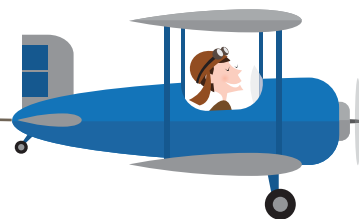


# Autumn Performance Report 2009

Progress against  
our Public Service  
Agreements and  
Departmental  
Strategic Objectives





# Department for Children, Schools and Families

## **Autumn Performance Report 2009**

### Progress against Public Service Agreements

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

December 2009

## Conventions

Financial years are shown as 2009–10, academic years as 2009/10, Calendar years as 2009 and 2010.

This report relates to England unless otherwise indicated.

## Further Information

Department for Children, Schools and Families  
Public Communications Unit  
Po Box 12  
Runcorn  
Cheshire  
WA7 2GJ  
Tel: 0870 000 2288  
E-mail: [info@dczf.gsi.gov.uk](mailto:info@dczf.gsi.gov.uk)

This document can be accessed from the Department for Children, Schools and Families internet site at <http://www.dcsf.gov.uk>

## Feedback

Please send comments on this report to [geoff.wisbey@dczf.gsi.gov.uk](mailto:geoff.wisbey@dczf.gsi.gov.uk)  
Tel: 01268 696708

Production team: John Bundhoo, Adrian Walsh, Frances Wickstead and Geoff Wisbey.

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# Foreword by the Secretary of State



The Department for Children, Schools and Families has a central role in developing and delivering policies that are making a real difference to the lives of our children, young people and their families. The Children's Plan published in 2007 set out ambitious goals to make this country the best place in the world for children to grow up.

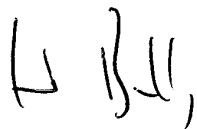
As progress towards achieving this vision, I am pleased to present my third Autumn Performance Report which sets out how my Department has performed against the Public Service Agreements and Departmental Strategic Objectives that were agreed as part of the Comprehensive Spending Review in 2007.

This year has continued to see real and measurable improvements in the support we provide for children, young people and their families. These include:

- Families being supported with over 3,000 Sure Start Children's Centres now open providing help to all under one roof.
- Early year's foundation stage achievement is showing positive results, with a three percentage point increase since 2008 and ahead of trajectory.
- We are ahead on our joint target with the Department of Health to increase the prevalence of breastfeeding, with the latest results showing an increase from 49.2 per cent to 50.5 per cent.
- We continue our work to reduce obesity amongst our young people and there are early indications that the trend in child obesity prevalence may have begun to flatten out.
- Our young people continue to achieve more with 2008/09 results showing 50.4 per cent of pupils achieving five or more A\*-C grade GCSEs - the highest ever result.

- At the same time, we are making progress in tackling poor performance with the number of schools where 30 per cent of children fail to leave with five good GCSEs falling from 440 in 2008 to 270 this year, and work is continuing to drive this number lower.
- The proportion of 17 year olds in education and training reached 79.7 per cent at the end of 2008 – the highest ever rate and an increase of 1.7 percentage points from 78 per cent at the end of 2007.
- Attainment of young people at age 19 continues to rise with the percentage achieving Level 2 rising from 66.4 per cent in 2004 to 76.7 per cent in 2008.
- The Department has put in place an ambitious package of efficiency reforms to ensure that resources are targeted on key frontline priorities. The combination of the efficiency challenge included in the Department's 2007 Comprehensive Spending Review settlement and the additional efficiencies arising from the 2009 Budget means that the Department will release around £5 billion in cash releasing savings by 2010-11. These reforms have already succeeded in releasing significant resources for reinvestment, directly contributing to the Government's key goals for Education and children's outcomes.

Securing greater value for money is an essential part of the job for all of us who are charged with spending public money, and it is the key to helping even more children live better lives. So while committing to protect investment we will have to take the tough decisions necessary to save money and be more efficient. I am confident that together we will succeed in achieving our vision and that we will continue to make real and lasting changes to the lives of all our children, families and young people.



**Ed Balls**

**Secretary of State for Children, Schools and Families**

# Introduction

## The Children's Plan

The *Children's Plan* published in December 2007, set out the Department's vision for children and children's services, its delivery plans for the next three years and put these in the context of the longer term ambition to improve outcomes for children.

It reflects the Department's aspirations for children's services for the 21st century, where the role of schools will be critical in facilitating a new culture of learning which raises the aspiration and awareness of children, young people and their families about the value of skills.

The *Children's Plan* was informed by the wide-ranging Time to Talk national consultation and the input of experts who deliver the services on which children, young people and their families rely.

To ensure that the *Children's Plan* had an ongoing impact on the way the Department works and how children and families are engaged, the *Children's Plan: One Year On – Progress report* was published in December 2008 setting out the progress made so far and areas where there was still more to do to make the long-term ambition a reality.

The *Children's Plan Two Years On*, also published today, celebrates progress so far, and shares our next steps.

## The 2007 Comprehensive Spending Review

The 2007 Comprehensive Spending Review (CSR07) announced a streamlined set of 30 new Public Service Agreements (PSAs), which articulate the Government's highest priority outcomes for the CSR07 period and span departmental boundaries.

The Department for Children, Schools and Families leads delivery on five of the Government's PSAs and six Departmental Strategic Objectives (DSOs) which cover all of the Department's business, set strategic direction and inform resourcing



decisions, putting the Department on the path to achieving the *Children's Plan* commitments and the five Every Child Matters (ECM) outcomes.

The Department also contributes to another twelve PSAs which are led by other government departments.

### **Public Service Agreements (PSAs) and Departmental Strategic Objectives (DSOs)**

The PSAs the Department leads on are:

**PSA 10: Raise the educational achievement of all children and young people** *(supported by DSO 3: Achieve world class standards in education and DSO 5: Ensure young people are participating and achieving their potential to 18 and beyond).*

**PSA 11: Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers** *(supported by DSO4: Close the gap in educational achievement for children from disadvantaged backgrounds).*

**PSA 12: Improve the health and wellbeing of children and young people** *(supported by DSO 1: Secure the wellbeing and health of children and young people).*

**PSA 13: Improve children and young people's safety** *(supported by DSO 2: Safeguard the young and vulnerable).*

**PSA 14: Increase the number of children and young people on the path to success** *(supported by DSO 6: Keep children and young people on the path to success).*

Progress against these PSAs and DSOs is shown in Chapter 1 along with a list of PSAs and DSOs at Annex A.

Chapter 2 reports progress against the Department's 2007 Comprehensive Spending Review Value for Money target which was reported against for the first time in the *2009 Departmental Report*.

Chapter 3 reports progress against the outstanding 2004 Spending Review Public Service Agreement target.

A diagram showing the relationships between Children's Plan 2020 goals, Every Child Matters outcomes, PSAs, DSOs and National Indicators is shown at Table 1.

**Table 1: Every Child Matters: Outcomes Framework (simplified version)**

Children's Plan 2020 Goals	Wellbeing	Health	Information and support for parents	Early years	Ready for secondary school	Skills for adult life	Positive contribution	Reduce the number of young offenders	Eradicate child poverty	Satisfied employers
Every Child Matters	Be Healthy		Stay Safe		Enjoy and Achieve		Make a Positive Contribution		Achieve Economic Wellbeing	
Public Service Agreements (PSAs) and DCSF Departmental Strategic Objectives (DSOs)	PSA 12 <i>Supported by DSO 1</i>		PSA 13 <i>Supported by DSO 2</i>		PSAs 10 & 11 <i>Supported by DSOs 3, 4 &amp; 5</i>		PSA 14 <i>Supported by DSOs 5 &amp; 6</i>			
National Indicators	←				→ Quality of life				→	
	←				→ Quality of service				→	

Improving outcomes for children and young people means working across government, and readers may also be interested in the Autumn Performance Reports of other government departments, for example, the Department for Business, Innovation and Skills (BIS), Department for Work and Pensions (DWP), Department of Health (DH), and the Home Office (HO).



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

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

These PSAs and DSOs began in 2008-09. The Department also has an objective relating to its internal capability to lead and manage the system.

Under the 2007 Comprehensive Spending Review performance framework, only some PSAs have national targets attached. Many are not target-based, but improvement against a baseline is expected (directional indicators). The terminology used for rating assessments reflects this less target-driven framework. For interim assessments, the terms used are:

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

For final assessments, the terms used are:

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

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

PSA 10 is currently rated as **strong progress**. Four out of five indicators have shown improvement since the progress reported in the Department's 2008 Autumn Performance Report or from baseline, although 2009 results at Key Stage 2 were disappointing.

DSO 3 is currently rated as **strong progress**. Eight out of twelve indicators have shown improvement since the progress reported in the Department's 2008 Autumn Performance Report or from baseline.

DSO 5 is currently rated as **strong progress**. Four out of five indicators have shown improvement since the progress reported in the Department's 2008 Autumn Performance Report or from baseline.

DSO 3, DSO 5 and PSA 10 set out the Government's responsibility for raising the educational achievement of all children and young people.

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

Progress towards PSA 10 is measured through the following five indicators<sup>1</sup>:

1. Early Years Foundation Stage achievement.
2. Proportion achieving Level 4 in both English and mathematics at Key Stage 2.
3. Proportion achieving 5 A\*-C GCSEs (or equivalent) including GCSEs in both English and mathematics, at Key Stage 4.
4. Proportion of young people achieving Level 2 at age 19.
5. Proportion of young people achieving Level 3 at age 19.

1. The Key Stage 3 indicator was dropped in 2008.

### Related links:

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

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

## Early Years Foundation Stage

In September 2008, the Early Years Foundation Stage (EYFS) became a statutory requirement and is designed to establish an entitlement for every child and parent. It is a play-based framework for early learning and childcare, helping all children to reach a good level of development, with all six areas of learning being equally important.

The EYFS is a quality framework which sets the standards for learning and care for children aged birth to five. All registered childcare providers and maintained and independent schools are required to implement the EYFS so that parents can be sure their children will receive a high quality experience regardless of the type of setting they choose. This will give parents the confidence that wherever they choose to send their child will be a safe environment which will support children's early learning and develop their social skills and confidence.

### **Early Years Foundation Stage achievement.**

**National target:** Increase the proportion of young children achieving a good level of development in the Early Years Foundation Stage Profile (EYFSP) to 53% by 2011.

**Baseline:** 49% of young children achieved a good level of development in 2008<sup>1</sup>.

**Latest outturn against trend:** 2009 results have been very positive, at 52% showing a three percentage point increase on the 2008 baseline and ahead of trajectory. The achievement of this indicator will require a further one percentage point improvement in the next year.

