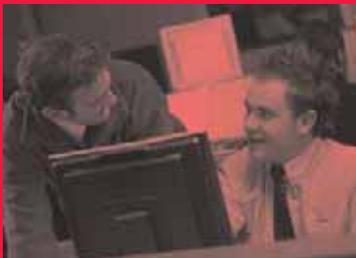
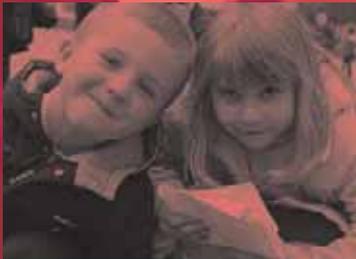




Autumn Performance Report 2006

Achievement
against Public
Service Agreement
targets





Department for Education and Skills

Autumn Performance Report 2006

Achievement against Public Service Agreement targets

Presented to Parliament
by the Secretary of State for Education and Skills
by Command of Her Majesty

December 2006

Conventions

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

Calendar years are shown as 2006 or 2007.

The report relates to England, unless otherwise indicated.

Figures in some tables have been rounded and therefore may not sum to the total.

Further Information

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This document and the *2006 Departmental Report* can be accessed from the
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Contents

Foreword by the Secretary of State	5
Introduction	7
Chapter 1: Department for Education and Skills Spending Review 2004 Aim, objectives and targets	9
Chapter 2: Progress towards achievement of Spending Review 2004 PSA targets	11
Chapter 3: Progress towards achievement of Spending Review 2004 Efficiency target	57
Chapter 4: Department for Education and Skills outstanding Spending Review 2002 PSA targets	63
Sure Start targets	64
Target transferred from Department of Health	70
Joint target with Home Office	74
Annex A: Standard terminology used for reporting progress against targets	76
Annex B: Glossary	78
Annex C: Summary Tables	80

Foreword by the Secretary of State



I am pleased to present my first Autumn Performance Report. The report sets out interim assessments towards achievement of my Department's Public Service Agreement targets, together with progress against our efficiency target. It embodies our ambitions for improving the lives of children and learners across the UK.

Education is the Government's top priority. It bridges social divides, promotes community cohesion and prepares our young people for the wider world. It is at the heart of the country's future economic success and competitiveness.

This year there has been tremendous progress in delivering high quality early years provision. We have exceeded our target for childcare places with 1,050 Children's Centres now set up and more than 3,500 extended schools.

The substantial improvements in school attainment continue, with significant increases in the proportion of young people getting five good GCSEs. In 1997, the number of schools where less than a quarter of pupils gained five good GCSEs was over 600; this year it is just over 60. We have exceeded our target for PE and sport in schools so that over four million children are now doing at least 2 hours.

In primary schools we have focused ruthlessly on improving literacy and numeracy with over 100,000 more pupils this year achieving the required level at year 11 compared to 1997. But we need to do more to reach our highest aspirations so that every child progresses and not one is left behind.

Over a million adults have improved their basic skills, liberating and empowering them to realise ambitions for themselves and for their families. More students than ever before are entering higher education and becoming equipped with the skills for working life in an increasingly diverse and rapidly changing labour market.

None of this could have been achieved without the hard work and commitment of everyone who works in services for children, families and learners. We should be proud of these achievements, but look to do even better if we are to make our country a fairer and more socially just place.

A handwritten signature in black ink that reads "Alan Johnson". The signature is written in a cursive style with a long horizontal stroke above the name.

Alan Johnson

Secretary of State for Education and Skills

Introduction

The *2006 Autumn Performance Report* outlines progress towards the Department for Education and Skills' Spending Review 2004 PSA targets (Chapter 2); together with progress against the Department's Efficiency target (Chapter 3); and outstanding Spending Review 2002 PSA targets (Chapter 4). This includes targets shared with the Department for Work and Pensions; the Department for Culture, Media and Sport; Department of Health and the Home Office.

Public Service Agreement targets, agreed as part of the Spending Review process, articulate and drive forward the Government's highest priorities and ambitions for delivery.

The *2006 Autumn Performance Report* is supplementary to the *Departmental Report 2006* (Cm 6812).

The Government's key performance data is available on a single Public Service Performance website at www.hm-treasury.gov.uk/performance

Each PSA target is underpinned by a Technical Note, which sets out how the target is measured, how success is defined, sources of the relevant data and any other relevant information. Further information is available at:

www.hm-treasury.gov.uk/documents/public_spending_and_services/publicservice_performance/pss_perf_table.cfm

In line with HM Treasury Guidance, standard terminology is adopted by all departments for reporting progress against their PSA targets. This terminology is shown at Annex A.

During the period November 2005 to early 2006, the National Audit Office (NAO) carried out an examination of the data systems for all of the Department's Spending Review 2004 Public Service Agreement targets. As the Department's statisticians were also planning their own review of progress, it was agreed that enquiries and summaries of the findings would be carried out jointly. The Department's work was overseen by a Steering Group, on which the NAO was represented. This report includes the Department's response to NAO comments following their validation of

the data systems supporting Spending Review 2004 Public Service Agreement targets. The NAO intends to publish its *Third Validation Compendium Report* in December 2006. This report will include its findings on the Department's Spending Review 2004 Public Service Agreement Targets, as well as those for five other government departments.

In order to address concerns raised by the National Audit Office and the Education and Skills Select Committee a standard format has been adopted for reporting against each PSA target which includes baseline, latest assessment, data systems and data collection information.

The Department for Education and Skills *Resource Accounts 2005-06* were presented to Parliament on 20th July 2006. 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 TSO (The Stationery Office) and the Department for Education and Skills website.

Department for Education and Skills Spending Review 2004 Aim, objectives and targets

The Department for Education and Skills is responsible for children's services, education and lifelong learning in England. It also has wider responsibilities for a range of policies, some of which it shares with other government departments, such as the Sure Start programme (shared with the Department for Work and Pensions).

The Department's aim is to help build a competitive economy and inclusive society by:

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

Underpinning this aim, the Department has five objectives and fourteen Spending Review 2004 Public Service Agreement targets. These are unchanged from those reported in the *2005 Autumn Performance Report* and the *2006 Departmental Report*.

On 19 September 2006, the Department published *The Five Year Strategy for Children and Learners: Maintaining the Excellent Progress*. This provided a report on the delivery of *The Five Year Strategy for Children and Learners* published in 2004, two years on. This report looked at the rapid progress that had already been made and looked ahead at how the strategy would be taken forward to 2009 and beyond. It set out five clear priorities for the Department and partners which are:

- Closing the gap in educational attainment between those from low income and disadvantaged backgrounds and their peers.
- While at the same time continuing to raise standards for all across the education system.
- Increasing the proportion of young people staying on in education or training beyond the age of 16.
- Reducing the number of young people on a path to failure in adult life.
- Closing the skills gap at all levels – from basic literacy and numeracy to postgraduate research – to keep pace with the challenge of globalisation.

These priorities each connect with one another, for example, failure in the early years increases the likelihood of failure in school and later life; children from low income families are less likely to achieve their full potential and are disproportionately represented among school leavers with no or few qualifications, and among young people on a path to failure.

Building on *The Five Year Strategy for Children and Learners*, three things will be critical to delivering the Department's priorities:

- Putting the user's experience at the heart of all that the Department and partners do.
- Continuing to improve performance across each part of the system.
- Working more effectively with our partners in delivery and with other government departments.

The 2007 Comprehensive Spending Review will provide the Department with the opportunity to refresh its Public Service Agreement in order to align it with the five priorities.

Progress towards achievement of Spending Review 2004 PSA targets

2

This chapter sets out progress against the Spending Review 2004 Public Service Agreement targets for the Department of Education and Skills. The Department has fourteen headline targets which encompass 25 elements, all of which are reported on in detail.

Objective I: Safeguard children and young people, improve their life outcomes and general well-being, and break cycles of deprivation

Spending Review 2004 PSA target 1

Improve children's communication and social and emotional development so that by 2008, 53% of children reach a good level of development at the end of the Foundation Stage and reduce inequalities between the level of development achieved by children in the 30% most disadvantaged Super Output Areas and the rest of England by four percentage points from 16% to 12%. *(Sure Start target, joint with the Department for Work and Pensions)*

Performance against communication, social and emotional development target (element 1)

Baseline: (element 1)

48% in 2005

Latest outturn against trend:

(element 1) 45% in 2006

Latest assessment:

(element 1) Not yet assessed. The first release of the 2006 FSP results was published on 26 October 2006. Initial analysis suggests the apparent downturn is likely to be largely due to the effect of moderation rather than a fall in achievement. Further analysis of the data is underway to get a more detailed picture and better understanding of the underlying factors and provide a basis for an assessment.

Performance: (element 1)

The Foundation Stage is the first stage of the National Curriculum focusing on the distinct needs of children aged three years to the end of their reception year in primary school. The Foundation Stage is delivered in a range of settings, which include pre-school groups, Sure Start Children's Centres, accredited childminders in networks approved to deliver early education, nursery and reception classes in primary schools, nursery schools and private nurseries.

The Statistical First Release 42/2006 published on 26 October 2006 set out the provisional National Foundation Stage Profile (FSP) results for 2006. Although these show an apparent decrease in the number of points awarded across each of the 13 scales, these are likely to be the result of improvements in the way assessments and moderation have been applied. Practitioners are still developing the skills they need for assessing children's levels of attainment across the 13 scales. In particular, there has again been an exercise to improve the moderation of the points awarded by different teachers across the country.

In spring 2006, the baseline for element 1 was established at 48% of children reaching a good level of development as measured through the 2005 Foundation Stage Profile. The provisional target has now been reviewed and increased from 50% to 53% by 2008, reflecting the Government's ambitions for young people.

Spending Review 2004 PSA target 1

Improve children's communication and social and emotional development so that by 2008, 53% of children reach a good level of development at the end of the Foundation Stage **and reduce inequalities between the level of development achieved by children in the 30% most disadvantaged Super Output Areas and the rest of England by four percentage points from 16% to 12%**. (*Sure Start target, joint with the Department for Work and Pensions*)

Performance against inequalities target (element 2)

Baseline: (element 2)

Inequality gap – 16%

Latest outturn against trend:

(element 2) Not available

Latest assessment:

(element 1)

Not yet assessed

The results released on 26 October 2006 are the first set of FSP information available for 2006. Detail on performance in the 30% most disadvantaged Super Output Areas is not yet available. Final results are expected in January 2007.

Performance: (element 2)

The *Childcare Act 2006* places a new duty on local authorities, working with their partners in the National Health Service (NHS) and Jobcentre Plus to improve the outcomes of all children under-five, and reduce inequalities by ensuring that early years services are integrated and accessible. This duty includes a power for the Secretary of State to set statutory targets for local authorities, and the first round of target-setting has already started in preparation for the commencement of the duties in April 2008.

Good quality childcare and early education helps boost outcomes for young children – and especially outcomes for more disadvantaged children. It ensures that they access, participate fully in and benefit from early years, childcare and extended schools services and that their parents access and benefit from appropriate information and family support services, thereby contributing to reducing inequalities and promoting inclusion.

In spring 2006, the Department set the target for reducing the inequality gap at four percentage points to acknowledge the particular importance of enhancing life chances and outcomes in the most disadvantaged communities.

Information from the 2006 FSP results on narrowing the inequalities gap is not yet available. The Department has put in place a number of actions to support local authorities to contribute to the national target. The Foundation Stage Regional Advisers (FSRAs), and the National Strategies are taking forward a significant programme of work to embed effective early years practice. Local authorities (LAs) are beginning to audit the training and support made available to all those providing the

Performance: (element 2) (*continued*)

Foundation Stage. FSRAs are working with LAs to ensure that their staff focus on identifying and improving weaker settings.

Sure Start Children's Centres deliver integrated services for young children. The first phase of children's centres are focused on the 30% most disadvantaged Super Output Areas defined under the Index of Multiple Deprivation 2004.

Measurement

Data system:

Measured by data from the Foundation Stage Profile (FSP). There is a statutory requirement on local authorities to collate FSP data and send it to the Department for Education and Skills. 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:

Foundation Stage Profile (FSP). Data is collected annually.

Issues with data systems:

Elements 1 and 2 – The provisional 2005/06 data for element 1 was published on 26 October 2006. The final local authority aggregate results are expected to be published in January 2007, including data on the inequalities gap for element 2. 2006 FSP data is the most reliable available yet, but there remain issues about the embedding of consistent practice which are being addressed through moderation arrangements. The National Assessment Agency is overseeing further work to ensure that observation and assessment-based formative assessment and the FSP are fully integrated into Foundation Stage practice and provision.

