Comprehensive Spending Review settlement, DCSF agreed to deliver £4.5 billion of annual, net, cash releasing savings by 2010-11, representing about 15 per cent of the Government’s overall target.

The efficiency gains are derived from:

- Initiatives in the schools sector, including better financial and resource management in schools, and improved procurement, commissioning and collaboration.

- The further education sector, through streamlining administrative actions and, for example, using a common funding methodology.
- The reform programme set out in Every Child Matters which looks towards a much more efficient use of resources across the whole of the children's services.
- Continuing to reduce the central administration budget by 5 per cent year-on-year.

In all these areas, the money and time saved is to be reinvested within the sector. Saving the time of teachers allows that time to be used on other activities within the school. Similarly, smarter procurement gives schools access to discounts and the opportunity to make their funding go further.

There are 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 front-line institutions. However, we can report early delivery of £200 million towards the 'Schools Better use of Resources' element of the 2007 Comprehensive Spending Review Programme. This represents over-delivery from 'Improving School's Financial Management' which is part of the 2004 Spending Review Programme. The £200 million has been removed from reported gains within the 2004 Spending Review.

The target is set for 2010-11, however, progress will be reported twice yearly in the spring Departmental Report and the Autumn Performance Report.

## Glossary

## A

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.
Delivery Agreements (CSR07 PSAs)	Each 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. A subset of indicators, also have specific national targets or minimum standards attached and details are set out in the relevant Delivery Agreement.
Early Years Foundation Stage	The Government's new single framework for learning, development and care for children under five, operational from September 2008.
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.
Green Paper	A preliminary report of Government proposals that is published in order to stimulate discussion.

Key Stage	<p>A description and measurement of pupil’s progress through school:</p> <p>Key Stage 1: pupils aged 5 to 7 – year groups 1 and 2</p> <p>Key Stage 2: pupils aged 7 to 11 – year groups 3 to 6</p> <p>Key Stage 3: pupils aged 11 to 14 – year groups 7 to 9</p> <p>Key Stage 4: pupils aged 14 to 16 – year groups 10 and 11</p>
National Curriculum	<p>The basic framework setting out what children aged three to 16 in government funded early education settings and state schools should learn.</p>
National Indicator Set	<p>The Local Government White Paper <i>Strong and Prosperous Communities</i>, committed to introducing a set of streamlined indicators that would reflect national priority outcomes for local authorities working alone or in partnership. A single set of 198 national indicators was announced as part of the Comprehensive Spending Review 2007.</p>
Non-cashable	<p>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.</p>
Non-recyclable	<p>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.</p>
Public Service Agreements (PSAs)	<p>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.</p> <p>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.</p>

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.
Special Educational Needs (SEN)	A child is defined as having special educational needs if he or she has a learning difficulty that needs special provision. A learning difficulty means that the child has a significantly greater difficulty in learning than most children of the same age.
Spending Review (SR)	This sets Departmental Expenditure Limits and plans Annually Managed Expenditure for the following 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 autumn 2007.
Sure Start Children's Centre	A multi-agency centre offering integrated early learning, childcare and a wide range of health and family support to children under five and their families.
Technical Notes (SR2004 PSA targets)	Technical Notes set out exactly how a PSA 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

## Summary Table – Former Department for Education and Employment 1998 Comprehensive Spending Review PSA targets

	Final Assessments
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	<b>Met</b> – 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	<b>Met</b> – 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	<b>Not met</b> – 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	<b>Not met</b> – 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 8,300 permanent exclusions a year) by 2002	<b>Not met</b> – truancies – 0.7% <b>Met early</b> – 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	<b>Not met</b> – 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	<b>Met early</b> – 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	<b>Not met</b> – 74.8% (autumn 2002)

## Summary Table – Former Department for Education and Employment 2000 Spending Review PSA targets<sup>1</sup>

	<b>Final Assessments</b>
<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"> <li>● 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</li> <li>● Reduce to zero the number of local authorities where fewer than 78% of pupils at Level 4 or above achieve these standards</li> </ul>	<p>Subsumed within SR02 target 1</p> <p><b>Not met</b></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"> <li>● 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;</li> <li>● as milestones towards that target 75% to achieve Level 5 in English, mathematics and ICT, and 70% in science by 2004;</li> <li>● 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</li> <li>● by 2004, no more than 15% of pupils will fail to attain at least one Level 5.</li> </ul>	<p>Subsumed within SR02 target 2</p> <p><b>Not met</b></p> <p><b>Not met – 19% (2004)</b></p>