**Performance:** The three percentage point improvement from baseline in 2009 is based on improvements in all areas of learning. Particular improvement was made in early language development.

**Local government national indicator set:** 72.

**Data provider:** DCSF.

**Data set used:** EYFSP results.<sup>1</sup>

**Frequency of reporting:** Annual.

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

1. The National Assessment Agency (NAA) confirmed that 2008 data represents a reliable set of results. The NAA have now been subsumed into the Qualifications and Curriculum Development Agency and they have a programme of work to improve practitioner understanding of the Early Years Foundation Stage Profile.

### **Related Links:**

*Statistical First Release 26/2009: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000879/index.shtml>*

*Early Years Foundation Stage: <http://www.standards.dcsf.gov.uk/eyfs/>*

*Qualifications and Curriculum Development Agency: <http://testsandexams.qcda.gov.uk/>*

## **Key Stage 2**

Literacy and numeracy are priorities throughout primary education, and Key Stage 2 achievement is an essential measure of a child's primary school achievement and their readiness for secondary education. Children need to leave primary school secure in the basics of reading, writing and mathematics in order to succeed at secondary school.

National Curriculum tests at Key Stage 2 provide reliable, objective information about every pupil, as well as performance measures which allow the track of changes in performance over time nationally, locally and at school level, to compare the progress of children in different schools, and to compare the performance of different groups of pupils (for example, boys, girls and ethnic minorities).

In January 2008, Sir Jim Rose was asked to lead an independent review of the primary curriculum. Sir Jim's review with the new curriculum proposals was published on 30 April 2009 and Ministers accepted all of the recommendations. Following consultation, Ministers have agreed some minor changes to the new curriculum and the new curriculum and consultation report were published on 19 November 2009. The new curriculum will be organised around six broad areas of learning to help schools and children make coherent links across all their learning. It is a model that advocates direct subject teaching, complemented by serious and challenging cross-curricular studies which provide ample opportunities for children to use and apply their subject knowledge in order to deepen understanding. The next step is to implement the new curriculum by creating the new areas of learning in law through the Children, Schools and Families Bill. The new curriculum is due to come into effect in September 2011.

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

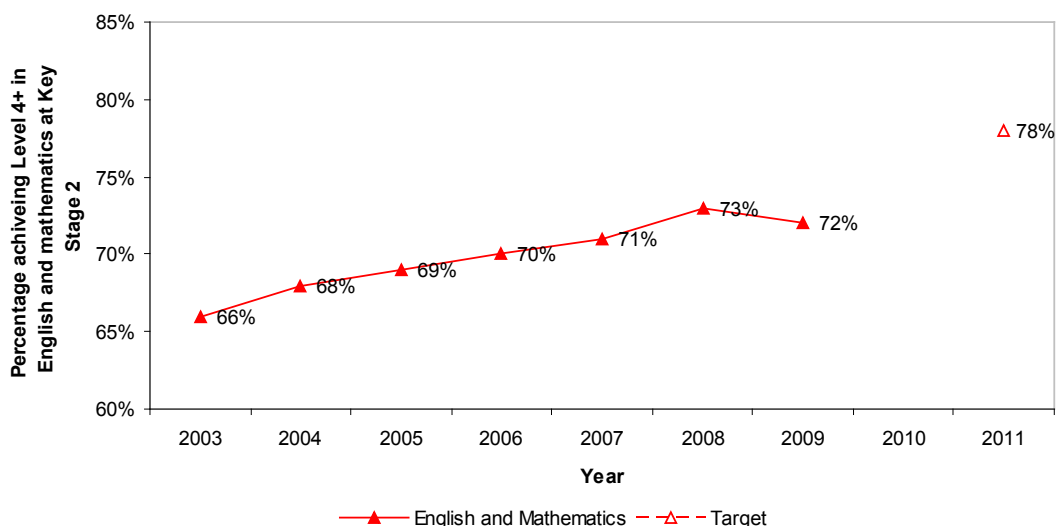
**National target:** Increase the proportion achieving Level 4 in both English and mathematics at Key Stage 2 to 78% by 2011.

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

**Latest outturn against trend:** Provisional figures show that 72% of pupils achieved Level 4 in both English and mathematics in 2009.

**Performance:** Revised figures show a one percentage point fall from the 2008 figure of 73% to 72% in the number of pupils achieving Level 4 in both English and mathematics in 2009, a one percentage point fall principally caused by a fall in English. Cohorts benefiting from tuition and catch-up programmes are still working their way through Key Stage 2.

**Figure 10.1: Percentage achieving Level 4 in both English and mathematics at Key Stage 2 (2003 to 2009<sup>1</sup>).**



1. Revised figures for 2009.

A higher proportion of girls than boys achieved Level 4 or above in English and mathematics combined in 2009 – 75% of girls compared with 70% of boys. This compares with 75% of girls and 71% of boys in 2008. The gap between boys' and girls' writing scores at Level 4 or above has narrowed by three percentage points since 2005. Boys' writing has improved by nine percentage points overall at Level 4 or above since 2003.

**Local government national indicator set:** 73.

**Data provider:** National Assessment Agency (now the Qualifications and Curriculum Development Agency).

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



**Frequency of reporting:** Annual.

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

**Related Links:**

*Statistical First Release 32/2009:* <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000893/index.shtml>

*Achievement and Attainment Tables:* <http://www.dcsf.gov.uk/performance/tables/>

*Qualifications and Curriculum Development Agency:* <http://testsandexams.qcda.gov.uk>

## Key Stage 4

The Key Stage 4 National Curriculum covers pupils aged 14-16 in English maintained schools. Attainment is assessed by a range of examinations which count towards whether a young person is judged to have the equivalent of five A\*-C grades at GCSE. Due to the importance of attainment in mathematics and English, the measure takes into account specific attainment in those two GCSEs.

In the current Key Stage 4 curriculum, English, mathematics, science, information and communications technology (ICT), citizenship and PE are all statutory subjects with statutory Programmes of Study. Schools also have a statutory duty to teach religious education, careers education, work-related learning and sex education at Key Stage 4, though there are no statutory Programmes of Study in these areas.

All Key Stage 4 students are entitled to follow a course of study in each of four entitlement areas covering the arts, design & technology, humanities and modern foreign languages.

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

**National target:** Increase the proportion achieving 5 A\*-C GCSEs (or equivalent) including GCSEs in both English and mathematics at Key Stage 4 to 53% by 2011.

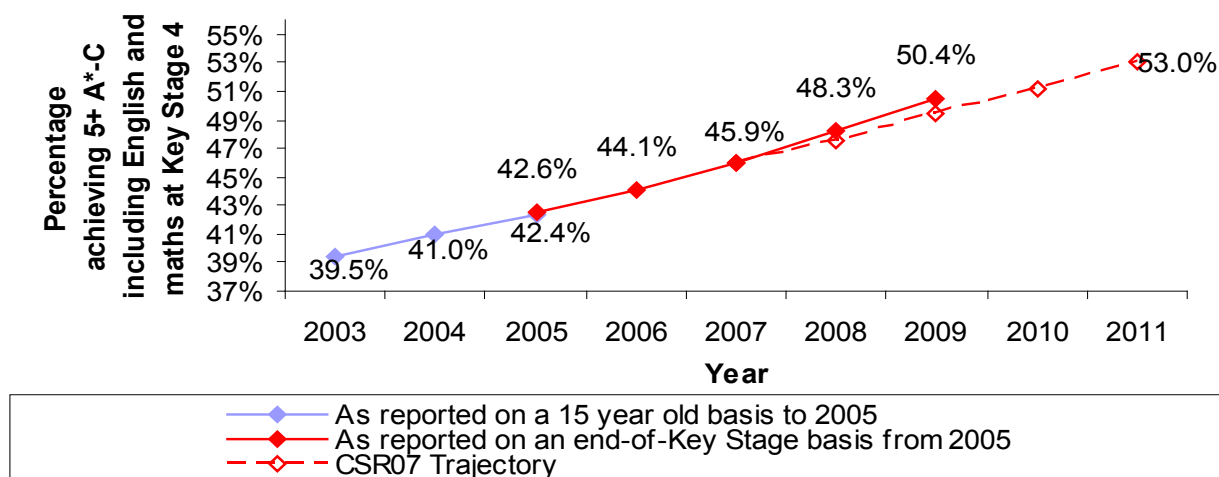
**Baseline:** 45.9%<sup>1</sup> of pupils at the end of Key Stage 4 achieved 5 A\*-C GCSEs and equivalent, including GCSEs in both English and mathematics in 2007.

**Latest outturn against trend:** 2008/09 provisional results show 50.4%<sup>1</sup> of pupils in the maintained sector achieved five or more GCSEs at grade A\*-C or the equivalent including English and mathematics GCSEs – the highest ever result.

**Performance:** Provisional results for 2009 show that 50.4% of pupils at the end of Key Stage 4 achieved 5 A\*-C GCSEs or equivalent, including GCSEs in both English and mathematics. This represents an increase of 2.1 percentage points from 2007/08 and is ahead of trajectory to meet the 53% target by 2011.

1. Baseline and outturn figures changed from those previously reported to reflect the use of dataset for maintained schools (including academies) only, and not data for all schools.

**Figure 10.2: Percentage achieving 5 A\*-C GCSEs (or equivalent), including GCSEs in both English and mathematics, at Key Stage 4 (2003-2009).**



**Local government national indicator set:** 75.

**Data provider:** Examination results provided by the Awarding Bodies.

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

**Frequency of reporting:** Annual.

**95% confidence interval at last outturn:** Not applicable – data covers all pupils in maintained (including City Technology Colleges and Academies) schools, not a sample of pupils.

### Related Links:

Statistical First Release 27/2009: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000880/index.shtml>

Achievement and Attainment Tables: <http://www.dcsf.gov.uk/performance/tables/>

Qualifications and Curriculum Development Agency: <http://www.qcda.org.uk>

## Level 2<sup>1</sup> and 3<sup>2</sup> at 19

Increasing the number of people achieving Level 2 by 19 has many benefits for individuals, for the economy and for communities.

Level 2 is the key stepping stone to continuing in learning and also the threshold for long-term employability. Level 3 is the threshold for entry to higher education and provides access to increased employment opportunities. The *Leitch Report* predicted an expansion in jobs for those qualified to Level 3 and a large reduction in lower skilled jobs in the future.

Increasing the numbers of young people who achieve Level 3, particularly for those from lower socio-economic backgrounds, has the potential to break the cycle of disadvantage and open up wider opportunities for these young people.