Related links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

Statistical First Release 42/2006: www.dfes.gov.uk/rsgateway/DB/SFR/index.shtml

Sure Start: www.surestart.gov.uk

DWP: www.dwp.gov.uk

QCA: www.qca.org.uk

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Spending Review 2004 PSA target 2

As a contribution to reducing the proportion of children living in households where no-one is working, by 2008:

- increase the stock of Ofsted-registered childcare by 10%;
- increase the number of children in lower income working families using formal childcare by 120,000; and
- introduce by April 2005, a successful light-touch childcare approval scheme.

(Sure Start target, joint with the Department for Work and Pensions)

Performance against stock of Ofsted-registered childcare places target (element 1)

Baseline: (element 1)

1,103,000 places at
31 March 2004

Latest outturn against trend:

(element 1)
Over 1,280,000 places
at September 2006

Final assessment:

(element 1)
Met early

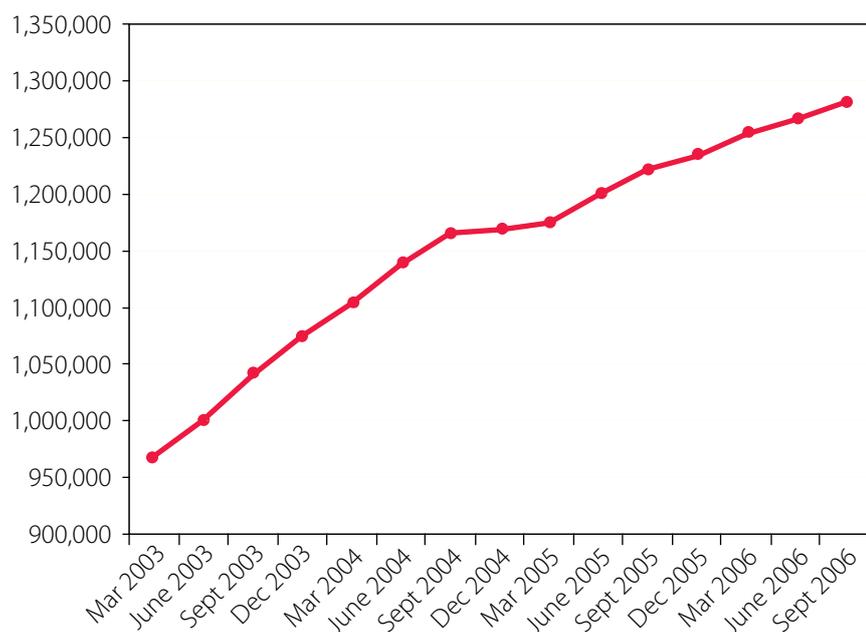
Performance: (element 1)

A 10% increase in the stock of Ofsted-registered childcare places from the baseline required a total stock of 1,213,000 places by 2008.

As reported in the 2006 Departmental Report, the target was exceeded in September 2005 when the total stock of Ofsted-registered childcare places numbered 1,221,000. This has since risen further to over 1,280,000 places at the end of September 2006. Of these, 321,000 were with childminders, 588,000 were full day care places and 372,000 were out of school places.

This represents an increase of well over 16% or some 179,000 places since March 2004. See figure 2.1.

Figure 2.1 Growth in Ofsted-registered childcare places



Performance: (element 1) (continued)

The Government's shift in April 2005 from funding the growth of childcare places to improving the sustainability of childcare provision has helped to stabilise the childcare market and reduce closure rates. The continued growth in the number of childcare places has mainly been a response by providers to increased market demand, boosted by aspects of the *Choice for parents, the best start for children: a ten year strategy for childcare* published in December 2004. These include the three- and four-year-olds entitlement to free nursery education; the development of Sure Start Children's Centres and extended schools; and improved support for childcare costs through the childcare element of the Working Tax Credit.

Spending Review 2004 PSA target 2

As a contribution to reducing the proportion of children living in households where no-one is working, by 2008:

- increase the stock of Ofsted-registered childcare by 10%;
- **increase the number of children in lower income working families using formal childcare by 120,000;** and
- introduce by April 2005, a successful light-touch childcare approval scheme.

(Sure Start target, joint with the Department for Work and Pensions)

Performance against take-up of formal childcare target (element 2)

Baseline: (element 2)

2004-05 baseline level of 614,000

Latest outturn against trend:

(element 2)

The first figures will be available in September 2007, when the next Parents Childcare Survey is published

Latest assessment:

(element 2)

Not yet assessed – too early to make an assessment

Performance: (element 2)

The baseline level, target and data source to be used to measure take-up of childcare in lower income working families were agreed in November 2006. The target has been set in terms of an increase in the number of children using formal childcare, rather than as a percentage increase. The target is to increase the number by 120,000 by 2008 from a baseline of 614,000.

The data source for setting the baseline, and measuring progress against the target was originally to be the Department for Work and Pensions Family Resources Survey, but the Department for Education and Skills Parents Childcare Survey: Childcare and Early Years Provision: A Study of Parents' Use, Views and Experiences will now be used.

Action over the next 18 months will focus on improving take-up through extended schools, Sure Start Children's Centres, the three- and four-year-old offer and the London Affordability pilots. Local Authority preparation for their childcare sufficiency duties, with General Sure Start Grant funding, will be an important lever. Jobcentre Plus Advisers have a key role in promoting the benefits of childcare and emphasising the value of formal care in terms of child development and job sustainability, enabling customers to make informed decisions about childcare and returning to work.

Childcare Partnership Managers ensure that Jobcentre Plus Advisers have up to date information on the availability and range of formal childcare services in the local area, allowing Advisers to signpost parents to appropriate local sources of professional or specialist advice such as Children's Centres, or the Children's Information Service. The Department will also work closely with HM Revenue and Customs, Children's Information Services, and others, to promote take-up of the childcare element in the Working Tax Credit.

Spending Review 2004 PSA target 2

As a contribution to reducing the proportion of children living in households where no-one is working, by 2008:

- increase the stock of Ofsted-registered childcare by 10%;
- increase the number of children in lower income working families using formal childcare by 120,000; and
- **introduce by April 2005, a successful light-touch childcare approval scheme.**

(Sure Start target, joint with the Department for Work and Pensions)

Performance against childcare approval scheme target (element 3)

Baseline: (element 3)

No childcare approval scheme in place

Latest outturn against trend:

(element 3)

Childcare approval scheme in place with 3,172 new approved home carers at end October 2006

Latest assessment:

(element 3)

Ahead

Performance: (element 3)

The scheme began operating in April 2005 incorporating criminal records checks, first aid certification and a minimum training requirement. At the end of October 2006, there were 3,172 new approved home carers under the scheme. This is significantly above trajectory. The Government's target is to have a cumulative total of 3,500 new carers approved by March 2008.

A new Childcare Register, to be established by the *Childcare Act 2006* and operated by Ofsted, will replace the Childcare Approval Scheme. The scheme will continue in its present form until September 2007 and a final assessment as to the extent to which the target has been met will be made between then and March 2008.

Measurement

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.

Data system:

Element 1 – Measured by reference to data provided by Ofsted about registered childcare places in England. Performance assessed annually at 31 March.

Element 2 – The original target was to be measured by the Department for Work and Pensions Family Resources Survey. However, agreement was reached to use child level data from the Department for Education and Skills 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 provided by Ofsted.

Element 2 – Data comes from a survey where parents answer whether they use formal childcare.

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 – Department for Education and Skills Parents Childcare Survey will be used to monitor performance against the target. The first set of data will be available in September 2007.

Element 3 – Given the likely developments in the data system, it is too early to form a view on its fitness for purpose.

Related links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

Ofsted: www.ofsted.gov.uk

Sure Start: www.surestart.gov.uk

Contact: Duncan Aitchison

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Spending Review 2004 PSA target 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 against conception rate target

Baseline:

46.6 per 1,000 girls aged 15-17 (1998)

Latest outturn against trend:

41.5 per 1,000 girls aged 15-17 (2004)

Latest assessment:

Slippage

Performance:

The under-18 conception rate has continued to fall since 1998.

In 2004, the under-18 conception rate for England stood at 41.5 per 1,000 girls (aged 15-17). This represents an 11.1% reduction in the under-18 conception rate from the 1998 baseline. This falls short of the 2004 interim target to reduce the under-18 conception rate by 15% and progress towards the 50% reduction by 2010. See table 3.1 and figure 3.1.

Table 3.1: Under-18 Conceptions for England: 1998-2004

	1998	1999	2000	2001	2002	2003	2004
Under-18 conceptions	41,089	39,247	38,699	38,461	39,350	39,553	39,545
change since 1998							-1,544
Under-18 conception rate ¹	46.6	44.8	43.6	42.5	42.6	42.1	41.5
% change since 1998							11.1

1. Per 1,000 girls aged 15-17.

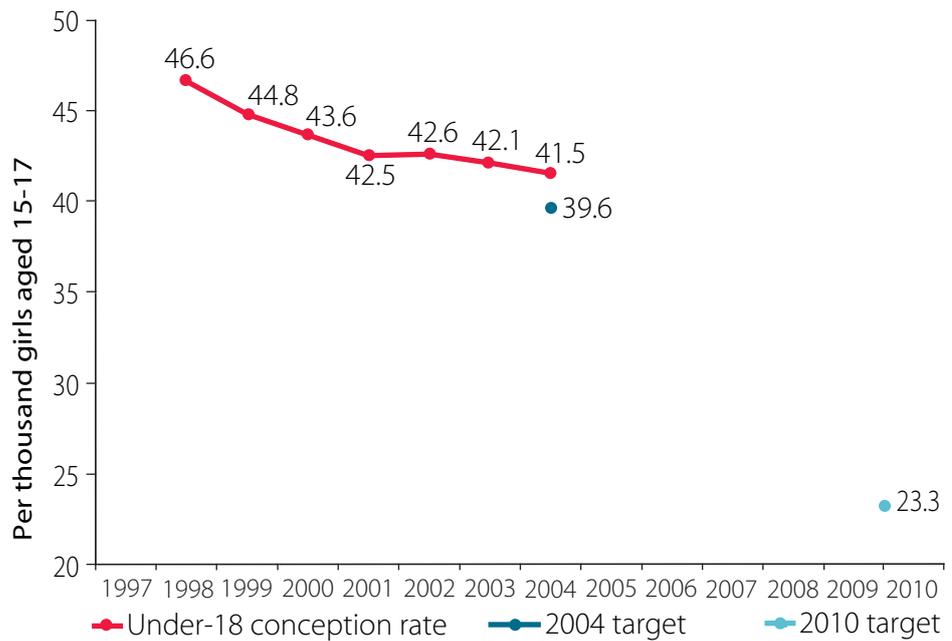
Teenage pregnancy rates are coming down steadily and under-18 conception rates are now at their lowest level for twenty years, but there is wide variation in progress across the country.

In July 2006 *Teenage Pregnancy Next Steps: Guidance for Local Authorities and Primary Care Trusts on Effective Delivery of Local Strategies* was issued. The guidance sets out what is known about effective delivery of local teenage pregnancy strategies, based on in-depth reviews carried out in a number of areas with differing levels of success in reducing under-18 conception rates. It also includes new analysis on the underlying factors that affect young people's sexual behaviour and subsequent outcomes, to help areas target their strategies on young people at greatest risk of early pregnancy. The guidance asks local areas to review their strategies in the light of the review findings and new analysis and reflect them in their forward plans. It also sets out what support will be provided nationally to support local delivery. If all areas were doing as well as the top quartile (25%) the national reduction would be 23% – more than double the current rate of progress.

Performance: *(continued)*

In September 2006, the Children, Young People and Families Minister Beverley Hughes urged local authorities to come up to the standard of the best as she set out the Government's plans to build on its success so far in bringing down teenage pregnancy rates. Nationally, conception rates to under-18s are at their lowest for twenty years and some authorities had reduced their rates by more than 35% since the strategy began in 1999.

Figure 3.1: Under-18 Conceptions for England: 1998-2004



Measurement

Data system:

Measured by National Statistics under-18 conception data.

Method of data collection:

Conception Statistics are derived from birth registrations, abortion notifications and mid-year population estimates. Provisional 2005 data will be published in February 2007, followed by final data in late summer 2007.

Issues with data systems:

The data systems are generally fit for the purpose of measuring and reporting performance. 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 until up to 11 months after the date of conception).