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

3. Increase the percentage of pupils obtaining five or more GCSEs at grades A*-C (or equivalent):	Subsumed within SR02 target 5
<ul style="list-style-type: none"> <li>● increase the proportion achieving the standard by 4 percentage points between 2002 and 2004; and</li> <li>● at least 38% to achieve this standard in every local authority by 2004.</li> </ul>	<b>Not met</b>
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.	<b>Not met</b> – 86.4% (2004)
5. On pupil inclusion:	
<ul style="list-style-type: none"> <li>● reduce school truancies by a further 10% from the Level achieved in 2002; and</li> </ul>	Subsumed within SR02 target 3
<ul style="list-style-type: none"> <li>● ensure that all pupils who are permanently excluded obtain an appropriate full-time education.</li> </ul>	<b>Met</b>
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 SR02 target 5
7. In higher education, while maintaining standards:	
<ul style="list-style-type: none"> <li>● increase participation towards 50% of those aged 18 to 30 by the end of the decade;</li> </ul>	Subsumed within SR02 target 9
<ul style="list-style-type: none"> <li>● make significant, year-on-year progress towards fair access, as measured by the Funding Council's benchmarks; and</li> </ul>	
<ul style="list-style-type: none"> <li>● bear down on rates of non-completion.</li> </ul>	
8. Reduce the number of adults who have literacy or numeracy problems by 750,000 by 2004.	Subsumed within SR02 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.	<b>Met</b>

## Summary Table – Sure Start 2000 Spending Review 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.	<b>Met</b>
Achieve by 2004 in the 500 Sure Start areas, a 10% reduction in mothers who smoke in pregnancy.	<b>Met</b>
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.	<b>Not known – target cannot be assessed</b>
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.	<b>Not met</b>

## Summary Table – Former Department for Education and Skills 2002 Spending Review PSA targets

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

<p>2. Raise standards in English, mathematics, ICT and science in secondary education so that:</p>	<p>75%/70% target  <b>Not met</b> – English 71%, mathematics 73%, ICT 67%, science 66% (2004)  See SR04 PSA target 7</p> <p><b>Not met</b> – 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><b>Not met</b></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 SR04 target 9</p>
<p>5. Raise standards in schools and colleges so that:</p>	<p><b>Not met</b></p> <p><b>Not met</b></p> <p><b>Not met</b> – 74.4% (2004)</p>
<p>6. By 2004, at least 28% of young people to start a modern apprenticeship by age 22.</p>	<p><b>Met</b></p>

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.	<b>Not met</b>
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 SR04 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.	<b>Met</b>
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 SR04 target 14

## Sure Start 2002 Spending Review PSA targets

	<b>Final Assessment</b>
An increase in the proportion of children aged five with normal levels of personal, social and emotional development for their age.	Subsumed within SR04 target 1
A 6 percentage point reduction in the proportion of mothers who smoke during pregnancy.	<b>Not met</b>
An increase in the proportion of young children aged five with normal levels of communication, language and literacy for their age	Subsumed within SR04 target 1
and an increase in the proportion of young children with satisfactory speech and language development at age 2 years.	<b>Met</b>
A 12% reduction in the proportion of young children living in households where no-one is working.	<b>Not met</b>

## Summary Table – Former Department for Education and Skills 2004 Spending Review PSA 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 (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) <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>Element 1 <b>Not met</b> - 49% in 2008</p> <p>Element 2 <b>Not met</b> -16% in 2008</p> <p>Whole target: <b>Not met</b></p>
<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"> <li>● increase the stock of Ofsted-registered childcare by 10%; (Element 1)</li> <li>● increase the number of children in lower-income working families using formal childcare by 120,000; (Element 2) and</li> <li>● introduce by April 2005, a successful light-touch childcare approval scheme. (Element 3)</li> </ul> <p><i>(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>Element 1 <b>Met</b> – over 1,296,000 places at 30. 6. 2008)</p> <p>Element 2 Slippage</p> <p>Element 3 <b>Met early</b></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>	<p>Subsumed within 2007 Comprehensive Spending Review PSA 14</p>
<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>	<p>Subsumed within 2007 Comprehensive Spending Review PSA 12</p>