1. Level 2 is equivalent to five GCSEs at grades A\*-C, or Level 2 vocational qualifications such as apprenticeships and NVQs.
2. Level 3 is equivalent to two A levels at grades A-E or Level 3 vocational qualifications such as NVQ Level 3.

## Proportion of young people achieving Level 2 at age 19.

**Children's Plan 2020 Goal:** Every young person to have the skills for adult life and further study, with at least 90% achieving the equivalent of five higher level GCSEs by age 19 and 70% achieving the equivalent of two A levels by age 19.

**National target:** Increase the proportion of young people achieving Level 2 at age 19 to 82% by 2011.

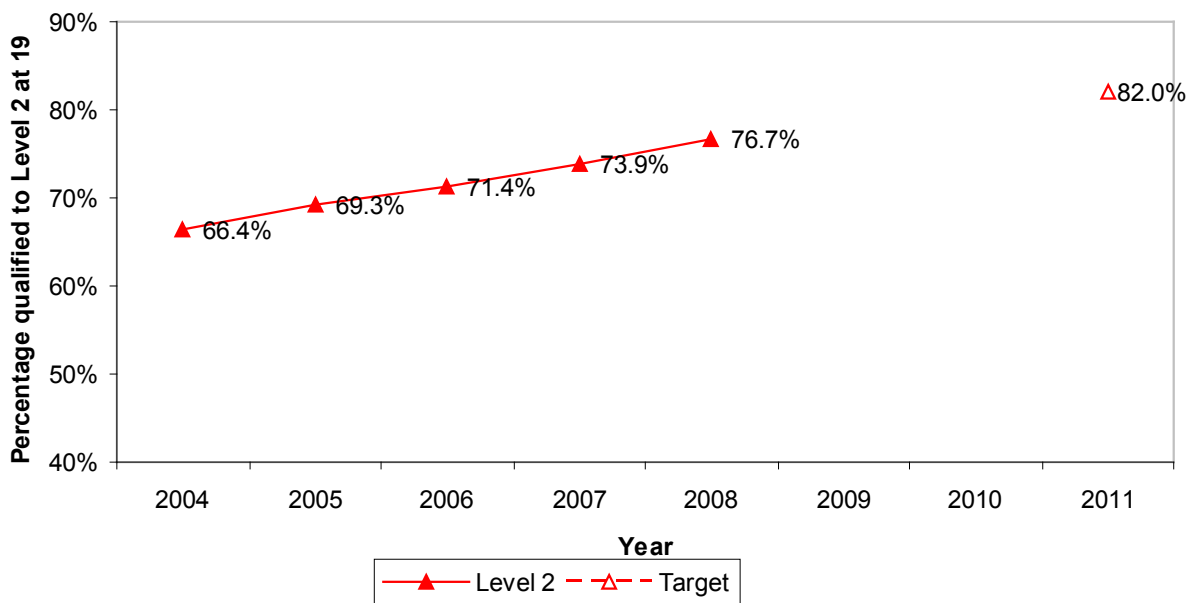
**Baseline:** 73.9% of young people achieved Level 2 at age 19 (19 in 2007 cohort).

**Latest outturn against trend:** 76.7% of young people achieved Level 2 at age 19 (19 in 2008 cohort).

**Performance:** In 2008, 76.7% of young people aged 19 were qualified to at least Level 2 representing a 2.7 percentage point increase on those young people aged 19 in 2007 (the target's baseline).

Compared with 2004, 87,000 more 19-year-olds now achieve a Level 2. This is 0.2% below the trajectory to meet the target of 82% in 2011.

**Figure 10.3: Percentage of young people achieving Level 2 at age 19 (2004 to 2008).**



**Local government national indicator set:** 79.

**Data provider:** Level 2 and 3 attainment by young people in England measure using administrative data: attainment by age 19 in 2008 (Provisional).

**Data set used:** Dataset created through matched administrative data, bringing together several data sources at an individual level. This includes data from:

Pupil Level Schools Census database; Awarding Bodies; National Information System for Vocational Qualifications database; and Individualised Learner Record database.

**Frequency of reporting:** Annual. 2008/09 data will be available in March 2010.

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

#### **Related Links:**

*Statistical First Release 04/2009:* <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000835/index.shtml>

*Achievement and Attainment Tables:* <http://www.dcsf.gov.uk/performance/tables/>

*Qualifications and Curriculum Development Agency:* <http://www.qcda.org.uk>

#### **Proportion of young people achieving Level 3 at age 19.**

**Children's Plan 2020 Goal:** Every young person to have the skills for adult life and further study, with at least 90% achieving the equivalent of five higher level GCSEs by age 19 and 70% achieving the equivalent of two A levels by age 19.

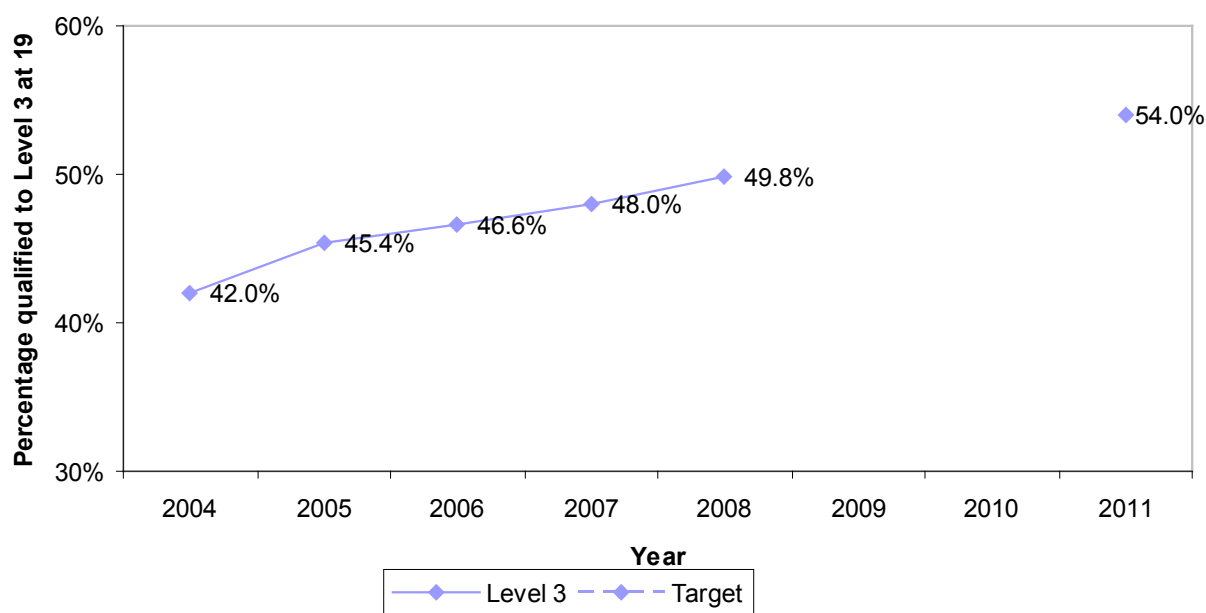
**National target:** Increase the proportion of young people achieving Level 3 at age 19 to 54% by 2011.

**Baseline:** 48.0% of young people achieved Level 3 at age 19 (19 in 2007 cohort).

**Latest outturn against trend:** 49.8% of young people achieved Level 3 at age 19 (19 in 2008 cohort).

**Performance:** In 2008, 49.8% of young people aged 19 were qualified to at least Level 3 representing a 1.7 percentage point increase on those young people aged 19 in 2007 (the target's baseline), and on trajectory to meet the 2011 target. Compared with 2004, 63,000 more 19-year-olds now achieve a Level 3.

**Figure 10.4: Percentage of young people achieving Level 3 at age 19 (2004 to 2008).**



**Local government national indicator set:** 80.

**Data provider:** Level 2 and 3 attainment by young people in England measured using administrative data: attainment by age 19 in 2008 (Provisional).

**Data set used:** Dataset created through matched administrative data, bringing together several data sources at an individual level. This includes data from: Pupil Level Schools Census database; Awarding Bodies; National Information System for Vocational Qualifications database; and Individualised Learner Record database.

**Frequency of reporting:** Annual. 2008/09 data will be available in March 2010.

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

#### **Related Links:**

*Statistical First Release 04/2009:* <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000835/index.shtml>

*Achievement and Attainment Tables:* <http://www.dcsf.gov.uk/performance/tables/>

*Qualifications and Curriculum Development Agency:* <http://www.qcda.org.uk>

In addition to the five indicators that underpin PSA 10, there are a further nine DSO 3 indicators and three DSO 5 indicators.

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

## Science

The Government's ambition is to create an education and training environment that delivers the best in science teaching and learning at every stage. Science is a core subject in the National Curriculum and is compulsory at all four key stages.

In January 2008, the Government announced a strategy to educate the next generation of scientists and mathematicians and help recruit and train more science and mathematics teachers.

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

**Baseline:** 49.8% of pupils at the end of Key Stage 4 achieved two or more A\*-C science GCSEs or equivalent in 2007.

**Latest outturn against trend:** Provisional 2009 UK GCSE results show a significant increase in the proportion of pupils attaining two 'good' science GCSEs, at 53.7%.

**Performance:** Provisional results for 2009 show an increase of 3.4 percentage points compared to 50.3% of students achieving two or more A\*-C science GCSEs in 2008, and is ahead of trajectory to meet the 2011 target.

**Local government national indicator set:** 84.

**Data provider:** Examination results provided by the Awarding Bodies.

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

**Frequency of reporting:** Annual.

**95% confidence interval at last outturn:** Not applicable – data covers all pupils in maintained (including City Technology Colleges and Academies) and independent schools, not a sample of pupils.

### **Related Links:**

*Statistical First Release 27/2009:* <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000880/index.shtml>

*Achievement and Attainment Tables:* <http://www.dcsf.gov.uk/performance/tables/>

*Qualifications and Curriculum Development Agency:* <http://www.qcda.org.uk>

## Key Stage 2 floor targets

Plans for improving all primary schools including those that are below the floor target were set out in the White Paper *Your child, your schools, our future: building a 21st century schools system* published in June 2009. The package of support in 2009/10 will include an expansion of several existing successful initiatives such as the Leading Teacher Programme and the Improving Schools Programme to reduce the number of schools below the floor target.

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

**Baseline:** 1,797 schools with less than 55% of pupils at Key Stage 2 Level 4 or above in both English and mathematics in 2007.

**Latest outturn against trend:** 1,472 schools with fewer than 55% of pupils at Key Stage 2 Level 4 or above in both English and mathematics in 2009.

**Performance:** The 2009 results show an increase of 113 schools from 1,359 in 2008 to 1,472 in 2009, which is an overall decrease of 325 schools since 2007.