Related links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

Teenage Pregnancy Unit: www.dfes.gov.uk/teenagepregnancy

National Statistics: www.statistics.gov.uk

Department of Health: www.dh.gov.uk

Contact: Robert Macpherson

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Spending Review 2004 PSA target 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 against obesity target

Baseline:

14.9% (2002/03/04 weighted average)

Latest outturn against trend:

14.9% (2002/03/04 weighted average)

Latest assessment:

Not yet assessed – too early to make an assessment

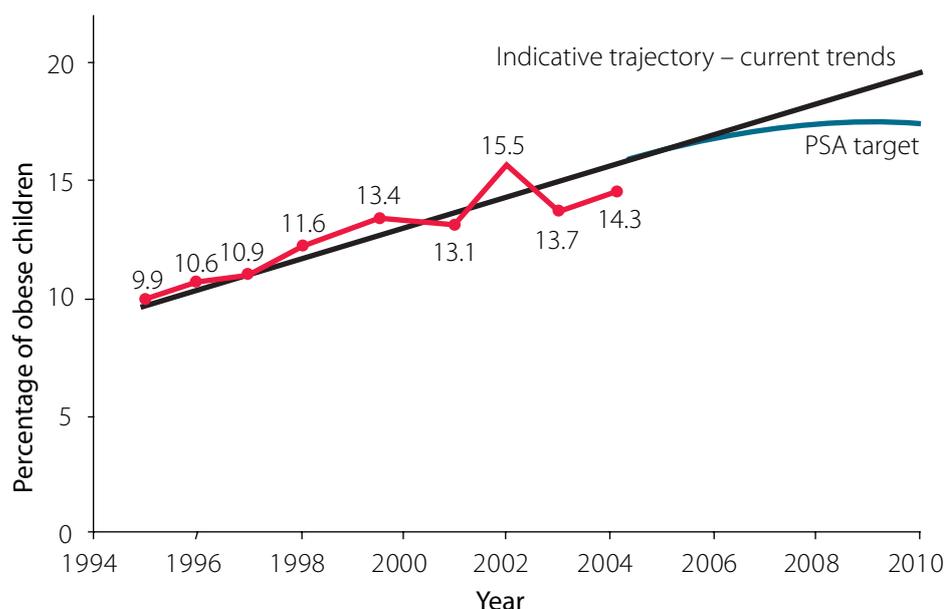
Performance:

The first indication of progress against the baseline is expected to be available in winter 2006/07.

In November 2005, the Sure Start Children's Centres Practice Guidance set out the role of children's centres in tackling obesity through good day-to-day nutrition and increasing healthy exercise. This has been developed further for the revised version of the Practice Guidance published in November 2006.

From September 2005, schools and local authorities have been supported in transforming school meals with healthy food, prepared fresh on the premises by trained school cooks. The Department is investing £220 million in improving school meals and supporting healthy eating projects for children, families and communities.

Figure 4.1: Obesity prevalence 2- to 10-year-olds



Performance: *(continued)*

The National Healthy Schools programme is being rolled out, with the aim that by 2009 all schools will be Healthy Schools and focusing on healthy eating, physical education and sport, emotional health and well-being, and personal, social and health education (PSHE).

Raising levels of activity is also important. Good progress is being made against the Government's PSA target to enhance the take-up of sporting opportunities by 5-16 year olds (see the Department's Spending Review 2004 PSA target 9).

Measurement**Data system:**

The Health Survey for England (HSE).

Method of data collection:

The Health Survey for England comprises a series of annual surveys beginning in 1991. The series is part of an overall programme of surveys commissioned by the Department of Health designed to provide regular information on various aspects of the nation's health. Data on childhood obesity prevalence rates collected in the 2005 survey should be available in the winter 2006/07. This will allow the weighted average for 2003/04/05 to be calculated and provide the first indication of progress against the baseline data. 2003/04/05 data will be published around 12-15 months after the end of the collecting period.

Issues with data systems:

It is too early to form a view on the system's fitness for purpose.

Related links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

HSE: www.dh.gov.uk/PublicationsAndStatistics/PublishedSurvey/HealthSurveyForEngland

Department of Health: www.dh.gov.uk

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

Practice Guidance: www.surestart.gov.uk/improvingquality/guidance/practiceguidance

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Spending Review 2004 PSA target 5

Narrow the gap in educational achievement between looked after children and that of their peers, and improve their educational support and the stability of their lives so that by 2008, 80% of children under 16 who have been looked after for 2.5 or more years will have been living in the same placement for at least 2 years, or are placed for adoption.

Performance against educational achievement indicators (element 1)

Baseline:

(element 1)

51% of looked after children obtaining level 4 in Key Stage 2 English and mathematics compared to their peers in 2004

59.1% of looked after children sat a GCSE equivalent exam in 2004

9.4% of looked after children achieved 5 or more A*-C GCSEs or equivalent in 2004

Latest outturn against trend:

(element 1)

52% of looked after children obtained level 4 in Key Stage 2 English & mathematics compared to their peers in 2005

36% of looked after children did not sit a GCSE equivalent exam in 2005

Performance: (element 1)

The national performance indicators associated with the PSA target are to improve absolute performance and narrow the gap between the performance of looked after children and that of their peers on the following measures:

- Percentage of children aged 11, looked after for at least 12 months, who obtain level 4 in Key Stage 2 English and mathematics. The current level of performance in 2005 is 53% compared to their peers;
- Percentage of young people looked after for at least 12 months, who reach school leaving age without having sat a GCSE equivalent exam equals 65% compared with 97% of peer group; and
- Percentage of young people, looked after for at least 12 months and in year 11, who achieve five or more GCSEs graded A*-C or equivalent equals 11% compared with 56% of peer group.

Progress is being made against these indicators but more needs to be done.

In October 2006, the Department published the Green Paper *Care Matters: Transforming the lives of Children and Young People in Care*. It sets out a radical package of proposals for transforming the lives of children in care.

It includes proposals on strengthening the corporate parenting role of local authorities; providing high quality placements which meet children's needs; securing a first class education; supporting a positive life outside school; and supporting transition into adulthood.

**Latest outturn
against trend:**

(element 1 cont)

10.8% of looked after children achieved 5 or more A*-C GCSEs (or equivalent) in 2005

Latest assessment:

(element 1) There are no education targets, so standard terminology for assessments (see annex A) is not appropriate

Spending Review 2004 PSA target 5

Narrow the gap in educational achievement between looked after children and that of their peers, **and improve their educational support and the stability of their lives so that by 2008, 80% of children under 16 who have been looked after for 2.5 or more years will have been living in the same placement for at least 2 years, or are placed for adoption.**

Performance against educational support and stability (element 2)

Baseline:

(element 2)
65% (at 31 March 2004)

Latest outturn against trend:

(element 2)
65% (at 31 March 2006)

Latest assessment:

(element 2)
Slippage

Performance:

The percentage of the relevant group of children living in the same placement for at least two years in 2005-06 compared with 2003-04 has not changed. The target is very challenging and would require a very significant shift in every local area if it is to be achieved.

The Department is undertaking intensive targeted work with 30 high-impact local authorities to help to support them in improving their approach to placement stability. The Department is also providing lighter touch telephone consultancy sessions with 50 further local authorities. Informed by this work, Government Offices are sharing effective practice between local authorities in their regions.

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 2006 education results will be published in an OC2 Statistical First Release in April 2007.

Element 2 – The data system addresses the majority of risks to data quality.

Related links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

SSDA903: www.dfes.gov.uk/datastats1/guidelines/children

Department of Health: www.dh.gov.uk

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

Spending Review 2004 PSA target 6

Raise standards in English and mathematics so that:

- **by 2006, 85% of 11-year-olds achieve level 4 or above, with this level of performance sustained to 2008;** and
- by 2008, the proportion of schools in which fewer than 65% of pupils achieve level 4 or above is reduced by 40%.

Performance against Key Stage 2 target (element 1)

Baseline: (element 1)

Level 4 or above
78% English
74% Mathematics
(2003/04)

Latest outturn against trend:

(element 1)
79% English
76% Mathematics
(2005/06)

Final assessment:

(element 1)
Not met

Performance: (element 1)

Provisional 2005/06 results of Key Stage 2 tests show that 79% of 11-year-olds achieved level 4 or above in English (no change over 2004/05) and 76% achieved level 4 or above in mathematics (an increase of one percentage point over 2004/05). See table 6.1 and figure 6.1.

Although primary standards are now at their highest ever level, the headline Key Stage 2 targets have not been met.

Compared to 1996/97, about 95,000 more 11-year-olds are now achieving the target level for their age in English and 83,000 more are doing so in mathematics. The 2005/06 results showed the largest increase in children achieving above the target level 4 in English since 2000.

Since 1996/97, the increase in standards and in the quality of teaching and learning in schools has been dramatic and sustained. Ofsted have stated that teaching in primary schools has never been better and describes the current generation of newly-qualified teachers as the best trained ever.

Figure 6.1: The attainment of 11-year-olds: percentage of pupils achieving level 4 or above

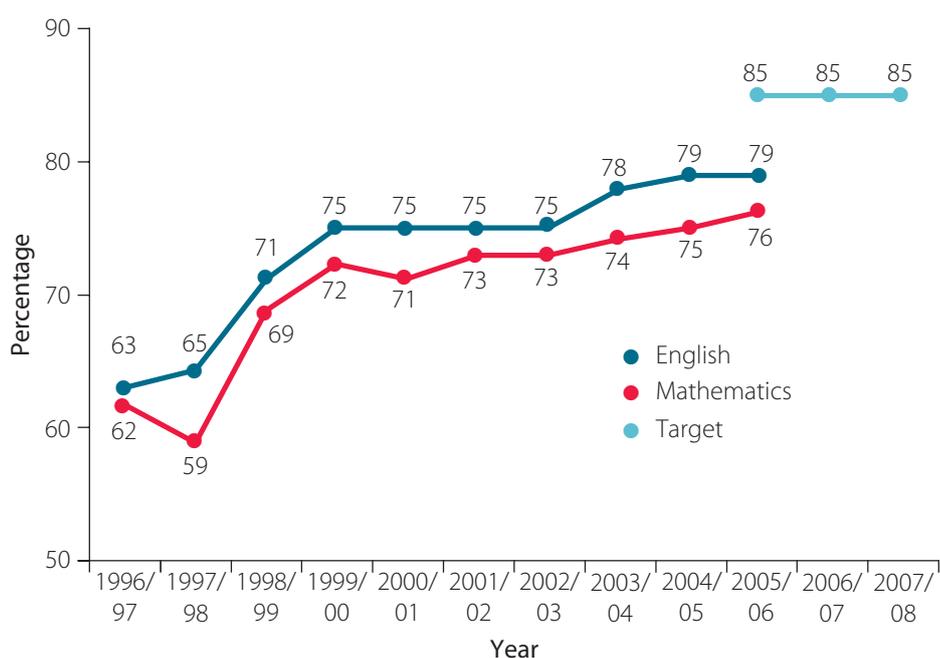


Table 6.1: The attainment of 11-year-olds: percentage of pupils achieving level 4 or above

Key Stage 2	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06 ¹
English	63	65	71	75	75	75	75	78	79	79
change from previous year		+2	+6	+4	0	0	0	+3	+1	0
change since 1997										+16
Mathematics	62	59	69	72	71	73	73	74	75	76
change from previous year		-3	+10	+3	-1	+2	0	+1	+1	+1
change since 1997										+14

1. Provisional Results

Delivery of this target is supported by the Primary National Strategy (which brings together the National Literacy and Numeracy Strategies). The renewed Primary Framework for Literacy and Mathematics issued in September 2006 builds on the progress made since the introduction of the daily literacy hour and mathematics lesson and underlines the Government's determination to continue to drive up standards in the basics. The Framework (guided by the conclusions of the independent review of teaching of early reading by Jim Rose) provides teachers with new guidance on making phonics their prime approach to early reading and promotes faster progress in English and mathematics (including learning all their times tables a year earlier) to ensure more children reach the target level at age 11.

Spending Review 2004 PSA target 6

Raise standards in English and mathematics so that:

- by 2006, 85% of 11-year-olds achieve level 4 or above, with this level of performance sustained to 2008; and
- **by 2008, the proportion of schools in which fewer than 65% of pupils achieve level 4 or above is reduced by 40%.**

Performance against Key Stage 2 target (element 2)

Baseline: (element 2)

2,849 schools in

English

3,570 schools in

mathematics (2002/03)

Latest outturn against trend:

(element 2)

1,785 schools in

English

2,555 schools in

mathematics

(2005/06)

Latest assessment:

(element 2)

On course

Performance: (element 1)

In 2005/06, 13% of schools were below the floor target in English, a reduction of 37% (1,064 schools) from the 2002/03 baseline, and in mathematics, 19% of schools were below the floor target, a reduction of 28% (1,015 schools) from the 2002/03 baseline.