<p>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)</p>	<p>Element 1 There are no education targets  Element 2 <b>Not met</b></p>
<p>6. Raise standards in English and mathematics so that:</p>	<p>Element 1 <b>Not met</b> – English 79%, mathematics 76% (2006)  Element 2 Ahead</p>
<ul style="list-style-type: none"> <li>● by 2006, 85% of 11-year-olds achieve Level 4 or above with this level of performance sustained until 2006: (Element 1) and</li> <li>● by 2008, the proportion of schools in which fewer than 65% of pupils achieve Level 4 or above is reduced by 40% (Element 2)</li> </ul>	
<p>7. Raise standards in English, mathematics, ICT and science in secondary education so that:</p>	<p>Element 1 <b>Not met</b> – English 74%, mathematics 76%, ICT 67%, science 73% (2007)  Element 2 Slippage</p>
<ul style="list-style-type: none"> <li>● by 2007, 85% of 14-year-olds achieve Level 5 or above in English, mathematics and ICT (80% in science) nationally, with this level of performance sustained to 2008; (Element 1)and</li> <li>● by 2008, in all schools at least 50% of pupils achieve Level 5 or above in English, mathematics and science. (Element 2)</li> </ul>	
<p>8. Improve levels of school attendance so that by 2008, school absence is reduced by 8% compared to 2003.</p>	<p>On course</p>
<p>9. Enhance the take-up of sporting opportunities by 5- to 16-year-olds so that the percentage of school children in England who spend a minimum of two hours each week on high quality PE and 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>)</p>	<p><b>Met</b></p>

<p>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)</p>	<p>Element 1 <b>Met</b> – 64.2% in 2008  Element 2 Slippage</p>
<p>11. Increase the proportion of 19-year-olds who achieve at least Level 2 by 3 percentage points between 2004 and 2006, and a further 2 percentage points between 2006 and 2008, (Element 1) and increase the proportion of young people who achieve Level 3. (Element 2)</p>	<p>Element 1 Ahead  Element 2 On course</p>
<p>12. Reduce the proportion of young people not in education, employment or training by 2 percentage points by 2010.</p>	<p>Subsumed within 2007 Comprehensive Spending Review PSA 14</p>
<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"> <li>● 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</li> <li>● 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.</li> </ul>	<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>

# Annex C: Follow-up action on recent reports from Public Accounts Committee (PAC) recommendations



In the period from 1 December 2007 to 1 August 2008, one Treasury Minute was published replying to PAC reports concerning the Department and its associated bodies. Details of the main recommendations in the PAC Report, the Government's Treasury Minute reply and subsequent action are shown below.

The associated National Audit Office reports can be accessed at [www.nao.org.uk](http://www.nao.org.uk) and the full PAC reports (incorporating the transcript of the hearing) and Treasury Minute replies are available on the Public Accounts Committee website at [www.parliament.uk](http://www.parliament.uk)

Progress reports for earlier Treasury Minutes are contained in previous Departmental Reports.

NAO report published: 23 February 2007 – HC 254 Session 2006-07

PAC hearing: 14 March 2007

PAC 52nd report published: 18 October 2007 – HC 402 Session 2006-07

Treasury Minute published: 18 December 2007 – Cm 7276

An Academy is a publicly-funded school which is supported by one or more sponsors and operates independently of the local authority. Academies are expected to raise achievement in disadvantaged areas by replacing poorly performing schools or by providing new school places where they are needed.

The first three Academies opened in 2002 and, by September 2008, 130 Academies were open. The Government is committed to establishing 400 Academies, with 184 opening in the next two years.