**Local government national indicator set:** 76.

**Data provider:** QCDA.

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

**Frequency of reporting:** Annual.

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

### **Related Links:**

*Statistical First Release 32/2009:* <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000880/index.shtml>

*Achievement and Attainment Tables:* <http://www.dcsf.gov.uk/performancetables/>

## Key Stage 4 floor targets

The National Challenge, launched in June 2008, aims to make every secondary school a good school, committed to achieving the best possible outcomes for its pupils. The ambition of the programme is that by 2011 at least 30 per cent of pupils in each secondary school achieve 5 or more A\*-C GCSEs including English and mathematics. Schools facing some of the most challenging circumstances are receiving additional support to ensure they secure sustainable improvements.

£400 million is available to support National Challenge schools over the three years of the programme.



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

**Baseline:** 631 maintained mainstream schools with less than 30% of pupils gaining 5 or more A\*-C grades at GCSE or equivalent including English and mathematics in 2007.

**Latest outturn against trend:** On the basis of self-reported GCSE results it is expected around 270 maintained mainstream schools to have less than 30% of pupils gaining 5 or more A\*-C grades at GCSE or equivalent including English and mathematics in 2009.

**Performance:** On the basis of self-reported 2009 results a drop is expected in the number of National Challenge Schools from 440 in 2008 to around 270 in 2009. At nearly 40%, this is the biggest proportionate reduction in any one year and ahead of a straight-line trajectory. It should be noted that self-reported data are liable to change once validated data is available in January 2010.

**Local government national indicator set:** 78.

**Data provider:** Examination results provided by the Awarding Bodies (2009 self-reported data is from schools).

**Data set used:** National Pupil Database for 2009 not currently available. All data is reported on an end of Key Stage 4 basis.

**Frequency of reporting:** Annual.

**95% confidence interval at last outturn:** Not applicable – data covers all pupils in maintained (including City Technology Colleges and Academies) schools, not a sample of pupils.

### **Related Links:**

*Statistical First Release 27/2009:* <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000880/index.shtml>  
*Achievement and Attainment Tables:* <http://www.dcsf.gov.uk/performance/tables/>

## **School attendance**

Promoting regular attendance is a key component in the Government's strategy to raise educational standards and ensure children's welfare. Absence from school increases the likelihood that pupils will leave school without qualifications which, in turn, impacts upon the opportunities open to them beyond school. Absence can lead to an increased risk of harm or injury for children, or their potential involvement in criminal or anti-social behaviour. Absence can also be a warning sign of other social problems such as forced marriage or child abuse and is sometimes the first indication that there may be a problem.

The intention is to eliminate avoidable absence. The School Attendance Strategy provides a balanced package of support and sanctions to reinforce parental responsibility for school attendance and is available at <http://www.teachernet.gov.uk/wholeschool/behaviour/attendance/>

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

**Children's Plan commitment:** No local authority will have more than 5% of its secondary school pupils as persistent absentees by 2011.

**Baseline:** 7.1% persistent absentees in local authority maintained schools as at 2005/06.

**Latest outturn against trend:** 5.6% persistent absentees in local authority maintained secondary schools as at 2007/08. Data for autumn term 2008 and spring term 2009 also reports a 5.6% persistent absence rate.

**Performance:** At year end 2007/08, 94 local authorities had persistent absence in local authority maintained secondary schools of over 5%, down from 129 in 2006/07 and 138 in 2005/06.

**Local government national indicator set:** 87.

**Data provider:** DCSF.

**Data set used:** Pupil Absence in Schools in England, including pupil characteristics: 2007/08; Pupil Absence in Schools in England: Autumn Term 2008 and Spring Term 2009.

**Frequency of reporting:** Annual.

**95% confidence interval at last outturn:** Not applicable.

### **Related Links:**

*Statistical First Release 03/2009:*

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000832/index.shtml>

*Statistical First Release 29/2009:*

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000882/index.shtml>

## Behaviour

Behaviour is good at the overwhelming majority of schools but the Government recognises the challenge that managing pupils behaviour can present and the hard work involved in achieving and maintaining high standards of behaviour. That is why a comprehensive national programme to strengthen schools' capacity to manage behaviour is being implemented. The programme includes specialist training and advice, strengthening schools' disciplinary powers and reinforcing parental responsibility.

Since September 2007, nearly all secondary schools have been working in partnerships to improve behaviour and tackle persistent absence, often with funding devolved or delegated from the local authority to enable the partnership to commission a range of support and provision for pupils with challenging behaviour or attendance. These partnerships are based on the idea that schools will be able to deal more effectively with challenging pupils if they can share expertise, resources and facilities for that purpose.

In his final behaviour report published on 15 April 2009, Sir Alan Steer has recommended that where a school's standard of behaviour is judged by Ofsted to be satisfactory, this should be seen by the local authority as a trigger for additional support. The Department is discussing with its partner organisations how most appropriately to take this forward building on existing work by local authorities and the National Strategies field-force to provide targeted support to this group of schools.

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

**Latest outturn against trend:** 72% of secondary schools inspected in 2007/08 were judged to be good or better.

**Performance:** Figures published in Ofsted's Annual Report on 24 November 2009 show that in 80% of secondary schools inspected in 2008/09, pupils' behaviour was good or outstanding – this represents an eight percentage point improvement on figures for 2007/08. This also exceeds our transitional target of 74% for the whole of 2008/09. Data from the National Indicator based on all schools' most recent Ofsted judgments show a slight increase in the percentage of secondary schools achieving good or outstanding behaviour grades over the past three years.

- 2006 – 73.7%
- 2007 – 74.5%
- 2008 – 76.1%

This measure covers all schools and as such is a fuller indicator of performance than results for schools inspected in any given year.

**Local government national indicator set:** 86.

**Data provider:** Ofsted/DCSF.

**Data set used:** 2006, 2007 and 2008.

**Frequency of reporting:** Annual.

**95% confidence interval at last outturn:** Not applicable.

**Related Links:**

*Ofsted:* <http://www.ofsted.gov.uk/>

## Special Measures

Local authorities are expected to use their existing intervention powers early and effectively to ensure that failure is prevented and/or does not become entrenched. Local authorities are currently able to intervene in schools that are underperforming, by issuing warning notices that clearly outline their expectations and timeframe for the school to improve its performance standards. Where schools fail to deliver or have been placed in an Ofsted category (requiring significant improvement (issued with a Notice to Improve) or special measures), further, more formal interventions may be set in train including: establishment of interim executive boards; removal of the schools delegated budgets; requiring the school to enter into a formal contract/partnership; or if the school is in special measures, closure.

Where a school is causing concern<sup>1,2</sup> local authorities are expected to, and the majority do, act quickly and effectively to ensure adequate improvement measures are put in place. However, where this is not the case, the Department will act quickly and effectively from the centre using existing and proposed intervention powers.

The Department has legislated in the *Apprenticeship, Skills, Children and Learners Bill* to allow the Secretary of State to intervene where a local authority is deemed to have a disproportionate number of low performing schools and does not appear to have the capacity to improve standards in these schools or schools that may underperform going forward. The Secretary of State will also be able to direct a local authority to consider issuing a warning notice and/or obtain Advisory Services to support educational improvement. In the *Children, Schools and Families Bill*, the Department is taking forward proposals to further extend the Secretary of State intervention powers so that a local authority can be directed to issue a warning notice to a school's governing body, close a school that is underperforming but is not in an Ofsted category and/or direct a local authority to require a school to enter into a partnership with other schools, led by an accredited group of education providers. These powers should be seen as reserve powers to be used in extremes and in practice the Department would not normally consider it necessary for the Secretary of State to have to use formal powers in order to effect improvement at school or local authority level.

1. For schools underperforming in relation to the nature of their pupil intake, school, context or low attainment (S60(2) EIA 2006) the local authority can issue a warning notice with detail of action it is contemplating should the school fail to respond satisfactorily (S60(4) EIA 2006).
2. For schools in Ofsted category – Special Measure, Requires Significant Improvement or Notice to Improve (as per s61-62 EIA 2006), the Secretary of State can replace the governing body with an IEB (s69 EIA 2006) and the local authority can apply to the Secretary of State to replace the governing body with an IEB (s65 EIA 2006).

## Number of schools in special measures.

**Latest outturn against trend:** End of summer term 2009 figures show 193 schools in special measures, a reduction of 26 compared to the end of spring term 2009 (219 schools).

**Performance:** The average time spent in special measures is 20 months for secondary and 18 months for primary schools.

**Local government national indicator set:** 89.

**Data provider:** DCSF/Ofsted.

**Data set used:** End of summer term 2009 published Ofsted data.

**Frequency of reporting:** Termly.

**95% confidence interval at last outturn:** Not applicable.

### Related Links:

*Ofsted:* <http://www.ofsted.gov.uk/>

[http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/Data-on-schools-causing-concern-spring-term-2009/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Documents-by-type/Statistics/Data-on-schools-causing-concern-spring-term-2009/(language)/eng-GB)

## Extended Services

Extended services are central to achievement of the objectives in the *Children's Plan* and to realising the vision of the 21st Century School. A school offering access to extended services works with their local authority, other schools and private and voluntary providers to provide access to a core offer of extended services. Those services include a varied range of activities, including study support activities; childcare 8am-6pm, 48 weeks a year for primary schools; parenting and family support; swift and easy access to specialist health and social care services such as speech and language therapy; and community use of facilities including adult and family learning and ICT. These services will often be provided beyond the school day but not necessarily by teachers or on the school site.

Extended services can have positive effects on children, adults and families, including benefits for schools in terms of improvements on performance measures such as pupil attainment and exclusion rates. They can enhance self-confidence, improve relationships, raise aspirations and lead to better attitudes to learning.

**Number of schools offering access to extended services.**

**2010 target:** All schools offering access to extended services.

**Latest outturn against trend:** As at 30 September 2009, 90% of schools were providing access to the full core of extended services.

**Performance:** The September 2009 target of 18,500 schools (85%) providing access to the full core of extended services has been met and the Department is on track to meet the 2010 target of 100%.

As at 30 September 2009, 19,552 schools (90%) were providing access to extended services in partnership with other local schools and providers. The breakdown of the figure shows 90% (15,389) of all primary schools and 90% (2,995) of all secondary schools were providing access to the full core offer.