Further progress has been achieved in reducing the number of schools below the floor target in English and mathematics and the Department remains on course to achieve the target reduction of 40% by 2008.

The Intensifying Support programme which focuses on raising standards in English and mathematics in low attaining schools has been extended to 1,300 schools. Results of schools in this programme in 2006 improved by 2.2% in English and 3.5% in mathematics, well over double the rate of improvement for other maintained mainstream schools.

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 2005/06 results are provisional. Revised results will be available in December 2006. The data system contains controls which address most of the risks to data quality.

Related Links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

Statistical First Releases 31/2006 and 48/2006: www.dfes.gov.uk/rsgateway/DB/SFR/index.shtml

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

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Spending Review 2004 PSA target 7

Raise standards in English, mathematics, ICT and science in secondary education so that:

- by 2007, 85% of 14-year-olds achieve level 5 or above in English, mathematics, and ICT (80% in science) nationally, with this level of performance sustained to 2008; and
- by 2008, in all schools at least 50% of pupils achieve level 5 or above in each of English, mathematics and science.

Performance against Key Stage 3 target (element 1)

Baseline: (element 1)

71% English

73% mathematics

67% ICT

66% science

(2003/04)

Latest outturn against trend:

(element 1)

72% English

77% mathematics

72% science

(2005/06)

Latest assessment:

(element 1)

Slippage

Performance: (element 1)

Provisional figures indicate that in 2005/06, the proportion of 14-year-olds achieving level 5 in mathematics increased by three percentage points to 77% – the highest ever level. It represents an increase of 17 percentage points since 1996/97 and an increase of four percentage points against the target's baseline.

In science, the proportion of 14-year-olds achieving level 5 has increased by two percentage points to 72% – the highest ever level. It represents an increase of 12 percentage points since 1996/97 and an increase of six percentage points from the target's baseline.

Achievement in ICT is measured by teacher assessment. This year the volume and quality of the data has been such that it has not been possible so far to publish performance figures for 2005/06.

In 2005/06, English standards remained high, but the provisional figures indicate that the proportion of 14-year-olds achieving level 5 fell by two percentage points to 72% from the previous year. Revised figures will be published in 2007, taking account of results confirmed by schools, including the outcomes reviews of marking requested by schools.

Compared to 1996/97, about 104,000 more 14-year-olds are achieving the expected level for their age in mathematics, with 92,000 more in English and 72,000 more in science.

See figure 7.1 and table 7.1

Figure 7.1: The attainment of 14-year-olds: percentage of pupils achieving level 4 or above

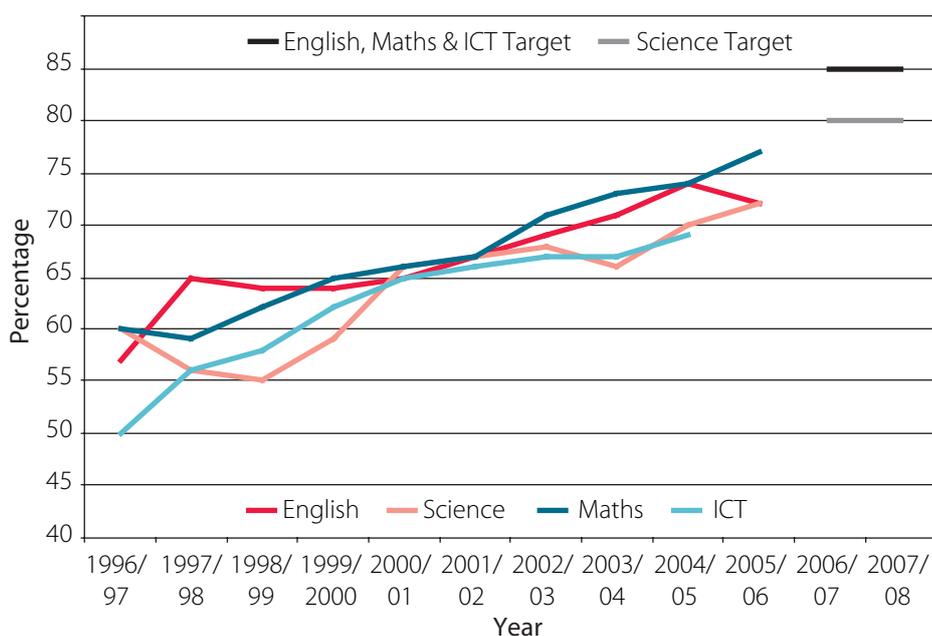


Table 7.1: The attainment of 14-year-olds: percentage of pupils achieving level 5 or above

Test	1996/97	1997/98	1998/99	1999/2000	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06 ¹
English	57	65	64	64	65	67	69	71	74	72
change from previous year		+8	-1	0	+1	+2	+2	+2	+3	-2
change since 1997										+15
Mathematics	60	59	62	65	66	67	71	73	74	77
change from previous year		-1	+3	+3	+1	+1	+4	+2	+1	+3
change since 1997										+17
ICT ²	50	56	58	62	65	66	67	67	69	³
change from previous year		+6	+2	+4	+3	+1	+1	0	+2	³
change since 1997										³
Science	60	56	55	59	66	67	68	66	70	72
change from previous year		-4	-1	+4	+7	+1	+1	-2	+4	+2
change since 1997										+12

1. Provisional Figures.

2. Teacher assessment.

3. Data not yet available.

Delivery of this target is supported by the Secondary National Strategy for School Improvement. The Strategy is at the heart of plans to transform secondary education through greater personalisation and choice, so that every young person achieves their full potential.

To support further the continued improvement in mathematics and science, and tackle the one year dip in English performance, secondary schools are being supported with an additional £650 million to enable more personalised teaching and learning. In particular, to support English teaching, new training and guidance is being made available to schools on how to identify and track pupils who are falling behind and tailor intervention approaches to get and keep pupils back on track to achieve expected levels.

The Key Stage 3 curriculum review will look at how various subjects are taught and how these can be improved to make learning more interesting and relevant for young people. By reducing the amount of prescribed content within many subjects, the new Key Stage 3 curriculum will create time and space for teachers to review and personalise their teaching more effectively.

Spending Review 2004 PSA target 7

Raise standards in English, mathematics, ICT and science in secondary education so that:

- by 2007, 85% of 14-year-olds achieve level 5 or above in English, mathematics, and ICT (80% in science) nationally, with this level of performance sustained to 2008; and
- **by 2008, in all schools at least 50% of pupils achieve level 5 or above in each of English, mathematics and science.**

Performance against Key Stage 3 target (element 2)

Baseline: (element 2)

589 schools (2002/03)

Latest outturn against trend:

(element 2)

410 schools (2004/05)

Latest assessment:

(element 2) Slippage

Performance: (element 2)

In 2004/05, 410 schools failed to reach the 50% floor target in English, mathematics and science, a reduction of 30% from the target's baseline. 2005/06 data will be published in early 2007.

National Strategies regional teams are working with local authorities to ensure that every school below floor targets has an agreed plan to improve performance to rise above the floor 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:

Element 1 – The 2005/06 results are provisional. Revised results will be available in February 2007.

The data system contains controls which address most of the risks to data quality.

Element 2 – The 2005/06 schools data will be published in early 2007.

Related Links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

Statistical First Releases 34/2006 and 12/2006: www.dfes.gov.uk/rsgateway/DB/SFR/index.shtml

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

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Spending Review 2004 PSA target 8

Improve levels of school attendance so that by 2008, school absence is reduced by 8% compared to 2003.

Performance against school attendance target

Baseline:

6.83% (2002/03)

Latest outturn against trend:

6.68% (provisional)
(2005/06)

Latest assessment:

Slippage

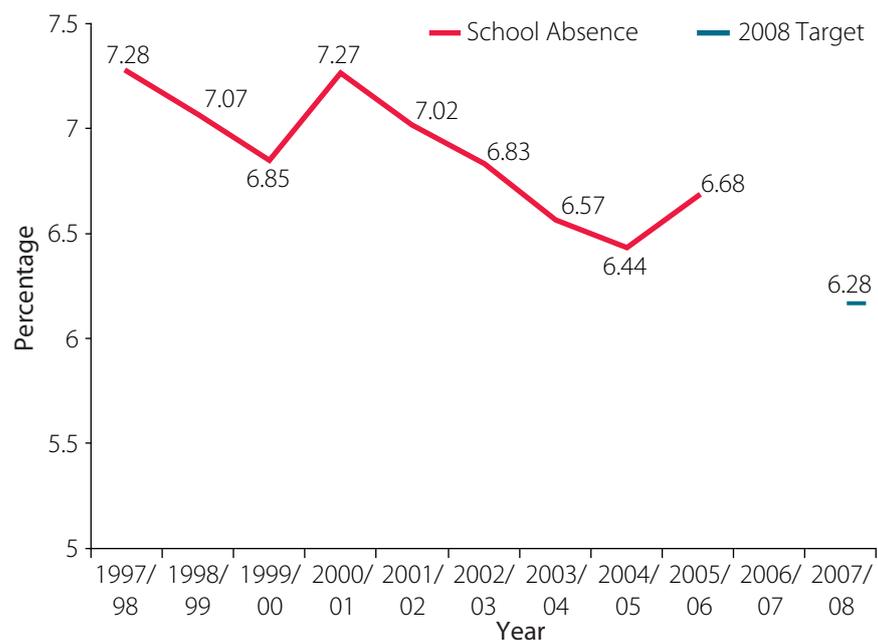
Performance:

Since 2002/03, the percentage of half days missed due to all absences has decreased by 0.15 percentage points from 6.83% to 6.68%. This represents a reduction in absences of 2.2% from the target's baseline and a rise since 2004/05.

Pupil absence in England 2005/06 shows that unauthorised absence at 0.79% of half days missed from 0.78% last year. Within this, primary schools rose to 0.46% from 0.43%. However, secondary schools fell to 1.22% from 1.23% last year. Following four consecutive years of improvement, authorised absence levels also rose to 5.89% of half days missed from 5.67% last year, due in large part to severe outbreaks of influenza and Norovirus (winter vomiting bug) across the winter period. This has resulted in progress towards the PSA target being off trajectory in 2005/06, but it is expected to be back on trajectory in 2006/07. Analysis of absence data for the autumn and spring terms of 2005/06 shows that just 8% of secondary school pupils ranked by overall absence accounted for just under two thirds of unauthorised absence and around a third of all absence in schools.

See figure 8.1 and table 8.1.

Figure 8.1: Pupil Absence, 1997/98- 2005/06¹



1. Provisional Figures.

Table 8.1: Pupil Absence¹, 1997/98- 2005/06

Percentage of half days missed	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06 ²
Authorised absence	6.54	6.34	6.14	6.54	6.30	6.13	5.85	5.67	5.89
Unauthorised absence	0.74	0.73	0.71	0.73	0.72	0.70	0.72	0.78	0.79
Total absences	7.28	7.07	6.85	7.27	7.02	6.83	6.57	6.44	6.68

1. Figures show the percentage of half days missed due to absence in schools in England.

2. Provisional figures.

Targeting of serial truants is delivering impressive results – in targeted schools, reducing the overall number of persistent truants in 2005/06 by 27% (around 3,500 pupils) from a 2004/05 base, and reducing rates of unauthorised absence in those schools by 0.89 percentage points.

The Department will continue to support local authorities and schools facing the greatest challenges with targeted measures that are known to work in improving attendance.

Measurement

Data system:

Pupil absence in England.

Method of data collection:

Collected from the annual absence in schools returns.

Issues with data systems:

The data system addresses the majority of risks to data quality. The data system does not and was not intended to pick up internal truancy or missing children. Provisional figures available in September with final figures available in December.

Related Links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

Statistical First Release 35/2006: www.dfes.gov.uk/rsgateway/DB/SFR/index.shtml

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Spending Review 2004 PSA target 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%¹ 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)*

Performance against PE and School Sport target

Baseline:

62% of pupils in school sport partnerships participated in at least two hours of PE and school sport (2003/04)²

Latest outturn against trend:

80% of pupils in school sport partnerships participated in at least two hours of PE and school sport (2005/06)³

Latest assessment:

2006 milestone – Met early
2008 target – On course

Performance:

The 2006 milestone has been exceeded by five percentage points. Participation in PE and sport in all three types of schools has also exceeded the milestone (82% of pupils in primary and special schools are doing at least 2 hours of high quality PE and sport and the secondary figure is 78%). There has also been a year-on-year improvement in all of the other key outcomes:

- 37% of pupils in partnership schools take part in inter-school competitive sport, a rise of 12% on 2003/04;
- 27% of pupils in partnership schools participate in club sport, a rise of 43% on 2003/04; and
- 13% of Year 10-13 pupils in partnership schools are actively involved in sports leadership and volunteering.