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>1. Existing academies have made progress, e.g. in raising pupils' attainment at GCSE, but it is too early to tell whether rising attainment is sustainable. Academies' achievements so far reflect the energy and commitment of academy pupils and staff, but also the high levels of expenditure on academy buildings and the extra start-up grants. The Department should develop measures of the robustness and sustainability of the expanding programme, such as tracking of costs and overruns, pupil attainment and ratings by Ofsted, and the availability of good quality sponsors, academy principals and project managers.</p>	<p>The Department has developed measures of success by which it rigorously monitors the progress of the programme and takes appropriate action where these measures are not met. It monitors capital and revenue expenditure, allowing early intervention where potential overruns are identified. Steps have been taken to minimise the risk of future cost overruns, for example, construction project managers are now directly appointed by the Department to monitor each academy project and funding agreements are not now signed until projects have reached a more detailed stage of design.</p> <p>The Department also monitors academic progress in academies, as well as attendance, exclusions and admissions on a regular basis, including through the work of School Improvement Partners. It carefully monitors judgements from inspections by Ofsted, analyses them to identify trends and weaknesses and addresses them.</p>	<p>The Department has established a systematic method of monitoring projects and cost overruns in the form of its academy programme level tracking tool, which shows all projects in the pipeline, along with associated costs. The tool has now been incorporated into a wider database which captures other departmental capital build programme information.</p> <p>The Department has appointed a specialist consultant to handle outstanding claims from building contractors on six projects where the final costs would have been excessively over budget, and five further projects are being similarly handled by other claims consultants.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
	<p>The Department agrees that academies are making good progress in raising attainment, particularly among some of the most disadvantaged communities for whom education represents a critical opportunity for social mobility. Academies are improving fast from the low starting points inherited from their predecessor schools. Standards at GCSE are rising, and results are continuing to improve at a rate much higher than national rates of improvement.</p> <p>The Department receives termly monitoring reports on key indicators of the academy's performance – exclusions, attendance, quality of teaching, and standards. Academies receive a package of support through the Specialist Schools and Academies Trust in the year before and the year after they open. Ofsted will inspect and report on progress the year after each Academy opens. In the third year after opening, there will be a full Section 5 Ofsted inspection. The outcome from these inspections, is that currently Ofsted judge that in terms of overall effectiveness, 100% of academies are satisfactory or better (nationally 87%) with 31% good or outstanding (nationally 49%).</p>	<p>Regarding consistency of academic progress in academies, to date 24 Academies have had full Ofsted inspections which show standards to have been maintained or improved upon. 100% have been judged satisfactory or better, with four judged outstanding. In terms of overall effectiveness, all received a rating of satisfactory or better, with 45.8% judged good or outstanding (an increase of 14.8%). Crucially, 100% of academies were judged as satisfactory or better in terms of leadership and management, with 96% considered good or outstanding (against a national average of 62%). This reflects the positive influence of sponsors and governors on the running of these institutions.</p> <p>GCSE results continue to rise at a faster rate than the national average. The national provisional results for summer 2008 indicate an improvement of 2.9 percentage points compared with a national improvement rate of 2.1 percentage points. However, the academy rate of progress is likely to rise when the data is checked by schools, as it has in previous years.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
	<p>Importantly, in terms of leadership and management, (which includes the critical role of sponsors and governors), 100% of academies were judged to be satisfactory or better (nationally 95%) with 94% good or outstanding (nationally 57%). Moreover, Ofsted judge 38% of academy principals to be outstanding.</p> <p>The Department is confident that sufficient high-quality sponsor organisations can be found to support the programme in its goal to establish 400 Academies.</p> <p>In addition to the growing number of tried and tested multi-sponsors who have already established successful Academies, the Secretary of State announced in July 2007 that successful educational institutions such as high-achieving schools, colleges and universities would no longer be required to provide financial sponsorship.</p>	<p>In July 2007 the Secretary of State abolished the £2 million sponsorship requirement for universities wishing to be involved in the academies programme. Before the announcement, 8 universities were involved in academies; since then a further 37 universities have become involved. 45 of the 88 universities in England have now stated that they will sponsor or partner an academy, and a further 20 have expressed an interest in doing so.</p> <p>Increased university participation in the academies programme is a positive step, bringing educational expertise, sharing facilities and resources, and raising aspirations for further and higher education amongst pupils.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>2. Literacy and numeracy of academy pupils has been rising but are still low, at less than half the level of attainment in all secondary schools. In 2006, 22% of pupils in academies achieved five or more A*-C grades including English and maths compared with 45% in all schools. The Department should ask those academies that have made the most progress in English and maths to help identify and disseminate good practices such as building literacy and numeracy into other subjects in the curriculum, and demonstrating the importance of literacy and numeracy for future employment prospects.