**Local government national indicator set:** 88.

**Data provider:** Training and Development Agency for Schools (TDA).

**Data set used:** TDA Data Pack September 2009.

**Frequency of reporting:** Quarterly.

**95% confidence interval at last outturn:** Not applicable.

**Related Links:**

*Training and Development Agency for Schools: <http://www.tda.gov.uk/>*

*[http://www.tda.gov.uk/upload/resources/pdf/w/whatisanes\\_notes.pdf](http://www.tda.gov.uk/upload/resources/pdf/w/whatisanes_notes.pdf)*

## Assessment for Learning

Assessment for Learning (AfL) has a central role to play in ensuring that every child makes the best progress possible. Evidence shows that rigorous assessment and tracking of pupil performance in order to inform classroom practice is the most common feature of schools where pupils make good progress and close attainment gaps. The Assessment for Learning Strategy was launched in 2008 in order to embed good AfL in every classroom.

AfL is underpinned by Assessing Pupil Progress (APP) materials in each of the core subjects. Through APP, a structured approach has been introduced to in-school teacher assessment, based on nationally agreed criteria. This is supported by £50 million a year funding to schools to improve teachers' assessment skills, enabling them to periodically assess their pupils' progress and to define next steps in their learning. It helps teachers to tailor their planning and teaching, provide structured feedback to pupils and parents and to identify appropriate interventions, such as one to one tuition or the need to stretch gifted and talented pupils.

## Parental Engagement

The Government is committed to supporting mothers, fathers and carers in helping their children learn and develop. The Government set out a new strategy to improve parental engagement in learning and development in the *Children's Plan: Progress Report* published in December 2008. This includes commitments to help schools and early years settings understand best practice in helping parents support their children's learning and development; ensuring that staff have the skills they need to work with parents; and that the accountability system reinforces support for parental engagement.

All schools are required to have Home School Agreements with parents and are expected to report online to parents by 2010 for secondary schools and 2012 for primary schools. In addition, there are over 3,400 Parent Support Advisers and similar professionals linked to schools working with parents and 20,571 (95%) schools are now offering support to parents as part of their extended services.

Further commitments were outlined in the White Paper, *Your child, your schools, our future: building a 21st century schools system* – to introduce a Parent Guarantee to ensure that all parents can have a consistent expectation of the services and support they receive from their child's school; and to strengthen Home School Agreements to make clear the specific responsibilities of parents, schools and children, including for behaviour.

If a parent feels that the Guarantee is not being met, it is expected that this will be resolved with the school. However, there will also be an independent route to obtain redress if needed. For most aspects of the Guarantee the Local Government Ombudsman (LGO) will provide an independent complaints service legislated through the *Apprenticeships, Skills, Children and Learning Act*. The service will begin to be tested by autumn 2010 with a view to rolling it out nationally as soon as possible.

## Parental Engagement in Schools.

**Latest outturn against trend:** Parental involvement in their child's school life has increased overall since 2001 (29% said that they were very involved compared to 51% in 2007).

**Performance:** From 2009, an Annual Parent Confidence survey will enable ongoing tracking of progress.

**Data provider:** British Market Research Bureau (BMRB).

**Data set used:** *Peters, M., Seeds, K., Goldstein, A. and Coleman, N. (2008) Parental Involvement in Children's Education 2007. Research Report. DCSF RR034.*

**Frequency of reporting:** Parent Confidence Survey: Annual.

**95% confidence interval at last outturn:** Not applicable.

### Related Links:

*British Market Research Bureau:* <http://www.bmrb.co.uk/>

*Parental Involvement in Children's Education Survey 2007:* <http://publications.dcsf.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=DCSF-RR034&>

## Co-location of Services on School Sites

An important building block in the Government's vision for communities is access to high quality services. Schools and other facilities in the community such as health centres, sports and leisure clubs can, through co-location of other services, provide a single point of access for children, young people and families that will encourage the use of services that they would not otherwise use and support ongoing efforts to integrate services and encourage joined-up working between professionals.

The Department has led work across government to establish a £200 million co-location fund, specifically to provide incentives for partnerships to develop the right sort of facilities for their communities, on school and other sites.

### Co-location of services on school sites.

This indicator has now been dropped. In relation to the £200 million co-location fund, the fund is overseen by a cross-government steering group. This group provides a means of ensuring that activities linked to the fund are measured, monitored and evaluated.

### Related Links:

*Full details of the 101 projects getting co-location funding:*  
<http://www.dcsf.gov.uk/pns/pnattach/20090106/1.html>



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

Of the three DSO 5 indicators, one (Post-16 participation in physical sciences (A level physics, chemistry and mathematics) contributes to PSA 4 (Promote world class science and innovation in the UK) which is led by the Department for Business, Innovation and Skills.

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

**Baseline:** In 2005, there were 24,094 physics A level entries, 33,164 chemistry A level entries, 46,034 mathematics A level entries and 45,662 biology A level entries.

**Latest outturn against trend:** In 2009, there were 25,643 physics A level entries, 37,174 chemistry A level entries, 64,553 mathematics A level entries and 48,024 biology A level entries.

**Performance:** Latest full data for 2009 show that prospects for meeting the 2014 targets are good for mathematics (revised to 80,000) and chemistry and that the numbers studying biological sciences are holding up. Although there has been an increase in physics A level entries for a third successive year, the target for 2014 will not be met if the rate of change continues at current levels.

**Local government national indicator set:** 85.

**Data provider:** Data on A Level entries by young people aged 16-18 in England is provided by DCSF.

**Data set used:** A level results.

**Frequency of reporting:** Annual.

**95% confidence interval at last outturn:** Not applicable.

## Learning Diplomas

Diplomas are part of a national programme to encourage young people to continue learning for longer, by widening their choices and helping them get the qualifications they need to succeed in work and life.

They combine theoretical study with practical experience. For many young people, traditional learning styles don't work, appearing irrelevant to real life. Diplomas are all about relevance – learning real-world skills, knowledge related to business sectors and relevant to employers, and building up a real-world experience so Diploma students are well placed to achieve success in employment and higher education.

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

**Baseline:** Nil.

**Latest outturn against trend:** 11,326 learners had participated in a course of study towards a Diploma for all or part of the academic year 2008/09, up to and including 31 August 2009.

**Performance:** Diplomas were taught for the first time from September 2008 with learners in almost 900 schools and colleges around the country. 94% of secondary schools and 94% of colleges are part of the consortia that will be delivering Diplomas from September 2010.

**Local government national indicator set:** 90.

**Data provider:** DCSF (based on QCDA DAS data).

**Data set used:** QCDA's (Diploma Aggregation Service (DAS)).

**Frequency of reporting:** Termly DAS reports are sent to DCSF (January, April, September).

**95% confidence interval at last outturn:** Not applicable.

### Related Links:

*The Diploma:* <http://yp.direct.gov.uk/diplomas/>

*DCSF: Participation and achievement for the first year of national diploma provision, England, 2008/09:* <http://www.dcsf.gov.uk/rsgateway/DB/STA/t000888/index.shtml>

## Participation of 17-year-olds

Increasing post-16 participation in education and work-based learning supports crucial social and economic aims. Young people who participate gain knowledge and skills that will help them to achieve in life, and they are less likely to commit crime or behave anti-socially. Increasing the skill levels of the workforce is also necessary to allow us to compete globally.

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

**Baseline:** 77.8% of 17-year-olds were participating in education or work-based learning at the end of 2007.

**Latest outturn against trend:** 79.7% of 17-year-olds were participating in education or work-based learning at the end of 2008 (provisional figure).

**Performance:** Provisional end of 2008 figures show a 1.8 percentage point improvement from the end of 2007 figures.

Post compulsory participation results have increased at all ages and the proportion of 16-year-olds participating in education or training is 92.7%, the highest ever rate.

Through the September Guarantee, 86% of 16-year-olds and 76% of 17-year-olds had received an offer of education and training by the end of July 2009. This is well ahead of the same period in 2008.

**Local government national indicator set:** 91.

**Data provider:** DCSF.

**Data set used:** Draws together information from the different post-16 learning options (school, further education colleges, work-based learning, higher education, etc) to give a coherent and comprehensive picture of the participation of 16-18 year olds.

**Frequency of reporting:** Annual.

**95% confidence interval at last outturn:** Not applicable.

**Related Links:**

Statistical First Release 12/2009: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000849/index.shtml>

**Table 10.1: PSA 10, DSO 3 and DSO 5 indicators: Lead and contributing departments and details of the corresponding Local Government National Indicator Set.**

PSA 10 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set
Early Years Foundation Stage achievement.	DCSF		72
Proportion achieving Level 4 in both English and mathematics at Key Stage 2.	DCSF		73
Proportion achieving 5 A*-C GCSEs (or equivalent including GCSEs in both English and mathematics at Key Stage 4.	DCSF		75
Proportion of young people achieving Level 2 at age 19 by 2011.	DCSF	BIS	79
Proportion of young people achieving Level 3 at age 19 by 2011.	DCSF	BIS	80

**Table 10.1: PSA 10, DSO 3 and DSO 5 indicators: Lead and contributing departments and details of the corresponding Local Government National Indicator Set.**

<b>DSO 3 Indicators</b>	<b>Lead Department</b>	<b>Contributing Departments</b>	<b>Local Government National Indicator Set</b>
Proportion of students achieving 2 or more A*-C science GCSEs or equivalent.	DCSF		84
Achievement of Level 4 or above in both English and mathematics at Key Stage 2 (floor).	DCSF		76
Achievement of 5 or more A*-C GCSEs or equivalent including English and mathematics (floor).	DCSF		78
Secondary School persistent absence rate.	DCSF		87
Secondary Schools judged as having good or outstanding standards of behaviour.	DCSF		86
Number of schools in special measures.	DCSF		89
Number of schools offering access to extended services.	DCSF		88
Parental Engagement in Schools.	DCSF		No
<b>DSO 5 Indicators</b>	<b>Lead Department</b>	<b>Contributing Departments</b>	<b>Local Government National Indicator Set</b>
Post-16 participation in physical sciences (A level physics, chemistry and mathematics). (PSA 4 led by the Department for Business, Innovation and Skills.)	BIS	DCSF	85
Take-up of 14-19 learning diplomas.	DCSF		90
Participation of 17-year-olds in education or training.	DCSF		91

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

PSA 11 is currently rated as **strong progress**. Four out of six indicators have shown improvement since the progress reported in the Department's 2008 Autumn Performance Report or from the baseline.

DSO 4 is currently rated as **strong progress**. Nine out of thirteen have shown improvement since the progress reported in the Department's 2008 Autumn Performance Report or from baseline.

DSO 4 and PSA 11 set out Government's responsibility for narrowing the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers.

Working towards all young people participating in education and training to 18, means early engagement and early intervention is particularly important in narrowing the gaps in achievement of those living in poverty or from disadvantaged backgrounds. This means closer tracking of personal development and achievements, with support to meet individual needs, including those of children in care or those with special educational needs and disabilities.