From September 2006, all maintained schools in England are within a school sport partnership and there are over 400 specialist sports colleges.

The *Departmental Report 2006* incorrectly stated the percentage of PE teaching judged by Ofsted to be good or better. It should have stated that Ofsted judged that in 2003/04, the quality of teaching was good or better in 80% (not 84%) of secondary schools and 60% (not 63%) of primary schools.

1. The 2002 baseline was an estimate of PE and school sports participation. The 2003/04 PE, School Sport and Club Links Survey results are therefore used as the baseline for reporting progress.
2. At the time of the 2003/04 survey 30% of schools in England were in a partnership.
3. At the time of the 2005/06 survey 80% of schools in England were in a partnership.

Measurement

Data system:

PE, School Sport and Club Link (PESSCL) Survey and Ofsted reports.

Method of data collection:

PE, School Sport and Club Link (PESSCL) Survey.

Issues with data systems:

The data system is sound for the quantity of provision for the majority of pupils in the majority of schools. Ofsted subject reports, which indicate the quality of provision, look at a sample of about 30 schools in each sector (primary, secondary and special).

Related Links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

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

Ofsted: www.ofsted.gov.uk

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Objective III: All young people to reach 19 ready for skilled employment or higher education

Spending Review 2004 PSA target 10

By 2008, 60% of those aged 16 to achieve the equivalent of 5 GCSEs at grades A*-C and in all schools at least 20% of pupils to achieve this standard by 2004, rising to 25% by 2006 and 30% by 2008.

Performance against GCSE target (element 1)

Baseline:

(element 1)
53.7% (2003/04)

Latest outturn against trend:

(element 1)
58.1% (provisional)
(2005/06)

Latest assessment:

(element 1)
On course

Performance: (element 1)

There continues to be impressive progress in the number of pupils achieving five GCSEs at grades A*-C. Provisional figures for 2005/06 indicate that, 58.1% of pupils achieved five GCSEs at grades A*-C, an increase of 1.8 percentage points from 2004/05. This increase builds on last year's record rise, and the Department remains on course to meet the 2008 target.

There have also been improvements in the basics – the number of pupils achieving five GCSEs at grades A*-C including English and mathematics has increased again in 2005/06, up to 45.1%. This represents an increase of 9.5 percentage points since 1996/97 (35.6% in 1996/97).

Compared to 1996/97, just over 84,000 more pupils achieved five or more A*-C GCSEs or equivalent; 62,000 achieved five or more A*-C GCSEs, including English and mathematics.

The delivery of this target is supported by the Secondary National Strategy for School Improvement. Through this Strategy, targeted supported, particularly for those pupils who have fallen behind with their basic literacy and numeracy skills is improving. See figure 10.1 and table 10.1.

Figure 10.1: GCSE examinations: percentage of 15-year-olds achieving 5 or more A*-C grade GCSEs or equivalent

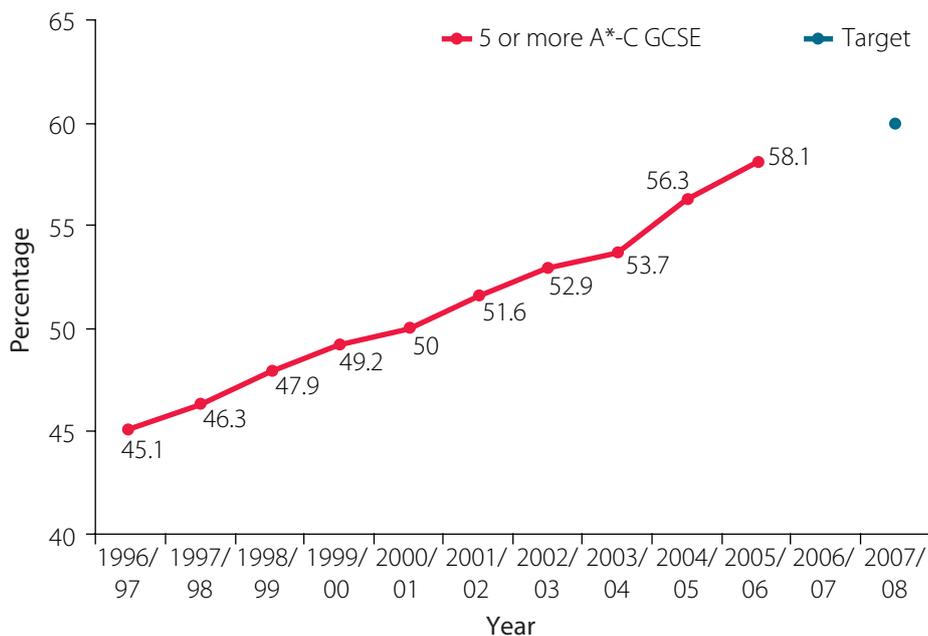


Table 10.1: GCSE examinations: percentage of 15-year-olds achieving 5 or more A*-C grade GCSEs or equivalent

	1996/ 97	1997/ 98	1998/ 99	1999/ 2000	2000/ 01	2001/ 02	2002/ 03	2003/ 04	2004/ 05	2005/ 06 ¹
5 or more C or better	45.1	46.3	47.9	49.2	50.0	51.6	52.9	53.7	56.3	58.1
change from previous year		+1.2	+1.6	+1.3	+0.8	+1.6	+1.3	+0.8	+2.6	+1.8
change since 1997										+13.0

1. Provisional Figures.

Spending Review 2004 PSA target 10

By 2008, 60% of those aged 16 to achieve the equivalent of 5 GCSEs at grades A*-C **and in all schools at least 20% of pupils to achieve this standard by 2004, rising to 25% by 2006 and 30% by 2008.**

Performance against GCSE target (element 2)

Baseline:

(element 2)
186 schools below
25% target (2003/04)

Latest outturn against trend:

(element 2)
62 schools below 25%
target (2005/06)
provisional

Latest assessment:

(element 2)
Slippage

Performance: (element 2)

The number of schools where fewer than 25% of pupils achieve 5 or more A*-C grade GCSEs or equivalent has continued to decline. School level data for 2005/06 has not yet been published. However, provisional results indicate that 62 schools are below the 2005/06 floor target, down from a final figure of 110 schools in 2004/05.

156 schools are below the 30% floor target, down from a final figure of 230 in 2004/05 and 896 in 1996/97.

The number of schools with fewer than 25% of pupils getting five good GCSEs has fallen from 616 in 1996/97 to 62 in 2005/06.

These numbers are expected to fall further after the figures have been validated by schools, leading to revised figures in 2007. These numbers are expected to fall further after the figures have been validated by schools, leading to revised figures in 2007. See Table 10.2.

Table 10.2: Number of schools below GCSE floor target

	2003/04	2004/05	2005/06 ¹
Below 30%	343	230	156
change from previous year		-113	-74
Below 25%	186	110	62
change from previous year		-76	-58
Below 20%	72	40	20
Below 15%	27	11	7

1. Provisional Figures.

Measurement

Data system:

Element 1 – GCSE and Equivalent Results for Young People in England.

Element 2 – Measured by adjusted data published in the secondary school performance 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:

The data systems supporting both elements of the target are generally appropriate and address the majority of risks to data quality and most of the key risks are well controlled. Provisional (national and local authority) results published in October; amended (school level) data to be published in the Achievement and Attainment Tables in January.

Related Links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

Element 1 – Statistical First Release SFR41/2006: www.dfes.gov.uk/rsgateway/DB/SFR/index.shtml

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Spending Review 2004 PSA target 11

Increase the proportion of 19-year-olds who achieve at least level 2 by 3 percentage points between 2004 and 2006, and a further 2 percentage points between 2006 and 2008, and increase the proportion of young people who achieve level 3.

Performance against 19-year-old Level 2 target (element 1)

Baseline:

(element 1)
66.8% (2004)

Latest outturn against trend:

(element 1)
69.8% (2005 provisional)

Latest assessment:

(element 1)
On course

Performance: (element 1)

Revised data show that the level 2 baseline is that 66.8% of 19-year-olds were qualified to at least level 2. In 2005, this increased to 69.8%, three percentage points above the 2004 baseline.

In 2005, 68.4% of 18-year-olds (nearly 433,000) had already reached level 2. The target will be met if a further 1.4% of that age cohort (8,500 people) achieved level 2 during 2005/06. Of that cohort, between 33,000 and 49,000 people without level 2 qualifications were participating in 2005/06 on courses which would lead to level 2 or higher qualifications.

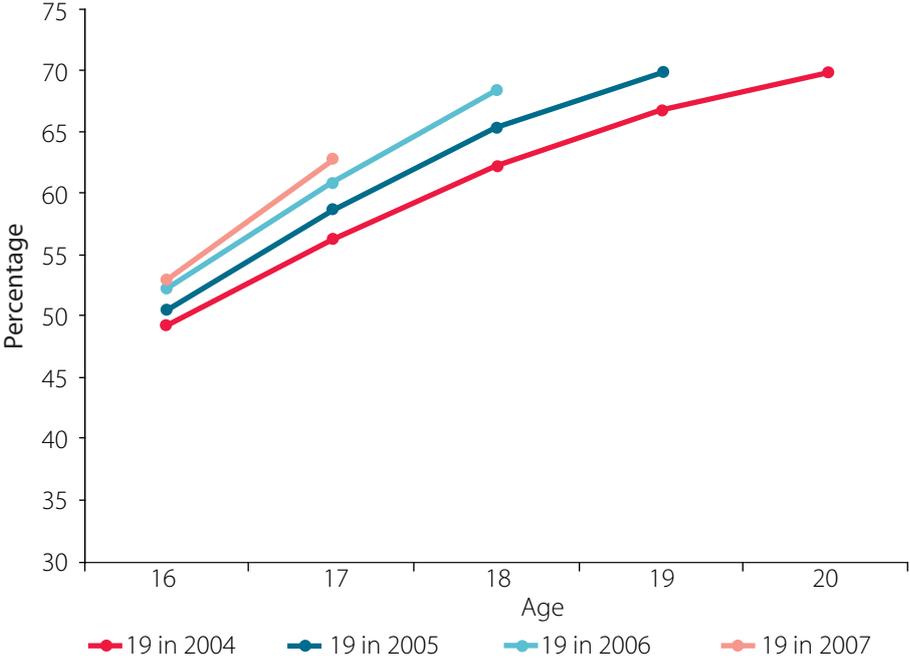
The keys to raising attainment at 19 are:

- higher attainment at 16;
- ensuring that the right provision is available for each young person in every area;
- ensuring that young people are well-advised as to the right choice of course for them;
- supporting young people to make a good transition from pre- to post-16 learning; and
- improving the quality of teaching and learning and pastoral support on post-16 level 2 courses.

A number of these are delivered through the September Guarantee¹ and local clearing house arrangements with a particular focus on those areas facing the greatest difficulty.

1. The aim is to guarantee an offer of learning to every young person by the end of September after they complete Year 11. This September Guarantee was in place in most areas in 2006 and will be in place across the country in 2007.

Figure 11.1: Proportion of young people qualified to level 2 or higher, by age and cohort¹



1. Source: Matched Administrative data

Spending Review 2004 PSA target 11

Increase the proportion of 19-year-olds who achieve at least level 2 by 3 percentage points between 2004 and 2006, and a further 2 percentage points between 2006 and 2008, and **increase the proportion of young people who achieve level 3.**

Performance against Level 3 target (element 2)

Baseline: (element 2)

Baseline will be set in 2007

Latest outturn against trend:

(element 2)
Target not yet quantified

Latest assessment:

(element 2)
On course

Performance: (element 2)

This target measures the 19 to 21 age group, so it will not be possible to set a baseline for this target using administrative data until 2007.

Latest data shows 45.9% of people aged 19 qualified to level 3 in 2005 compared with 42.4% in 2004.

Measures to raise attainment at 16 and improve transition to post-16 learning are central to this 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 parts of the target are generally appropriate and most of the key risks are well controlled.

Related Links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

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

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

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Spending Review 2004 PSA target 12

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

Performance against not in education, employment or training target

Baseline:

10% (2004) provisional

Latest outturn against trend:

11% (2005) provisional

Latest assessment:

Slippage

Performance:

The proportion of young people not in education, employment or training has remained broadly level for the last 12 years making the target extremely challenging. Provisional departmental estimates showed that 10% of 16- to 18-year-olds were not in education, employment or training at the end of 2004 and this will form the baseline for the target. The provisional 2005 figure for those not in education, employment or training is 11%. The target is therefore off trajectory following this one percentage point upturn between 2004 and 2005.