</p>	<p>Given the very low base from which most academies start, it is not surprising that, despite the fact that literacy and numeracy performance is improving at a rate well above the national average, standards still remain low. This reflects the greater deprivation and lower prior attainment of academy pupils compared with secondary schools as whole. As the Committee's report shows, the 'contextual value added' measure which adjusts a school's performance for these factors shows academies' adjusted performance was on average substantially better than secondary schools overall. The fast rate of improvement reflects a considerable educational transformation, as many academy pupils will have spent some or all of their school years in their respective academies' poorly-performing predecessor school. Part of the Department's response to these low standards is to ensure all academies are focusing on literacy and provided a package of support to enable academies to target students entering Year 7 at Level 3 through a structured literacy programme, the Read-Write Inc programme. This is in addition to the 'catch up' materials which the National Strategies have provided to all schools.</p>	<p>The Department has undertaken an enquiry, led by Sir Jim Rose, into the most effective ways of organising literacy and numeracy in academies. A conference to disseminate findings and effective approaches will be held in November for those academies below the National Challenge floor target. Findings will then be disseminated widely.</p> <p>Academies' GCSE results have continued to improve at a faster rate than the average for state schools nationally. Comparing provisional, self-reported academy results in 2008 with those of academies and predecessor schools in 2003, there has been an almost twofold increase in the number of students gaining 5 or more A-C grades at GCSE, including in English and mathematics (rising from 14.1% to 29.9%). The provisional data, unchecked by schools, suggests the figure is around 3 percentage points though based on previous years this is likely to rise. Academies below the floor target in 2007 are eligible for additional support from the National Challenge and have submitted bids.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
	<p>School Improvement Partners on the termly visits this autumn are reporting on the effectiveness of each academy's literacy programme. Where there is effective practice it will be identified and shared with all academies. The Specialist Schools and Academies Trust have also been commissioned to support effective literacy and numeracy teaching through the identification of lead practitioners, the provision of training and the publication of examples of effective practice.</p>	<p>Those academies opening in 2008 with predecessor schools whose results are below the floor are to be given support from the Department in the form of up to 90 days of support through the Specialist Schools and Academies Trust and some additional education improvement funding for those principals with limited time to prepare for the academy before it opened. Those academies most at risk of not achieving the target quickly have been assigned a member of the Academies Advisers' team who will act as National Challenge Adviser to the academy and provide additional support and challenge to the academy leadership teams.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>3. Many academy sixth forms are small, which restricts the range of subjects they can offer, and they have inherited a poor legacy of standards of education received by some of the students entering the sixth form. With low aspirations and challenging behaviour among some pupils in the younger age groups, academies have placed less emphasis on their sixth forms in the early years. To give their students the fullest possible range of options and to improve educational standards, academies should collaborate with neighbouring schools, colleges, other training providers and employers, to broaden the curriculum they offer and give young people beyond the age of 16 a wide range of educational options.</p>	<p>The Department agrees that many academies' sixth forms need to develop further. The first priority for most academies has been improving 11-16 provision given the poor state of many of their predecessor schools, which usually offered very limited or no post-16 opportunities. Having a sixth form or significant post-16 provision on-site is an important factor in our approach on academies, which are replacing schools which have performed poorly for many years despite attempts to turn them round. Raising aspirations among students and parents is essential in doing so, and sixth-form provision (together with the assumption that all students should be in education or training until 19) provides important role-models for younger students.</p>	<p>The new Diploma courses for 14-19 year olds have bolstered post-16 provision and broadened the choices available to those continuing into further education. Academies are engaging in local discussions on diplomas and planning for their delivery. School Improvement Plan reports which the Department will receive later in the year will detail the level of involvement of individual academies in the programme; 18 academies were in consortia approved in March 2007 for the delivery of one or more of the five diplomas from September 2008, whilst 58 academies were partners in consortia approved for the delivery of one or more of the ten diplomas to be available from September 2009.</p> <p>Data from the 'AS' and 'A' level 2008 examinations are not yet available, but we expect them to reflect the ongoing efforts being made to raise standards and student aspiration in academy sixth-forms.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
	<p>That is why it is so important that nearly all open academies have a sixth form. We work closely with local Learning and Skills Councils to ensure that academies complement existing post-16 provision. Because of historic under-achievement, many academies offer a range of post-16 provision, with traditional academic subjects forming one part, alongside vocational qualifications. No academy proposal with a sixth form will be approved to go into feasibility without the local authority and Learning and Skills Council being consulted. They are also working in collaboration with other local schools in the provision of post-16 courses. There are also growing numbers of federations of academies which are providing post-16 opportunities across their federation.</p>	