Progress towards PSA 11 is measured through the following six indicators:

1. Achievement gap at Early Years Foundation Stage.
2. Achievement gap between pupils eligible for free school meals (FSM) and their peers achieving the expected level at Key Stages 2 and 4.
3. Proportion of pupils progressing by 2 levels in English and mathematics at the end of Key Stage 2 and those making expected progress in English and mathematics at the end of Key Stage 4.
4. Proportion of children in care achieving Level 4 in English and Level 4 in mathematics at Key Stage 2.
5. Proportion of children in care achieving 5 A\*-C GCSEs (or equivalent) at Key Stage 4.
6. The gap between the initial participation in full-time higher education rates for young people aged 18, 19 and 20 from the top three and bottom four socio-economic classes.

### Related links:

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

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

## Narrowing the Gaps

There is a strong relationship between achievement in the early years and later achievement at schools. Gaps in children's achievement at age five have a lasting impact. The early years PSA indicator concentrates on the 20 per cent lowest achievers, a group six times more likely to be in the bottom 20 per cent at Key Stage 1 than their peers.

The Government's aim is that all children and young people should achieve their full potential regardless of their family's income/home circumstances, ethnicity, gender or level of prior attainment. Over the past decade, average attainment for disadvantaged pupils has risen even more sharply than for the rest of the cohort, at both ages 11 and 16, so gaps have narrowed. The Government has set a priority to narrow these gaps further, especially with reference to poverty.

Since 1997, alongside the large and sustained rise in average school standards, a large narrowing of the gap at school and area level has been achieved, with schools in disadvantaged areas/those with disadvantaged intakes improving much faster than others.

### **Achievement Gap at Early Years Foundation Stage.**

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

**Baseline:** The gap in 2008 was 36%<sup>1</sup>.

**Latest outturn against trend:** The gap in 2009 was 34%.

**Performance:** The early years achievement gap has narrowed by two percentage points since 2008 and the Department is on track to meet the national target.

**Local government national indicator set:** 92.

**Data provider:** DCSF.

**Data set used:** EYFSP results.

**Frequency of reporting:** Annual.

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

1. The National Assessment Agency (NAA) confirmed that 2008 data represents a reliable set of results. The NAA have now been subsumed into the Qualifications and Curriculum Development Agency and they have a programme of work to improve practitioner understanding of the Early Years Foundation Stage Profile.

### **Related Links:**

Statistical First Release 26/2009: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000879/index.shtml>

Early Years Foundation Stage: <http://www.standards.dcsf.gov.uk/eyfs/>

Qualifications and Curriculum Development Agency: <http://testsandexams.qcda.gov.uk>

## **Free School Meals**

Whilst overall, there has been considerable success in raising standards in schools serving the most disadvantaged areas, large gaps still remain at individual pupil level. There is still too strong a link between poverty and educational attainment. At Key Stage 2, progress is beginning to be made and the attainment gap between pupils eligible for free school meals and their peers is slowly narrowing. At Key Stage 4, there has been slower progress. The Department is committed to narrowing the disadvantaged attainment gap and is implementing a strategy to do so.

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

**Baseline:** In 2006, the Key Stage 2 achievement gap was 25.1 percentage points and the Key Stage 4 achievement gap was 28.1 percentage points.

**Latest outturn against trend:** In 2009, the Key Stage 2 achievement gap was 22.2 percentage points and the Key Stage 4 achievement gap was 27.8 percentage points.

**Performance:** The 2009 results show that at Key Stage 2 the gap has narrowed by 2.9 percentage points since the 2006 baseline and at Key Stage 4 by 0.3 percentage points between 2006 and 2008. The Key Stage 4 gap remains high at 27.8 percentage points compared to 28.6 percentage points in 2003.

**Local government national indicator set:** 102.

**Data provider:** Key Stage 2 data are the results of the National Curriculum assessment tests provided by the National Assessment Authority, and Key Stage 4 data are the examination results data provided by the Awarding Bodies. FSM data are collected by DCSF as part of the pupil level School Census.

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

**Frequency of reporting:** Annual.

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

**Related Links:**

Statistical First Release 38/2007: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000759/index.shtml>

Statistical First Release 32/2009: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000893/index.shtml>

## Progression

The Government's aim is for a society where all children and young people achieve their full potential and where the momentum of success, enjoyment and learning continues into their adult lives.

Despite major improvements in educational standards at all Key Stages over the last ten years, a sizeable minority of pupils do not fulfil their early promise and fail to meet expectations in English and mathematics.

The Government is committed to building on earlier improvements by raising levels of achievement and participation in education and training up to the age of 19, and to close gaps between the achievement of disadvantaged children and their peers.

The three year Assessment for Learning Strategy, underpinned by £150 million funding for schools is a key strand of the strategy to personalise learning and improve the rates at which pupils progress. Strengthening this, is the implementation of Assessing Pupils' Progress (APP) a structured approach to in-school teacher assessment, developed by the Qualifications and Curriculum Development Agency and based on nationally agreed criteria which enable teachers to periodically assess their pupils' progress and to define next steps in their learning. APP helps teachers to fine-tune their understanding of learners' needs and to tailor their planning and teaching accordingly so that every child is enabled to make great progress and fulfil their potential.

From 2009 onwards, there is a dual focus on ensuring that pupils reach the levels expected for their age in both English and mathematics and improving the rates of progress made by pupils from 5 – 16 with increased attention to achieving faster progress for underachieving groups such as children eligible for free school meals, children in care and minority ethnic pupils.



## **Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 2.**

### **National target**

Increase the proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 2 from the 2006 baseline by: English 9 percentage points, mathematics 11 percentage points by 2011.

### **(a) Proportion of pupils progressing by 2 levels in English at Key Stage 2.**

**Baseline:** English – 81% in 2006.

**Latest outturn against trend:** English – 84% in 2007.

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

### **(b) Proportion of pupils progressing by 2 levels in mathematics at Key Stage 2.**

**Baseline:** Mathematics – 74% in 2006.

**Latest outturn against trend:** Mathematics – 76% in 2007.

**Performance:** In 2007, 76% of pupils made two levels of progress in mathematics at Key Stage 2, two percentage points higher than the 2006 baseline of 74%.

### **Related Links:**

*Statistical First Release 41/2007:*

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000764/index.shtml>

## **Proportion of pupils making expected progress in English and mathematics between Key Stage 2 and Key Stage 4.**

This revised element of the indicator has been agreed with the Department's Ministers and HM Treasury following the end of Key Stage 3 testing. It replaces:

Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 3.

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

2009 Key Stage 2-4 progression data will be available in early 2010 and first reporting of progress against these indicators will be included in the Department's 2010 Departmental Report.

## One-to-One Tuition

Good progress is being made on the delivery of one-to-one tuition. Starting from January 2009, local authorities began implementing tuition at Key Stage 2 for Year 5 and 6 pupils. The response of local authorities to the initial funding for Year 5 and 6 pupils has been very positive and they have exceeded the target of 36,000 places (with some local authorities providing extra places using their own funding).

In autumn 2009, local authorities have received further funding for Key Stage 2 and have extended tuition to Key Stage 3 and Key Stage 4 in National Challenge schools to deliver up to 300,000 tuition places over the academic year.

## Children in Care

Children in care are a cross-government priority. They sit at the heart of the Government's wider programme to tackle the poor outcomes and social exclusion of the most vulnerable groups in our society.

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

### **National target**

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

### **(a) Proportion of children in care achieving Level 4 in English at Key Stage 2.**

**Baseline:** English – 42.8% in 2006.

**Latest outturn against trend:** In 2008, 46% of children in care achieved Level 4 in mathematics at Key Stage 2, an increase of 3.2% from the baseline figure of 42.8%.

### **(b) Proportion of children in care achieving Level 4 in mathematics at Key Stage 2.**

**Baseline:** Mathematics – 40.9% in 2006.

**Latest outturn against trend:** In 2008, 44% of children in care achieved Level 4 in mathematics at Key Stage 2, an increase of 3.1% from the 2006 baseline figure of 40.9%.

Figures from the OC2 collection for 2009 will be available in April 2010. Analysis has been carried out to reproduce the attainment indicators previously calculated using the aggregate outcomes collection (OC2) from the new matched administrative data source taken from the National Pupil database and the Children Looked After database (CLA-NPD). The current matching level to the NPD is high at around 96–97% and this combined with the high volumes of Unique Pupil Numbers (UPNs) now being received, results in small differences between the figures from the two different sources. Based on this evidence, a decision has been made to drop the aggregated OC2 collection after 2009 and from 2010 the matched CLA-NPD data will be used to measure the attainment of looked after children.

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

**Data provider:** DCSF.

**Data set used:** OC2 and from 2010 the Children Looked After database (SSDA903) matched to the National Pupil Database.

**Frequency of reporting:** Annual.

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

**Related Links:**

Statistical First Release 07/2009:

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000842/index.shtml>

Experimental Statistical Release:

<http://www.dcsf.gov.uk/rsgateway/DB/STR/d000894/index.shtml>

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

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

**Baseline:** In 2006, 11.8% of children in care achieved 5 A\*-C GCSEs at Key Stage 4<sup>1</sup>.

**Latest outturn against trend:** In 2008, 13.9% of children in care achieved 5 A\*-C GCSEs at Key Stage 4<sup>1</sup>.

**Performance:** In 2008, 13.9% of children in care achieved 5 A\*-C GCSEs an increase of 2.1 percentage points from the 2006 baseline figure of 11.8%<sup>1</sup>.

Figures from the OC2 collection for 2009 will be available in April 2010.

Analysis has been carried out to reproduce the attainment indicators previously calculated using the aggregate outcomes collection (OC2) from the new matched administrative data source taken from the National Pupil database and the Children Looked After database (CLA-NPD). The current matching level to the NPD is high at around 96–97% and this combined with the high volumes of Unique Pupil Numbers (UPNs) now being received, results in small differences between the figures from the two different sources.

Based on this evidence, a decision has been made to drop the aggregated OC2 collection after 2009 and from 2010 the matched CLA-NPD data will be used to measure the attainment of looked after children.

1. Figures do not yet include equivalents

**Local government national indicator set:** 101.

**Data provider:** DCSF.

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

**Frequency of reporting:** Annual.

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

## Related Links:

*Statistical First Release 07/2009:*

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000842/index.shtml>

*Experimental Statistical Release*

<http://www.dcsf.gov.uk/rsgateway/DB/STR/d000894/index.shtml>

## Participation in Higher Education

As part of its strategy for increasing the skills of the nation, the Government wants to widen participation so that more people from lower socio-economic groups and other disadvantaged backgrounds are helped to enter higher education.