The Learning and Skills Council, in partnership with Connexions and others, has in place an action plan to tackle issues relating to access to learning provision for young people not in education, employment or training within the context of 14-19 implementation. Local performance information over the next quarter will tell us how successful action has been. On the basis of this, plans will be updated, with a particular focus on areas with high levels of people not in education, employment or training.

The most recent rise reflects a fall in employment for the age group. A specific employer strategy is being developed jointly with other government departments.

Measurement

Data system:

National Statistics.

Method of data collection:

Measured using Annual Schools' census, Higher Education Statistics Agency, Learning Skills Council and Labour Force Survey data.

Issues with data systems:

The data systems address the majority of risks to data quality but need strengthening to ensure that remaining risks are adequately controlled. Figures published annually in June with provisional rates for current academic year and revised figures for the previous academic year.

Related Links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

Statistical First Release 21/2006: www.dfes.gov.uk/rsgateway/DB/SFR/index.shtml

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

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

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

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Objective IV: Tackle the adult skills gap

Spending Review 2004 PSA target 13

Increase the number of adults with the skills required for employability and progression to higher levels of training through:

- **improving the basic skill levels of 2.25 million adults between the launch of Skills for Life in 2001 and 2010, with a milestone of 1.5 million in 2007;** and
- reducing by at least 40% the number of adults in the workforce who lack NVQ 2 or equivalent qualifications by 2010. Working towards this, one million adults in the workforce to achieve level 2 between 2003 and 2006.

Performance against basic skill levels target (element 1)

Baseline:

(element 1)

Nil (2001)

Latest outturn

against trend:

(element 1)

Over 1.416 million

Latest assessment:

(element 1)

On course – 2010 target

(Expect to exceed 2007 milestone early)

Performance: (element 1)

Since 2001, over 1.416 million Skills for Life qualifications have been achieved which includes achievements by 138,000 offenders and 12,000 jobseekers.

The 2005 milestone of 1 million more adults with basic skills was exceeded in July 2005. On current performance figures the 2007 milestone is on course to be met early and applying an assumption of sustained progress are on course to meet the 2010 target.

Whilst good progress has been made, there is much more to do and engaging harder to reach learners and supporting their achievements will become progressively more difficult. The Department is looking carefully at the needs of learners in key priority groups, for example, Jobcentre Plus clients, and taking steps to ensure that funding and provision meets their basic and employability skills needs.

In the future, the Department will need to have a greater focus on progression between basic skills and vocational learning at level 2. Focusing on more efficient delivery to large numbers of potential learners with poor skills through the engagement of other partners including Sector Skills Councils and by delivering more achievements through embedded learning including through the Train to Gain programme. Ensuring more effective provision by establishing a better qualified Skills for Life workforce and improving quality of delivery are critical activities for future progress.

Spending Review 2004 PSA target 13

Increase the number of adults with the skills required for employability and progression to higher levels of training through:

- improving the basic skill levels of 2.25 million adults between the launch of Skills for Life in 2001 and 2010, with a milestone of 1.5 million in 2007; and
- **reducing by at least 40% the number of adults in the workforce who lack NVQ 2 or equivalent qualifications by 2010. Working towards this, one million adults in the workforce to achieve level 2 between 2003 and 2006.**

Performance against NVQ 2 target (element 2)

Baseline:

(element 2)

For 2010 target – 15.93 million adults (2001)

For 2006 interim target – 16.34 million adults (2002)

Latest outturn against trend:

(element 2)

73.5% of the economically active workforce are now qualified to at least level 2 this represents approximately 17.4 million adults

Latest assessment:

(element 2)

2010 target – On course

2006 milestone – Met early (provisional)

Performance: (element 2)

In October 2006, the Department announced that the interim target of one million additional level 2 achievers had been met six months early, but that final confirmation was awaited from the Quarter 4 2006 Labour Force Survey data to be published in March 2007.

Delivery of the overall target is being supported by the Level 2 Entitlement and the core offer through Train to Gain which rolled out nationally in August/September 2006 and will make a significant contribution to the 2010 target.

The 2010 target will still be extremely challenging and the Department and the Learning and Skills Council are continuing to work with key stakeholders to develop a range of actions to boost the number of qualifications to enable the 2010 target to be met.

Measurement

Data system:

Element 1 – Administrative statistics.

Element 2 – Labour Force Survey.

Method of data collection:

Element 1 – Measured through collation of administrative statistics on recruitment, retention and achievement from the Learning and Skills Council and other relevant sources.

Element 2 – The Labour Force Survey is a quarterly sample survey of households.

Issues with data systems:

Element 1 – The Department is working with the Learning and Skills Council (LSC) to monitor progress on Skills for Life using ILR data. Adjustments are made to this data to reflect the fact that only first achievements count towards our target, and are working closely with the LSC to ensure this is done in the best way. Establishing robust systems for collecting data across partners for example LSC and JobCentre Plus for the new Basic Skills and Employability programme is a priority.

Element 2 – The Department continues to assess the quality of the Labour Force Survey (LFS) qualifications data and take action to address issues that are identified. Question changes to be implemented from 2007 will allow qualification levels to be assigned more accurately. The latest Highest Qualification Statistical First Release (SFR) included more details of how qualifications have been apportioned to National Qualification Framework (NQF) levels, improving disclosure, and documentation of how highest qualification estimates are calculated has also been improved.

Related Links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

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

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

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Objective V: Raise and widen participation in higher education

Spending Review 2004 PSA target 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.

Performance against higher education participation target (element 1)

Baseline:

(element 1)
41% (1999/00)

Latest outturn against trend:

(element 1)
42% (2004/05)

Latest assessment:

(element 1)
On course

Performance: (element 1)

The provisional Higher Education Initial Participation Rate (HEIPR) for 2004/05 is 42%, representing no change in the final 2003/04 figure of 42%. Progress towards the participation target appears to have slowed right down, although student numbers are increasing. See table 14.1.

Figures from the Universities and Colleges Admission Service (UCAS) show that the number of applicants accepted onto UK higher education courses starting in 2005 increased by 8.9% in comparison to 2004 (301,798 in 2005 against 277,079 in 2004). The latest 2006 data shows that the number of students from England who have been accepted for entry is down by 4.5% compared to 2005, but rose by 4.3% between 2004 and 2006. Although these UCAS figures cannot be translated directly into HEIPR equivalents, they suggest participation will not rise beyond 43% in 2006/07.

Population estimates and their projections show that the mean for those aged 18 to 21 starts to rise less steeply from 2007, and drops off from 2010 suggesting more scope for progress.

The absolute numbers of initial participants into higher education are increasing – from 269,000 in 2003/04 to a provisional 271,000 in 2004/05.

Table 14.1: Higher Education Initial Participation Rate (HEIPR), 1999/00-2004/05

	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05 ¹
HEIPR ²	41%	42%	42%	43%	42%	42%
Initial participants (000s)	246	249	255	268	269	271

1. Provisional Figures.

2. The Higher Education Initial Participation Rate (HEIPR) is used to measure progress on the Government's goal of increasing participation towards 50% of 18 to 30-year-olds in higher education by 2010. The HEIPR sums the percentages of each single year of age group who enter higher education (English-domiciled attending a UK institution on a full-time or part-time basis) for the first time in each year of age between 18 and 30 who remain on their course for at least 6 months. The HEIPR is a national statistic and its methodology has been independently reviewed in accordance with guidelines published by the Office for National Statistics (ONS).

Spending Review 2004 PSA target 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.

Performance against higher education fair access target (element 2)

Baseline:

(element 2)

Not set

Latest outturn against trend:

(element 2)

27.9% (2004/05)

Latest assessment:

(element 2)

On course

Performance: (element 2)

There have been increases in the proportion of entrants who have attended state schools, lower socio-economic groups and people who are from neighbourhoods with historically low levels of participation. The two former indicators were saliently unchanged in the most recent (2004/05) data. Still, given that the proportion of young people who belong to the lower socio-economic groups has been falling, even maintaining current rates in the social class indicator implies some success.

The Aimhigher programme launched in August 2004 is having an effect on the aspirations of young people towards higher education and their attainment levels.

As a result of the *2004 Higher Education Act*, The Office for Fair Access (OFFA) was established. Higher education institutions wishing to charge higher level fees from September 2006 must reach agreement with OFFA about their plans for outreach and the financial help that they will give students from poorer backgrounds.

85.9% of young entrants to first degree courses in 2004/05 had attended state schools, a slight drop from 86.1% in 2003/04. 27.9% came from the lowest four socio-economic groups, a slight drop from 28.2% in 2003/04. See table 14.2.

Table 14.2: Percentages of young, full-time first degree entrants to higher education institutions in England, from disadvantaged groups, 1997/98-2004/05

Proportion of UK-domiciled entrants to full-time first degree courses at UK universities from:	1997/98	1998/99	1999/2000	2000/01	2001/02	2002/03	2003/04	2004/05
State Schools	81.0	84.4	84.1	85.0	85.2	86.4	86.1	85.9
Lower social classes (IIIM, IV, V) ¹	24.7	24.9	25.1	25.3	25.5	#	#	#
Lower socio-economic groups (4-7) ¹	#	#	#	#	#	27.9	28.2	27.9
Lower participation areas	11.4	11.6	11.7	11.8	12.4	12.5	13.3	13.1

1. # denotes figures not available. The socio-economic group classification was introduced in 2002/03 to replace the social class groupings. The two classifications are not directly comparable. Figures for Northern Ireland are available separately.

Spending Review 2004 PSA target 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.**

Performance against higher education non-completion target

Baseline:

(element 3)
13.9% (2002/03)

Latest outturn against trend:

(element 3)
14.4% (2003/04)

Latest assessment:

(element 3)
On course

Performance: (element 3)

Completion rates for UK students are amongst the highest in the Organisation for Economic Co-operation and Development (OECD). In England, the national rate of projected non-completion has shown a downward trend since 1997/98. The national rate of non-completion for the cohort of full-time first degree entrants (measured by the Higher Education Statistics Agency (HESA) is 14.4% for 2003/04, an increase from 13.9% in 2002/03, but still down from 2000/01 when it was 15.0%. This is still very good by international standards. See table 14.3.

Information from the second annual National Student Survey (157,000 students – 56% of final year undergraduates) showed again that 80% of students were satisfied with the quality of their courses.

Table 14.3: Percentage of UK domiciled full-time first degree students expected neither to obtain an award nor transfer (English Higher Education Institutions)

Students starting courses in:	1996/ 97	1997/ 98	1998/ 99	1999/ 00	2000/ 01	2001/ 02	2002/ 03	2003/ 04
Non-completion rate (%)	15.7	15.8	15.8	15.9	15.0	13.8	13.9	14.4

Measurement

Data system:

Element 1 – Higher Education Initial Participation Rate (HEIPR).

Element 2 – Annual performance indicator T1.

Element 3 – Annual performance indicator T5.

Method of data collection:

Element 1 – The HEIPR has been compiled from students domiciled in England in full-time or part-time higher education in the UK.

Element 2 – Measured by increases in the representation from certain groups of entrants into higher education (Annual performance indicator T1 published by HESA).

Element 3 – Measured by annual performance indicator T5 published by HESA.

Issues with data systems:

Element 1 – The data system is robust and reliable and the majority of risks to data quality are addressed.

Element 2 – No baseline has been set.

Element 3 – Current Technical Note baselines figures to 2002/03.

Related Links:

Technical Note: www.dfes.gov.uk/SR2004/PSA

HESA: www.hesa.ac.uk/

OFFA: www.offa.org.uk/

UCAS: www.ucas.com/

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Progress towards achievement of Spending Review 2004 Efficiency target

3

The Department plans to achieve over £4.3 billion in annual efficiency gains by 2007-08, contributing towards the Government's overall target of over £20 billion over the 2004 Spending Review period. Of the £4.3 billion, over 80 per cent is recyclable (enabling it to be reinvested in front-line activities) and over 40 per cent is cashable (frees up monetary resource to enable it to be reinvested). This chapter sets out progress against the Department's Efficiency target.

Spending Review 2004 Efficiency target

The Department plans to:

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

Performance against £4.3 billion annual efficiency gains target (element 1)

Baseline: (element 1)

See Efficiency Technical Note which sets out the baselines for the multiple strands of initiatives which are constituents of the target. There are approximately 50 individual lines.

Latest outturn against trend:

(element 1)

£875 million achieved by end March 2006 and £1.213 billion achieved by end September 2006 of which over £1 billion is recyclable with £200 million being non-recyclable. Some £480 million is cashable with £730 million being non-cashable.