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>4. A small number of academies have had high levels of exclusions, possibly as part of a short-term strategy to improve pupil behaviour. Academies have to follow the statutory School Admissions Code of Practice, and they admit, on average, higher proportions of pupils eligible for free school meals, with special educational needs, and with lower attainment at age 11 than are present in their immediate vicinity. Parents and local communities need continuous evidence that academies are acting fairly in relation to admissions and exclusions, and academies should report on both annually. The Department should scrutinise trends in individual academies' exclusions to assess whether exclusion rates reduce to be more in line with similar schools.</p>	<p>The Department agrees that many academies have seen increased levels of exclusion immediately after opening. This is a phenomenon often observed when a new head teacher begins the process of transforming a struggling maintained school.</p> <p>Academies replace predecessor schools which have had a poor record of behaviour and they often inherit a number of disruptive pupils and need to establish a culture of good behaviour in order to raise attainment. As the new ethos and behaviour policy are enforced in an academy's early days, the number of exclusions may rise, but it typically drops back down as behaviour improves. Many open academies have exclusion rates no higher than the rest of their local authority area. Academies' funding agreements require them to operate in line with the Department's guidance on exclusions. Academies are legally required to notify the local authority when any pupil is permanently excluded or when any fixed-term exclusion greater than five days is made.</p>	<p>Academies continue to admit a greater proportion of pupils eligible for free school meals than other state-funded schools (33.8% compared to 14.4%), as well as pupils with English as an additional language (24.3% compared to 10.6%) or from minority ethnic groups (44.5% compared to 18%).</p> <p>The average point score at Key Stage 2 of pupils entering academies in year 7 is also lower than each other type of state-funded school. The average point score is lower than would be the case if all pupils attended their nearest suitable school, and also than the average prior attainment scores of year 7 pupils in their catchment areas.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
	<p>The Department welcomes the conclusion that academies admit a higher proportion of students eligible for free school meals, with special educational needs or lower attainment aged 11 than are found in their immediate area. Academies are intended to provide high-quality education for the students in their vicinity, in many cases replacing schools which were failing to provide a satisfactory education to their local community and which were considerably under-subscribed as a result.</p> <p>Data on admissions and exclusions are published by the Department as part of the Schools Census, which covers all maintained schools and academies. In addition, the Department monitors both admissions and exclusions through School Improvement Partner visits in the same way that maintained schools are overseen and any anomalies will be identified through the termly visits. Ofsted includes judgements on both admissions and exclusions as part of its published inspection reports into schools.</p>	<p>As a group, academies have an overall pattern of exclusions that is almost identical to the pattern for a control group of similar schools. Many open academies have exclusion rates no higher than the rest of their local authority. The latest figures for 2006/07 show that on average 0.47% of academy pupils were subject to a permanent exclusion. However, there is a clear downward trend in permanent exclusions the longer an academy is open, reflecting the Department's observation that exclusion rates should drop as behaviour improves over time. Academies open since 2002 report 0.27% of the school population being permanently excluded in 2006/07, compared with 0.45% for those which opened in 2006.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
	<p>Academies are independent schools and the Department does not feel it would be appropriate to impose an additional level of reporting which is not required of maintained schools. However, the Department plans to continue to evaluate the academies programme, and make public our findings, including aspects such as exclusions and admissions, as we have done over the past four years through our work with PricewaterhouseCoopers.</p>	
<p>5. Of the first 26 academy buildings, 17 incurred cost overruns averaging £3.2 million, or well over 10%. Some of these overruns occurred because cost control was not sufficiently robust. The Department should disseminate lessons learnt in project management from the early academy projects, such as cost benchmarks for large items like information technology systems and furniture and fittings, to the people running projects to build new academies, whether under the previous arrangements or within the Building Schools for the Future programme.</p>	<p>The Department accepts that cost control in the first academy projects was not sufficiently rigorous in all cases, but those procedures were modified accordingly as the programme matured. In 2005, the Department took a further step to control costs and bring about further efficiency gains for academies by announcing that future projects would be incorporated into the Building Schools for the Future (BSF) programme, or would be delivered under a National Framework operated along similar lines to BSF by Partnerships for Schools. This large scale procurement will deliver savings, while the risk of cost overspends will be transferred to the private sector contractors.</p>	<p>The Department has compiled a summary of lessons learnt from a large number of the first building projects, which has since been shared and discussed with the academies group. The summary is a live document and is updated regularly. The intention is to provide a 'lessons learnt' action plan to all new projects, to be completed at both the procurement stage and after completion, the results of which will influence future building projects.</p>