Higher education is a key partner in raising ambition and aspirations. Widening participation in higher education is about spotting and nurturing talent, with schools, colleges and universities working together, through successful initiatives such as the Aimhigher programme, to ensure that all those with the potential and merit to benefit from higher education are able to do so irrespective of their background.

Raising aspirations can be a significant motivator in raising attainment. Higher skills influence life chances and earning potential. Wider access to higher education is a question of basic social justice and an economic necessity, if this country is to have a skilled workforce able to compete in the global economy.

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

**Baseline:** 23.5% in 2005/06.

**Latest outturn against trend:** 20.2% in 2007/08.

**Performance:** The gap is narrowing and in 2007/08, the most recent data point, 41.2% of 18-20 year olds from higher socio-economic classes participated in higher education, compared to 21.0% of 18-20 year olds from lower social classes, a gap of 20.2%. The gap has narrowed by 3.3 percentage points between 2005/06 and 2007/08.

**Local government national indicator set:** 106.

**Data provider:** BIS.

**Data set used:** Full-time young participation by socio-economic class: based on Higher Education Statistics Agency (HESA) student record, Learning and Skills Council (LSC) individualised learner record, Labour Force Survey, Office for National Statistics (ONS) population estimates, Higher Education Funding Council for England (HEFCE) participation of local areas data.

**Frequency of reporting:** Annual.

**Related Links:**

Link to the data: [http://www.dius.gov.uk/~media/publications/F/fypsec\\_paper\\_2009](http://www.dius.gov.uk/~media/publications/F/fypsec_paper_2009)

Business Innovation and Skills: <http://www.bis.gov.uk/>

Higher Education Statistics Agency: <http://www.hesa.ac.uk/>

Universities and Colleges Admissions Service: <http://www.ucas.ac.uk/>

Learning and Skills Council: <http://www.lsc.gov.uk/>

Office for National Statistics: <http://www.statistics.gov.uk/hub/index.html>

Higher Education Funding Council for England: <http://www.hefce.ac.uk/>

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

In addition to the six indicators that underpin PSA 11, there are a further nine DSO 4 indicators.

**Sure Start Children's Centres**

Sure Start Children's Centres support children under the age of five and their families, providing easy access to health services, parenting and family support, advice and support for parents including drop in sessions, outreach services, integrated early education and childcare, and links to training and employment opportunities.

They are a key mechanism for improving outcomes for young children, reducing inequalities in outcomes between the most disadvantaged and the rest, and helping to bring an end to child poverty.

**Number of Sure Start Children's Centres.**

**2010 target:** 3,500 Sure Start Children's Centres by March 2010.

**Latest outturn against trend:** 3,151 designated Sure Start Children's Centres up to end October 2009.

**Performance:** At end October 2009, there were 3,151 designated Sure Start Children's Centres, offering services to almost 2.4 million children under five and their families. The Department is currently on course to meet the 2010 target.

**Local government national indicator set:** 109.

**Data provider:** DCSF.

**Related Links:**

Sure Start Children's Centres: <http://www.dcsf.gov.uk/everychildmatters/earlyyears/surestart/surestartchildrenscentres/>

## Childcare

Where parents want or need to work, the Government believes they should have access to flexible, affordable and high quality childcare. Research has shown that high quality formal childcare brings learning and developmental benefits for children and families, but particularly to the most disadvantaged and vulnerable.

Affordability is a critical barrier which prevents some families from accessing early learning and childcare services and the Government is providing help for 470,000 working families through the tax credit system, which funds up to 80 per cent of childcare.

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

**Baseline:** 17% in 2006/07.

**Latest outturn against trend:** 18% in 2007/08.

**Performance:** Snapshot data from 2008-09 shows that take-up has reached around 19%. Whilst the number of those in receipt of the childcare element of working tax credits as a percentage of those eligible has only increased by 1%, actual numbers of parents receiving the childcare element of working tax credits has increased from 318,400 in 2006/07 to 344,000 in 2007/08 an increase of 8%.

**Local government national indicator set:** 118.

**Data provider:** HMRC.

**Data set used:** Take-up of the childcare element of tax credits.

**Frequency of reporting:** Annual.

### **Related Links:**

*Tax credits:* <http://www.hmrc.gov.uk/taxcredits/start/who-qualifies/children/index.htm>

## Special Educational Needs

Schools and local authorities have duties to identify, assess and arrange suitable provision to meet children's special educational needs.

The *Children's Plan* recognised that more needed to be done to improve special educational needs provision so that more children can have their needs met in mainstream and more parents will feel reassured that their child's needs are being met without requiring a special educational needs statement. The Government also sees an important and continuing role for special schools, providing for children with the most severe and complex needs and working with mainstream schools to facilitate the inclusion of others.

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

**Baseline:** Previous Best Value Performance Indicator for draft statements within 18 weeks 97.6% (A) and 86.4% (B).

**Latest outturn against trend:** 91% (A) and 82% (B) for final statements completed within 26 weeks.

**Performance:** National Strategies' internal aspirational target was for 95% of statements to be completed within 26 weeks excluding statutory exceptions (103A) and 85% including exceptions (103B). The national averages returned, based on the raw data, are 91% for 103A and 82% for 103B.

**Local government national indicator set:** 103.

**Data provider:** Local authorities/DCLG Data Interchange Hub.

**Data set used:** Published 9 December.

See <http://www.dcsf.gov.uk/rsgateway/DB/STR/d000901/index.shtml>

**Frequency of reporting:** Annual.

### **The SEN/non SEN gap achieving Key Stage 2 English and mathematics threshold.**

**Baseline:** A 53.3 percentage point gap in 2005/06.

**Latest outturn against trend:** A 51.0 percentage point gap in 2007/08.

**Performance:** The gap has decreased by 2.3 percentage points between 2005/06 and 2007/08. There has been progress for those with SEN as 33.7% of pupils achieved the threshold in 2007/08 (an improvement of 5.4 percentage points since 2005/06).

This figure compares with 84.6% of pupils without SEN (an improvement of 3.0 percentage points since 2005/06). This means that those with special educational needs partly closed the gap with their peers in recent years.

**Local government national indicator set:** 104.

**Data provider:** National Pupil Database and DCSF SFR 2007/08.

**Data set used:** Included in *Children with special educational needs 2009: an analysis* on 8 October 2009.

**Frequency of reporting:** Annual.



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

**Baseline:** A 43.3 percentage point gap in 2004/05.

**Latest outturn against trend:** A 45.6 percentage point gap in 2007/08.

**Performance:** The gap has widened by 2.3 percentage points between 2004/05 and 2007/08. There has been progress for those with SEN as 11.8% of pupils achieved the threshold in 2007/08 (an improvement of 3.8 percentage points since 2004/05).

This figure compares with 57.4% of pupils without SEN (an improvement of 6.1 percentage points since 2004/05). This means that those with special educational needs have fallen behind their peers in recent years.

**Local government national indicator set:** 105.

**Data provider:** National Pupil Database and DCSF SFR 2007/08.

**Data set used:** Included in *Children with special educational needs 2009: an analysis* on 8 October 2009.

**Frequency of reporting:** Annual.

### **Achievement Gap at levels 2 and 3 by age 19**

Reducing the achievement gap at levels 2 and 3 by age 19 so that all have an equal opportunity to succeed irrespective of gender, race, disability or background, is a key goal of the 14-19 reform programme. Narrowing the achievement gap must be carried out alongside strong improvement in overall achievement.

The action to achieve this is based on having a comprehensive and coherent system for young people. At its heart is a high quality learning route for all so that every young person has the opportunity to engage in learning that will enable them to participate, achieve and progress. The provision must be flexible, responsive and closely suited to the young person's needs and aspirations, through encouraging diversity in education and training, and increasing opportunities to exercise choice.

**Inequality gap in the achievement of Level 2 qualification by the age of 19 – proportion of young people in receipt of free school meals to reach Level 2 by the age of 19 by 2011.**

**Baseline:** In 2005-06, 44.9% of people aged 19 who had been eligible for free school meals (FSM) in year 11 had attained at least Level 2.

**Latest outturn against trend:** In 2008, 53.2% of people aged 19 who had been eligible for free school meals (FSM) in year 11 had attained at least Level 2.

**Performance:** In 2008, 53.2% of young people who had been in receipt of free school meals at age 15 had achieved Level 2 by age 19, representing an 8.3 percentage point increase on those young people aged 19 in 2006 and on trajectory for 61% of young people in receipt of free school meals to reach Level 2 by 2011.

**Local government national indicator set:** 82.

**Data provider:** Level 2 and 3 attainment by young people in England measured using administrative data: attainment by age 19 in 2008 (Provisional).

**Data set used:** Dataset created through matched administrative data, bringing together several data sources at an individual level. This includes data from: Pupil Level Schools Census database; Awarding Bodies; National Information System for Vocational Qualifications database; and Individualised Learner Record database.

**Frequency of reporting:** Annual. 2008/09 data will be available in April 2010.

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

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

**Baseline:** A 26.1 percentage point gap in 2005-06.

**Latest outturn against trend:** A 25.1 percentage point gap in 2008.

**Performance:** The Level 3 attainment gap between those in receipt of free school meals and not in receipt has closed by one percentage point between 2006 and 2008, and is on trajectory for a 24.2 percentage point gap by 2011.

**Local government national indicator set:** 81.

**Data provider:** Level 2 and 3 attainment by young people in England measured using administrative data: attainment by age 19 in 2008 (Provisional).

**Data set used:** Dataset created through matched administrative data, bringing together several data sources at an individual level. This includes data from: Pupil Level Schools Census database; Awarding Bodies; National Information System for Vocational Qualifications database; and Individualised Learner Record database.