Latest assessment:

(element 1)

On course

Performance: (element 1)

£875 million worth of efficiency gains have been achieved by March 2006 and £1.213 billion by end of September 2006.

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

The Department remains confident that the target will be reached. Of the £1.2 billion reported to date, over a third (£480 million) is cashable and over £1 billion is recyclable in that it is non-financial resource which is being redeployed at the front line to improve services.

Quality

The majority of efficiency gains stem from programmes within the Department that were developed to improve the quality of provision in children's services, schools, colleges and universities. Quality is therefore expected to improve as efficiencies are realised. A number of quality measures are being tracked to ensure that efficiencies do not lead to reductions in quality. Most of the Department's efficiency measures have quality measures linked to the Department's PSA targets. The PSA targets set out in this *Autumn Performance Report* demonstrate how services for children and learners are being improved. Progress towards the Department's PSA targets indicates that quality is not being sacrificed for economy.

Progress

The Department is continuing to achieve against the target by delivering a number of key initiatives which span children's services, schools, further education and higher education. The Department's Efficiency Technical Note comprehensively encapsulates how the programme is comprised. Since March 2006, the following key actions have been carried out:

- 1,000 Children's Centres opened three months ahead of schedule, to provide services to hard to reach children at a lower unit cost than Sure Start local centres;
- Centre for Procurement Performance visited and supported 16 local authorities, particularly around improved commissioning for children's services;
- further education success rates for 2004/05 announced as 75% which represents a very rapid increase from 59% in 2000/01;
- over 9,000 schools have accessed the Financial Management website since September 2003 with nearly 5,000 using the site regularly which demonstrates that schools are using the tools that have been developed to help them make better use of their finances; and
- a prototype study on the procurement of insurance has identified potential to reduce the cost of school insurance. This is now being rolled out in a small number of local authorities.

Over the next six to twelve months, the Department will be carrying out the following actions to ensure realisation of the efficiency target:

- rolling out of schools on-line market place, initiated to help schools identify better procurement deals;
- improving success rates in further education will continue to be regarded as a key marker of quality in the sector. Targets for improvement are in place for every provider including floor targets which every college must reach. Work on removing funding from poor quality provision is well underway and this will help to secure improved success rates;
- construction is going to begin on the Building Schools for the Future programme in eleven local authorities;
- further development of procurement best practice and case studies by the Centre of Procurement Performance to promote better procurement deals across the sector;
- Centre of Procurement and Performance will support a further 18 local authorities in improving commissioning practices and achieving greater value for money across children's services; and
- the majority of local authorities will have children's trust arrangements in place, leading to more joined up and effective services for children and families, as well as improved use of local resources.

Spending Review 2004 Efficiency target

The Department plans to:

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

Performance against reduction of 1,960 posts (element 2)

Baseline: (element 2)

DfES – 4,660 (October 2003)
Ofsted – 2,570 (2003-04)

Latest outturn against trend:

(element 2)

Reduced by 1,430 full-time equivalent posts at 1 April 2006

DfES – 967
Ofsted – 463

Reduced by 1,645 full-time equivalent posts at 1 October 2006

DfES – 1,175
Ofsted – 470

Latest assessment:

(element 2)

On course

Performance: (element 2)

Progress towards staffing reductions in the Department for Education and Skills continues and the target of 1,460 staffing reductions is expected to be achieved by the end of March 2008.

In Ofsted, the merger with other inspection functions will lead to an increase in staff numbers over the coming months to lead the merger and ensure continuity over the merger but will lead to reduced numbers overall by the end of the period. The 500 staffing reductions in Ofsted are also expected to be met by end March 2008.

Spending Review 2004 Efficiency target

The Department plans to:

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

Performance against relocation of 800 posts (element 3)

Baseline: (element 3)

Post and staff numbers as at 1 April 2004

Latest outturn against trend:

(element 3)

Relocated 339 posts out of London and South East as at March 2006 and 464 posts as at September 2006

Latest assessment:

(element 3)

Ahead

Performance: (element 3)

Business Cases for the Training and Development Agency for Schools and Qualifications and Curriculum Authority relocations being prepared. Both organisations are large contributors to the target of 800 posts.

The Department is significantly ahead of schedule and confident of relocating 800 posts by 2010.

Measurement

Data system:

Detailed in Efficiency Technical Note.

Method of data collection:

Detailed in Efficiency Technical Note.

Related Links:

Efficiency Technical Note:

www.dfes.gov.uk/publications/pdf/DfES%20Efficiency%20Technical%20Note.pdf

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Department for Education and Skills outstanding Spending Review 2002 PSA Targets

4

This chapter sets out progress against outstanding Spending Review 2002 Public Service Agreement targets for the Department for Education and Skills.

Spending Review 2002 PSA target 2

Raise standards in English, mathematics, ICT and science in secondary education so that:

- by 2007, 90% of pupils reach level 4 in English and mathematics by age 12.

Performance against age 12 target

Baseline:

English 80%,
mathematics 79%
(2002/03)

Latest outturn against trend:

English 84%,
mathematics 79%
(2004/05)

Latest assessment:

Slippage

Performance:

In 2004/05, 84% of pupils aged 12 achieved level 4 or above in English and 79% of pupils aged 12 achieved level 4 or above in mathematics.

Since 2002/03, there has been a four percentage point increase in the proportion of pupils reaching level 4 in English, and no change in the proportion of pupils reaching level 4 in mathematics.

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Spending Review 2002 PSA target 5

Raise standards in schools and colleges so that:

- between 2002 and 2006 the proportion of those aged 16 who get qualifications equivalent to five GCSEs at grades A*-C rises by 2 percentage points each year on average.

Performance against five GCSEs at grades A*-C target

Baseline:

51.6% (2001/02)

Latest outturn against trend:

58.1% (provisional)
(2005/06)

Final assessment:

Not met

Performance:

The 1.8 percentage point rise between 2004/05 and 2005/06 is the second biggest ever, and the trajectory towards the 2008 target (60%) looks encouraging. The provisional results show the average annual rise between 2002 and 2006 is 1.6%, falling just short of the target. Also see Spending Review 2004 PSA target 10.

GCSE examinations: percentage of 15-year-olds achieving 5 or more A*-C grade GCSEs or equivalent

	2001/02	2002/03	2003/04	2004/05	2005/06 ¹
5 or more C or better	51.6	52.9	53.7	56.3	58.1
change from previous year		+1.3	+0.8	+2.6	+1.8
change since 2002					+6.5

1. Provisional Figures

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Spending Review 2002 PSA target 8

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

Performance against five GCSEs at grades A*-C target

Baseline:

Not applicable

Latest outturn against trend:

Not applicable

Final assessment:

On course

Performance:

A goal was set in the Further Education Reform White Paper *Further Education: Raising Skills, Improving Life Chances* to eliminate inadequate or unsatisfactory provision by 2008. Value for money in the further education sector has been significantly improved through the Department for Education and Skills efficiency programme, particularly as a result of rising success rates in further education. The commitment in the Further Education White Paper to develop a balanced scorecard for the performance of all providers in the sector (Chapter 5, paragraph 5.15) will provide a more robust and comprehensive basis for monitoring performance and value for money, and taking intervention action as necessary. The new scorecard will come into effect from 2008 for colleges and work-based learning providers.

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Sure Start Spending Review 2002 PSA Targets

These PSA targets refer to progress in Sure Start Local Programme (SSLP) areas only and are to achieve by 2005-06:

Sure Start Spending Review 2002 PSA target 2

A 6 percentage point reduction in the proportion of mothers who smoke during pregnancy.

Performance against smoking during pregnancy target

Baseline:

31.8% (2002-03)

Latest outturn against trend:

Reduction of five percentage points between March 2003 and March 2006 – the end of the PSA period

Final assessment:

Not met

Performance:

The target was missed by only one percentage point, with a five percentage point reduction achieved from 2003 to 2006 in Sure Start Local Programme areas. However, this compares favourably with the reduction nationally of 2% in the proportion of mothers who smoked throughout pregnancy between 2000 and 2005 (NHS Infant Feeding Survey 2005: Early Results).

Method of data collection:

The target was measured using data supplied from Sure Start Local Programme areas. These data returns are not independently verified.

Related Links:

Sure Start: www.surestart.gov.uk

Sure Start Spending Review 2002 PSA target 3

An increase in the proportion of children aged five with normal levels of communication, language and literacy for their age and an increase in the proportion of young children with satisfactory speech and language development at age 2 years.

Performance against communication, language and literacy target (element 1)

Performance:

Now measured under Spending Review 2004 PSA target 1.

Performance against speech and language development target (element 2)

Baseline:

(element 2)
72.9% (2003)

Latest outturn against trend:

(element 2)
75.5% (2006)

Final assessment:

Met

Performance:

Between 2003 and 2005, there has been an increase in the children in Sure Start Local Programme areas with high word count scores and whose parents were not worried about their child's language development. An increase of 2.6 percentage points has been achieved over the PSA target period.

Method of data collection:

The target was measured by reference to the proportion of children with a high word count score, and parents free from concern over their language development.

Related Links:

Sure Start: www.surestart.gov.uk

Sure Start Spending Review 2002 PSA target 4

A 12% reduction in the proportion of young children living in households where no-one is working

Performance against households where no-one is working target

Baseline:

42.8% (restated) April 2003

Latest outturn against trend:

38.7% (April 2006) representing a 9.6% reduction

Final assessment:

Not met

Performance:

The 9.6% reduction in the proportion of young children living in households in Sure Start Local Programme areas where no-one is working, has fallen short of the 12% target. However, the reduction in Sure Start Local Programme areas is significantly greater than in England as a whole, where over the same period the proportion fell by 6.9% from 23.3% to 21.7%.

Method of data collection:

The target was measured using DWP benefits data. The April 2003 baseline has been restated in line with the technical note, which relates only to those Sure Start Local Programme areas operational at that time, and not all Sure Start Local Programme areas, as previously reported.

Related links:

Sure Start: www.surestart.gov.uk

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Department of Health Spending Review 2002 PSA target transferred to the Department for Education and Skills

This Department of Health PSA target was transferred to the Department for Education and Skills in June 2003 following machinery of government changes when the Department for Education and Skills took lead responsibility in government for children's and family policies.

Department of Health Spending Review 2002 PSA target 9

Improve life chances for children including by:

Substantially narrowing the gap between the educational attainment and participation of children in care and that of their peers by 2006. Target achieved if:

- a) outcomes for 11-year-olds in English and mathematics are at least 60% as good as those of their peers;**
- b) the proportion who become disengaged from education is reduced, so that no more than 10% reach school leaving age without having sat a GCSE equivalent exam; and
- c) the proportion of those aged 16 who get a qualification equivalent to five GCSEs grade A*-C has risen on average by 4 percentage points each year since 2002; and in all authorities at least 15% of young people in care achieve this level of qualification.

Performance against outcomes for 11-year-olds target (element 1)

Baseline: (element 1)

The percentage obtaining level 4 in Key Stage 2 English and mathematics compared to their peers in 2001/02 was 46%

Latest outturn against trend:

(element 1)

52% obtained level 4 in Key Stage 2 English and mathematics compared to their peers in 2004/05

Latest assessment:

(element 1) Slippage

Performance:

In 2004/05, the proportion of children continuously looked after for at least 12 months aged 11 and achieving at least level 4 at Key Stage 2 English and mathematics was 52% of the proportion of all children. This compares with 51% and 49% in 2003/04 and 2002/03 respectively.

Department of Health Spending Review 2002 PSA target 9

Improve life chances for children including by:

Substantially narrowing the gap between the educational attainment and participation of children in care and that of their peers by 2006. Target achieved if:

- a) outcomes for 11-year-olds in English and mathematics are at least 60% as good as those of their peers;
- b) the proportion who become disengaged from education is reduced, so that no more than 10% reach school leaving age without having sat a GCSE equivalent exam; and**
- c) the proportion of those aged 16 who get a qualification equivalent to five GCSEs grade A*-C has risen on average by 4 percentage points each year since 2002; and in all authorities at least 15% of young people in care achieve this level of qualification.

Performance against disengaged from education target (element 2)

Baseline: (element 2)

The percentage of looked after children who did not sit a GCSE (or equivalent) exam in 2001/02 was 42.1%

Latest outturn against trend:

(element 2)
36% did not sit a GCSE (or equivalent) exam in 2004/05

Latest assessment:

(element 2) Slippage

Performance:

In 2004/05, 60% of looked after children obtained at least one GCSE or GNVQ compared with 96% of all school children. This compares with 56% and 53% in 2003/04 and 2002/03. 36% did not sit an examination of this type in 2004/05 compared with 41% in 2003/04.