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
	<p>Prior to this change the majority of cost overruns were not increases to the basic per-pupil cost but agreed 'abnormal' expenses for costs not covered by the standard capital funding formula, calculated on a case by case basis and rigorously scrutinised at all stages of the project.</p> <p>The process of learning lessons continues, for example, the Department is currently reviewing those building projects that were completed by September 2007 and will ensure that lessons are disseminated and inform both those projects that remain to be delivered under the 'traditional' procurement model and those that will be delivered through the BSF programme and the National Framework.</p>	

Main Points in PAC Report	Progress reported in Treasury Minute	Action since publication of Treasury Minute
<p>6. Risks to academies' financial sustainability include the withdrawal of start-up funding and uncertainty about the costs of running their new buildings. The Department does not yet know the costs of running academies in the longer term. It should examine the running costs of the new academy buildings so that funding levels and budgets are set at a realistic level and academies can plan for future replacement of larger capital items such as information technology systems.</p>	<p>The Department does not believe that the withdrawal of start-up funding poses a significant risk to the sustainability of academies. Academies receive the same ongoing funding as maintained schools within the area they are situated.</p> <p>All new schools need additional short-term support, and academies are no different. We look carefully at start-up bids to ensure they are justified, but this is an important element of turning round schools which have failed for too long.</p> <p>All academies receive start-up grants to meet the diseconomy costs of maintaining a full senior leadership and middle management team where an academy is building to full size (given surplus places at the predecessor schools) – although grant is actually stopped once the academy reaches 90% of planned capacity.</p> <p>A relatively small amount of start-up grant is also available, mainly in the first year, for a wide range of other purposes connected with training and induction, curriculum support and sixth form set-up costs.</p> <p>The basic recurrent funding for an academy is calculated by replicating the funding given to a maintained school in the same area with identical characteristics.</p>	<p>2008 bids for start-up grant were scrutinised in line with published criteria and grant awarded where there appeared to be a clear need. The rate of start-up grant (a) for books and equipment was unchanged. For 2009, the levels of start-up grant to be paid are currently under consideration in the light of available resources.</p> <p>The sustainability of academy budgets will need to be assessed in the light of Ministers' commitment to keep academy funding equivalent in outcome terms to that of the maintained sector. We are taking a two-fold approach to this. First, where an academy is having difficulty in matching income and expenditure, the Department works with the Trust to produce a recovery plan to bring the budget back into balance. Although such difficulties most commonly arise from staffing there is also anecdotal evidence that some academies are finding energy costs hard to sustain. The Academy Finance Directors Forum – which has been doing internal work on benchmarking – has been asked to bring forward data on recurrent cost sustainability and replacement costs, and this will form the basis of an examination of these issues.</p>

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	<p>Academies' buildings are designed and built to the same standard as those of other maintained schools. Academies are expected to keep their buildings in a state of 'substantial repair' (the same standard as any other maintained school) and receive the capital and revenue funding for repair and maintenance as any other school. In some cases, the incorporation of sustainability features in the design and build process will mean that the academies may find it easier to look after their buildings than other schools.</p>	
<p>7. A small number of academies have paid sponsors to provide services, e.g. for payroll management. Such services should be routinely put out to competitive tender, so that they meet existing procurement regulations and demonstrably avoid conflicts of interest.</p>	<p>The Department expects academies to meet procurement regulations and best practice when contracting for services. At the start of the programme we were keen to make maximum use of sponsors' expertise in, e.g. project management. In doing so, sponsors costs were reimbursed, but no profit was made or intended on either side. As the scale of the programme has increased, the Department has put in place robust procurement arrangements and guidance. We have agreed for some multiple sponsors to undertake their own project management but this is in line with procurement regulations and part of robust arrangements and guidance.</p>	<p>Expectations continue to be clearly communicated with all stakeholders.</p> <p>Robust performance management of multiple sponsors undertaking their own project management continues to be carried out by the Department.</p>

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<p>8. There are fewer planned or open academies than might be expected in the north of England. The Department has a target that 60 of the first 200 academies should be in London. It should examine deprivation data when deciding the location of a new academy to make sure that its programme for academies reflects the Government's overriding objective to raise attainment in deprived areas, and that academies are built in areas with the greatest need.</p>	<p>The Department agrees that the academies programme needs to continue to focus on schools serving disadvantaged communities wherever they may be. The 83 academies now open are spread across 51 different local authority areas. As a rule of thumb, we will target schools where fewer than 30% of pupils are achieving five or more GCSEs (including English and mathematics). The early priority given to schools in London reflects the level of challenge there.</p>	<p>Of the 130 Academies now open, only 56 are situated in London (43%). Since the National Audit Office report's finding that the North West stood out as having fewer academies than might be expected based on the level of deprivation in the area, 34 academies are now located in the region (26%).</p>

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<p>9. Academies are a relatively costly means of tackling low attainment. As the programme expands further, there is an increasing risk that individual academy projects may be proposed where the value for money case for an academy is not made. The Department should reject proposals that put at risk the viability of local schools and colleges providing a good quality education, including proposals relating to education from age 16. It should not approve academy projects in locations where a less costly solution, for example, requiring less capital expenditure and lower or no start-up funds, would provide better value for money.</p>	<p>The Department does not accept that Academies are a relatively costly means of tackling low attainment. Ongoing capital and revenue spending on academies is on the same basis as maintained schools through BSF and funding replication respectively. The quality of academy buildings has been generally praised. They are frequently the largest investment in a disadvantaged community for years – or even decades.</p> <p>Academy projects only go ahead where the local authority and local Learning and Skills Council offer their support. Extensive dialogue between the Department and local partners helps to ensure that an academy project will improve facilities for the community rather than putting other schools or colleges at risk.</p>	

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<p>10. Prior to changes announced in the Budget of March 2007, academies risked incurring large VAT liabilities for community's use of their buildings. Following the change, all academies should make their facilities available for use by their communities. The Department should consider whether there will be a future need to address this issue in relation to voluntary-aided schools being rebuilt as part of the BSF programme.</p>	<p>The Department welcomes the Committee's recognition of the steps that have been taken to ensure academy buildings are fully available to their local communities. Ministers have now also agreed that in future the Department will meet the VAT liability for any voluntary-aided school rebuilt under BSF which intends to offer extended services and make its facilities widely available to the broader community.</p>	<p>As regards academies, £76 million of VAT liability has been reimbursed by the Department to date for 28 Academy projects started since March 2007, meaning that they have received a standard VAT rating allowing the facilities to be used by the wider community.</p> <p>Where a potential VAT liability inhibits a new build voluntary aided school's ability to offer extended services to the community, the liability is funded through BSF. Where appropriate, some schools continue to obtain a zero-rating certificate for new build elements of schools which are not wholly rebuilt and which are not part of an extended services provision.</p>

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<p>11. The sharing of lessons learnt from the first academy projects has tended to be informal and not systematic. The Department and the Specialist Schools and Academies Trust should develop a systematic method, such as dissemination through a good practice website, so that lessons can be made easily available to other academies, particularly those in the development phase.</p>	<p>The Department has always sought to learn lessons from individual projects for the benefit of the wider programme. However, it accepts that there have not been sufficient systematic reviews or lessons learned from each individual academy project. The Department has already conducted through its Education Advisers a post-opening review of all of the academies which opened in September 2006, and is in the process of doing the same for academies that opened in September 2007. This includes identifying the lessons to be learned from each project.</p> <p>The new framework for project management companies (PMC's), which came into effect in June 2007, will strengthen the processes in place to share lessons learnt from individual projects across the programme.</p> <p>The Department held the first of a series of lesson learnt panels in November 2007 with all project management companies from the new framework. The panels provide a good opportunity to work with these key stakeholders to disseminate good working practice, work through current issues and further improve working relationships.</p>	<p>The Department continues to work very closely with all stakeholders and holds six-monthly 'lessons learnt' panels with PMCs, the next of which is due to take place in October 2008. Feedback from these panels regarding the new framework for PMCs, which is now in place, has been generally positive. In addition, we are currently revising the process for 'sign off' meetings prior to academies opening to ensure lessons learnt are fully captured and disseminated.</p> <p>The Department has established a Post-Occupancy Evaluation (PoE) which will review several completed academies before the end of the year, to consider the lessons learnt and apply these to all new building projects. Results will be shared with Partnership for Schools and we will consider whether to roll out the PoE process more widely.</p>

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	<p>The Department has already carried out a review of the work to accelerate the number of Academy openings in 2006. The lessons learned from that have already been incorporated into the planning for the Academies being accelerated in 2007, and into the programme more generally. The Department, through its specialist technical advisers, is also reviewing all of the Academy building projects that were completed for September 2007, and will ensure that lessons are disseminated to other projects and to Partnerships for Schools, which is responsible for delivery of the BSF programme.</p>	

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