Department of Health Spending Review 2002 PSA target 9

Improve life chances for children including by:

Substantially narrowing the gap between the educational attainment and participation of children in care and that of their peers by 2006. Target achieved if:

- a) outcomes for 11-year-olds in English and mathematics are at least 60% as good as those of their peers;
- b) the proportion who become disengaged from education is reduced, so that no more than 10% reach school leaving age without having sat a GCSE equivalent exam; and
- c) the proportion of those aged 16 who get a qualification equivalent to five GCSEs grade A*-C has risen on average by 4 percentage points each year since 2002; and in all authorities at least 15% of young people in care achieve this level of qualification.**

Performance against five GCSEs grade A*-C target (element 3)

Baseline: (element 3)

7.5% achieved 5 or more A*-C GCSEs (or equivalent) in 2001/02

13% of authorities had at least 15% of their looked after children achieving this level in 2001/02

Latest outturn against trend:

(element 2)

10.8% achieved 5 or more A*-C GCSEs (or equivalent) in 2004/05

25% of authorities had at least 15% of their looked after children achieving this level in 2004/05

Latest assessment:

(element 3)

Slippage

Performance:

In 2004/05, 10.8% obtained at least 5 GCSE's (or equivalent) at grades A*-C compared with 56% of all children. This compares to 9.4% and 54% in 2003/04 and 8.7% and 53% in 2002/03. 25% of authorities had at least 15% of their children achieving this level in 2004/05. This compares with 19% in 2003/04 and 15% in 2002/03.

Related links:

Department of Health: www.dh.gov.uk

Contact: Michael Allured

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Email: michael.allured@dfes.gsi.gov.uk

Spending Review 2002 PSA target (Joint Department for Education and Skills with Home Office)

The Department along with the rest of government is working hard to help individuals and communities overcome drug misuse. Further information regarding the full range of drugs PSAs is available in the Home Office *2006 Autumn Performance Report*.

Home Office Spending Review 2002 PSA target 6

Reduce the harm caused by drugs by:

- Reducing the use of Class A drugs and the frequent use of any illicit drug among all young people under the age of 25, especially by the most vulnerable group.

This target has been rolled forward into the Spending Review 2004 period. DfES leads policy on this target and shares responsibility with the Home Office for the target's delivery.

Performance against the young people drugs target

Class A drug use amongst young people – Baseline:

8.6% (BCS 1998)

Target: Reduction by 2007-08

Latest outturn against trend:

-8.4% (BCS 2005-06)

Latest assessment:

Slippage

Frequent drug use by young people –

Baseline: 11.6% (BCS 2002-03)

Target: Reduction by 2007-08

Latest outturn against trend:

9.5% (BCS 2005-06)

Latest assessment:

On course

Performance:

Target measured through British Crime Survey (BCS).

Target measured through British Crime Survey (BCS).

Performance against reducing the use of Class A drugs target (cont)

Frequent drug use by vulnerable young people

– (Schools Survey)

Baseline: 21.2% (2003)

Target: Reduction by 2007-08

Latest outturn against trend:

17.9% (2005)

Latest assessment:

On course

Class A drug use by vulnerable young people

– Baseline:

14.1% (2003)

Target: Reduction by 2007-08

Latest outturn against trend:

14.3% (2005)

Latest assessment:

Slippage

Vulnerable young people are at greater risk of becoming problem drug users in later life. They include truants and excludees, young offenders and young people in care. In the Spending Review 2002, indicators for both vulnerable young people measures were in development – measures and baselines for these are specified in the Spending Review 2004 technical note.

The Offending, Crime and Justice Survey is no longer being used to measure this target because the survey design includes a declining cross-sectional sample size that makes it an inappropriate measure of changes over time. The Department of Health Schools Survey is now used to measure the target.

Target measured through DH Schools Survey.

Measurement

Data systems:

British Crime Survey and DH Schools Survey.

Related links:

Technical Note: www.homeoffice.gov.uk/documents/psa-technical-note-SR04-jul-05

Home Office: www.homeoffice.gov.uk

Contact: Anita Onyeledo

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Standard terminology used for reporting progress against targets

A

In order that judgements on final outturn against all PSA targets are made on a consistent and comparable basis, the following standard terminology has been used for reporting progress against targets. For final assessments, the terms used are:

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

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.

Glossary

B

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.
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 childcare, study support, IT, recreational facilities and adult learning.
Foundation Stage	The statutory period of learning for children from the age of three to the end of their school reception year.
Green Paper	A preliminary report of Government proposals that is published in order to stimulate discussion.
Key Stage	A description and measurement of pupil's progress through school: Key Stage 1: pupils aged 5 to 7 – year groups 1 and 2. Key Stage 2: pupils aged 7 to 11 – year groups 3 to 6. Key Stage 3: pupils aged 11 to 14 – year groups 7 to 9. Key Stage 4: pupils aged 14 to 16 – year groups 10 and 11.
National Curriculum	The basic framework setting out what children aged 3 to 16 in government-funded early education settings and state schools should learn.
Non-cashable	Efficiency gains that occur when productivity or output quality increases, either for the same resource inputs or a proportionately smaller increase in resource inputs in a way that does not release financial resources that can be deployed elsewhere.

Non-recyclable	Efficiency gains that occur when output quality or quantity increases either without reductions in resources or with a proportionately smaller increase in resource inputs in a way that does not release resources that can be deployed elsewhere.
Public Service Agreement (PSA)	A plan setting out what a department will deliver in the form of measurable targets over the public expenditure review period in return for its agreed spending.
Recyclable	Efficiencies that release resource (although not necessarily financial) whilst maintaining output quality, thereby enabling the resources that are released to be diverted to other services. Clearly if the resource released is not financial it can only be diverted within the system it has been released, for example, teachers time freed up within a school.
Spending Review (SR)	This sets Departmental Expenditure Limits and plans Annually Managed Expenditure for the following 3 years. The first was the Comprehensive Spending Review in 1998, the second in summer 2000, the third in summer 2002, the fourth in summer 2004 and the fifth will be in summer 2007.
Sure Start	The Government's programme to deliver the best start in life for every child by promoting and bringing together early education, childcare and health and family support services for children, (from birth through to their teenage years) and their families.
Sure Start Children's Centre	A multi-agency centre offering integrated early education, childcare and health and parental support to children under five and their families.
Technical Notes	Technical notes set out exactly how a target will be measured. The existence of these notes helps stakeholders to be clear about exactly what the target is, and provides assurance that performance will be objectively assessed.
White Paper	A government report.

Summary Tables



Comprehensive Spending Review 1998 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	Met – 66% (Mar 2002)
II. The number of pupils aged 5, 6 or 7 in infant classes over 30 to fall from 477,000 to zero by September 2001 at the latest	Met – 10,300 (Jan 2002)
III. An increase in the proportion of those aged 11 meeting the standards of literacy for that age (level 4 in the Key Stage 2 test) from 63% to 80% by 2002	Not met – 75% (2002)
IV. An increase in the proportion of those aged 11 meeting the standards of numeracy for that age (level 4 in the Key Stage 2 test) from 62% to 75% by 2002	Not met – 73% (2002)
V. A reduction by one third in school truancies (from 0.7% to 0.5% half days missed a year through unauthorised absence) and exclusions from (12,500 to 8,400 permanent exclusions a year) by 2002	Not met – truancies – 0.7% Met early – exclusions – 8,300 (1999/00)
VI. An increase in the proportion of those aged 16 who achieve one or more GCSEs at grade G or equivalent from 92% to 95% by 2002	Not met – 94.6% (2001/02)
VII. An increase in the proportion of those aged 16 who achieve five or more GCSEs at grades A*-C from 45% to 50% by 2002	Met early – 50% (2000/01)
VIII. An increase in the proportion of those aged 19 who have achieved NVQ level 2 or equivalent from 72% to 85% by 2002	Not met – 74.8% (autumn 2002)

Spending Review 2000 targets¹

Final Assessments

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

Final Assessments

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

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

Sure Start Spending Review 2000 PSA targets

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

Spending Review 2002 targets

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

Final Assessments¹

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

	Final Assessments¹
6. By 2004, at least 28% of young people to start a modern apprenticeship by age 22.	Met
7. By 2010, 90% of young people by age 22 will have participated in a full-time programme fitting them for entry into higher education or skilled employment.	Not met
8. Challenging targets will be set for minimum performance and value for money in further education colleges and other providers by the Government and the Learning and Skills Council (this is also the Department's value for money target).	Performance – Met ongoing Value for money – On course
9. By 2010, increase participation in higher education towards 50% of those aged 18 to 30. Also, make significant progress year-on-year towards fair access, and bear down on rates of non-completion.	Subsumed within SR 2004 target 14
10. Improve the basic skill levels of 1.5 million adults between the launch of Skills for Life in 2001 and 2007, with a milestone of 750,000 by 2004.	Met
11. Reduce by at least 40% the number of adults in the UK workforce who lack NVQ2 or equivalent qualifications by 2010. Working towards this, one million adults in the workforce to achieve level 2 between 2003 and 2006.	Subsumed within SR 2004 target 13

1. Final assessments are shown in bold.

Sure Start Spending Review 2002 PSA targets

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

Spending Review 2004 targets

	Latest/Final Assessments
1. Improve children's communication and social and emotional development so that by 2008, 53% of children reach a good level of development at the end of the Foundation Stage and reduce inequalities between the level of development achieved by children in the 30% most disadvantaged Super Output Areas and the rest of England by four percentage points from 16% to 12%. <i>(Sure Start target, joint with the Department for Work and Pensions)</i>	Not yet assessed Not yet assessed
2. As a contribution to reducing the proportion of children living in households where no-one is working, by 2008: <ul style="list-style-type: none"> • increase the stock of Ofsted-registered childcare by 10%; • increase the number of children in lower income working families using formal childcare by 120,000; and • introduce by April 2005, a successful light-touch childcare approval scheme. <i>(Sure Start target, joint with the Department for Work and Pensions)</i>	Met early Not yet assessed – too early to make an assessment Ahead
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>	Slippage
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>	Not yet assessed – too early to make an assessment

	Latest/Final Assessments
<p>5. Narrow the gap in educational achievement between looked after children and that of their peers,</p> <p>and improve their educational support and the stability of their lives so that by 2008, 80% of children under 16 who have been looked after for 2.5 or more years will have been living in the same placement for at least 2 years, or are placed for adoption.</p>	<p>There are no education targets, so standard terminology for assessment is not appropriate</p> <p>Slippage</p>
<p>6. Raise standards in English and mathematics so that:</p> <ul style="list-style-type: none"> • by 2006, 85% of 11-year-olds achieve level 4 or above with this level of performance sustained until 2006: and • by 2008, the proportion of schools in which fewer than 65% of pupils achieve level 4 or above is reduced by 40%. 	<p>Not met</p> <p>On course</p>
<p>7. Raise standards in English, mathematics, ICT and science in secondary education so that:</p> <ul style="list-style-type: none"> • by 2007, 85% of 14-year-olds achieve level 5 or above in English, mathematics and ICT (80% in science) nationally, with this level of performance sustained to 2008; and • by 2008, in all schools at least 50% of pupils achieve level 5 or above in English, mathematics and science. 	<p>Slippage</p> <p>Slippage</p>
<p>8. Improve levels of school attendance so that by 2008, school absence is reduced by 8% compared to 2003.</p>	<p>Slippage</p>

	Latest/Final Assessments
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>	2008 target – On course 2006 milestone – Met early
10. By 2008, 60% of those aged 16 to achieve the equivalent of 5 GCSEs at grades A*-C; and in all schools, at least 20% of pupils to achieve this standard by 2004, rising to 25% by 2006 and 30% by 2008.	On course Slippage
11. Increase the proportion of 19-year-olds who achieve at least level 2 by 3 percentage points between 2004 and 2006, and a further 2 percentage points between 2006 and 2008, and increase the proportion of young people who achieve level 3.	On course On course
12. Reduce the proportion of young people not in education, employment or training by 2 percentage points by 2010.	Slippage
13. Increase the number of adults with the skills required for employability and progression to higher levels of training through: <ul style="list-style-type: none"> • improving the basic skill levels of 2.25 million adults between the launch of Skills for Life in 2001 and 2010, with a milestone of 1.5 million in 2007; and • reducing by at least 40% the number of adults in the workforce who lack NVQ2 or equivalent qualifications by 2010. Working towards this, one million adults in the workforce to achieve level 2 between 2003 and 2006. 	2010 target – On course 2007 milestone expect to exceed 2010 target – On course 2006 milestone – Met early

	Latest/Final Assessments
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.	2010 participation target – On course Fair access – On course Non-completion – On course

1. Final assessments are shown in bold.

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