**Frequency of reporting:** Annual. 2008/09 data will be available in April 2010.

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

**Table 11.1: PSA 11 and DSO 4 indicators: Lead and contributing departments and details of the corresponding Local Government National Indicator Set.**

<b>PSA 11 Indicators</b>	<b>Lead Department</b>	<b>Contributing Departments</b>	<b>Local Government National Indicator Set</b>
Achievement gap at Early Years Foundation Stage.	DCSF		92
Achievement gap between pupils eligible for free school meals (FSM) and their peers achieving the expected level at Key Stages 2 and 4.	DCSF		102
Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 2.	DCSF		93 and 94
Proportion of pupils making expected progress in English and Mathematics between Key Stage 2 and Key Stage 4.	DCSF		

**Table 11.1: PSA 11 and DSO 4 indicators: Lead and contributing departments and details of the corresponding Local Government National Indicator Set.**

Proportion of children in care achieving Level 4 in English and Level 4 in mathematics at Key Stage 2.	DCSF		99 and 100
Proportion of children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4.	DCSF		101
The gap between the initial participation in full-time higher education rates for young people aged 18, 19 and 20 from the top three and bottom four socio-economic classes.	BIS		106
<b>DSO 4 Indicators</b>	<b>Lead Department</b>	<b>Contributing Departments</b>	<b>Local Government National Indicator Set</b>
Number of Sure Start Children's Centres.	DCSF		109
Take-up of formal childcare by low income families.	DCSF		118
SEN statements issued within 26 weeks.	DCSF		103
The SEN/non SEN gap achieving Key Stage 2 English and mathematics threshold.	DCSF		104
The SEN/non SEN gap achieving 5 A*-C GCSEs including English and mathematics.	DCSF		105
Inequality gap in the achievement of Level 2 qualification by the age of 19.	DCSF		82
Inequality gap in the achievement of Level 3 qualification by the age of 19.	DCSF		81

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

PSA 12 is currently rated as **some progress**. Two out of five indicators are not yet assessed and three have shown improvement since the progress reported in the Department's 2008 Autumn Performance Report or from baseline.

DSO 1 is currently rated as **not yet assessed**. Eight out of sixteen indicators are not yet assessed, four have shown improvement and four have not shown progress since the progress reported in the Department's 2008 Autumn Performance Report or from baseline.

DSO 1 and PSA 12 set out Government's responsibility for improving the health and wellbeing of children and young people.

The *Child Health Strategy* set out the Government's long-term approach to improving the physical, mental and emotional health and wellbeing of children and young people from conception to adulthood. As a central part of delivering this strategy, the Government is using five mutually-reinforcing indicators to monitor developments that impact on all children's health and the quality of support for disabled children and children with mental health needs.

Progress towards PSA 12 is measured through the following five indicators:

1. Prevalence of breastfeeding at 6 – 8 weeks.
2. Percentage of pupils who have school lunches.
3. Levels of childhood obesity.
4. Emotional health and wellbeing.
5. Parents' experience of services for disabled children and the 'core offer'.

### Related links:

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

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

*Child Health Strategy:* [http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_094400)

[PublicationsPolicyAndGuidance/DH\\_094400](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_094400)

## Breastfeeding

Breastfeeding is accepted as giving babies all the nutrients they need for the first six months of life and helps protect them from infection and diseases. It promotes emotional attachment between mother and baby and also reduces mothers' chances of getting certain diseases later in life.

### **Prevalence of breastfeeding at 6-8 weeks.**

**Baseline:** 49.2%.

**Latest outturn against trend:** 50.5% for Quarter 1 2009/10.

**Performance:** Quarter 1 2009/10 figures show an increase in prevalence of 1.3 percentage points from the baseline. Data quality has improved in Quarter 1 2009-10, with more than 85% coverage in 91 of the 152 primary care trust areas.

**Local government national indicator set:** 53.

**NHS Vital Signs national indicator:** VSB11.

**Data provider:** Department of Health.

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

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

**95 per cent confidence interval at last outturn:** Not applicable – data covers at least 95% of children who are assessed.

### **Related Links:**

*Department of Health:* <http://www.dh.gov.uk>

*Breastfeeding:* <http://www.breastfeeding.nhs.uk/>

*Primary care trusts:* <http://www.dh.gov.uk/en/Healthcare/Primarycare/Primarycaretrusts/index.htm>

## School Lunches

A commitment was made in the Public Health White Paper to improve school food and children's diets. The School Food Trust (SFT) was established as the Government's key delivery partner in making this transformation.

Regulations have established new standards for school food as follows:

- September 2006 – interim food-based standards for school lunches;
- September 2007 – standards for other school food (vending, tuckshops etc);
- September 2008 – final food and nutrient-based standards for primary school lunches; and finally in
- September 2009 – final food and nutrient-based standards for secondary school lunches.

The improvement of school food is backed by significant government investment of £650 million between 2005 and 2011.

### Percentage of pupils who have school lunches.

**Baseline:** The 2008-09 figures using the new measure are 39.3% (primary – 145 local authorities) and 35.1% (secondary – 139 local authorities), with 2007-08 figures available for around 80 local authorities.<sup>1</sup>

**Latest outturn against trend:** 2010 data will be available in July 2010.

**Performance:** New measure comparisons from 2007-08 to 2008-09 amongst around 80 local authorities suggests a small increase of +0.1% in primary schools, and a more substantial increase of +0.5% in secondary schools. The introduction of nutrient-based standards may have been a factor in the primary results.

**Local government national indicator set:** 52.

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

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

**Frequency of reporting:** Annual.

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

1. See School Food Trust Information Update Sept 2009 (at [http://www.schoolfoodtrust.org.uk/UploadDocs/News/documents/sft\\_newsletter\\_sep2009.pdf](http://www.schoolfoodtrust.org.uk/UploadDocs/News/documents/sft_newsletter_sep2009.pdf)). The new measure figures were collected for the first time in 2007-08, and are not comparable with the old measure figures collected up to 2007-08.

### Related Links:

*School Food Trust:* <http://www.schoolfoodtrust.org.uk/>

## Obesity

The Government is committed to tackling obesity and overweight, and has prioritised action to address healthy weight of children. A cross-government strategy, *Healthy Weight, Healthy Lives*, led by the Department of Health and the Department for Children, Schools and Families was published in January 2008, setting out policy areas for action. *Healthy Weight, Healthy Lives: One Year On* published in April 2009 reviewed progress on delivery and set out future priorities. Fundamental to the success of the programme is the need to work in partnership with schools, local authorities, children and parents.

Schools have a crucial role to play in the National Child Measurement Programme, collecting local data on the heights and weights of children in Reception and Year 6 to enable primary care trusts, local authorities and schools to gain a better understanding of the nature of obesity and overweight in their locality.

### Levels of childhood obesity.

This PSA indicator is supported by two further DSO 1 indicators:

- Obesity among primary school ages children in Reception Year.
- Obesity among primary school ages children in Year 6.

**Children's Plan 2020 Goal:** Children enjoying healthy lifestyles and outcomes, with the proportion of overweight and obese children back to 2000 levels, and with excellent services for children and young people with physical and mental health problems.

### National target

To hold the rate of obesity amongst children under 11 to a maximum of 18.6% by 2011 with the aim to reduce the proportion of overweight and obese children to 2000 levels by 2020.<sup>1</sup>

**Baseline:** This is a rising trend and the prevalence of obesity was projected to be 17.6% in 2008 for the target population.

**Latest outturn against trend:** 15.5% (2007 HSE revised data).

1. Please note the success measure for 2011 and the 2008 baseline outlined above have changed slightly from the figures of 18.1% and 17.1% respectively stated in previous Department for Children, Schools and Families spring Departmental Reports and Autumn Performance Reports. This is a result of the publication by the NHS Information Centre on 19 November 2009 of revisions to the obesity and overweight figures for 1995 to 2007 that affect numbers previously reported. The changes to the prevalence figures are small: the maximum change to any individual year's figures is approximately one percentage point, and the average change is much lower than this at about 0.3 percentage points. DH analysis of the revised published numbers shows that the impact on long-term trends is also small and does not affect their view of the progress that has been achieved. The most recent figure available is for 2007, which was previously reported as 15.4%, and which has been revised to 15.5%.



**Performance:** The Health Survey for England (HSE) showed that the estimated prevalence of obesity among 2 to 10-year-olds remained unchanged at 15.5 per cent in 2007. Whilst too much should not be read into this result, taken with the fall from 17.3 per cent in 2005, it suggests that, as the HSE report itself states 'there are indications that the trend in obesity prevalence may have begun to flatten out over the last two to three years' (NHS Information Centre). Confirmation of this change will require at least one more year's data. HSE 2008 will report on 17 December 2009 and this Department will provide a further update in the spring 2010 Departmental Report.

**Local government national indicator set:** 55 and 56.

**NHS Vital Signs national indicator:** VSB9.

**Data provider:** National Health Service (NHS) Information Centre.

**Data set used:** *Health Survey for England* (HSE)<sup>2</sup>.

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

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

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

#### **Related Links:**

*Department of Health:* <http://www.dh.gov.uk>

*Department for Culture, Media and Sport:* <http://www.dcms.gov.uk/>

*Department of Communities and Local Government:* <http://www.communities.gov.uk/>

*Department for Transport:* <http://www.dft.gov.uk>

*Health Survey for England:* <http://www.dh.gov.uk/en/Publicationsandstatistics/PublishedSurvey/HealthSurveyForEngland/index.htm>

*National Child Measurement Programme:* [http://www.dh.gov.uk/en/Publichealth/Healthimprovement/Healthyliving/DH\\_073787](http://www.dh.gov.uk/en/Publichealth/Healthimprovement/Healthyliving/DH_073787)

*Healthy Weight, Healthy lives: A Cross-Government strategy for England:* [www.dh.gov.uk/en/Publichealth/Healthimprovement/Obesity/DH\\_082383](http://www.dh.gov.uk/en/Publichealth/Healthimprovement/Obesity/DH_082383)

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

*Foresight – Tackling Obesities – Future Choices Project:* <http://www.foresight.gov.uk/index.asp>

## Mental health and emotional wellbeing

Child and Adolescent Mental Health Service (CAMHS) provide services and support to children and young people experiencing difficulties with their mental health. CAMHS cover a range of provision and intervention from mental health promotion and prevention, specialist community-based services through to very specialist care as provided by in-patient units for young people with mental illness.

The independent Review of Child and Adolescent Mental Health Services '*Children and Young People in Mind*' recognised the progress within all services contributing to mental health and psychological wellbeing and highlighted positive trends in mapping data from CAMHS and inspection reports and areas of good practice.

In response to the review's recommendations, the Government has set up a National Advisory Council for children's mental health and psychological wellbeing, an independent body, to advise on implementing the recommendations.

## **Emotional health and wellbeing, and child and adolescent mental health services (CAMHS).**

This PSA indicator is made up of two national sub-indicators:

- (a) Emotional health and wellbeing.
- (b) Child and Adolescent Mental Health Services (CAMHS).

This PSA indicator is supported by one further DSO 1 indicator:

- Emotional health and wellbeing of children in care.

**Children's Plan 2020 Goal:** Children enjoying healthy lifestyles and outcomes, with the proportion of overweight and obese children back to 2000 levels, and with excellent services for children and young people with physical and mental health problems.

### **(a) Emotional health and wellbeing**

**Baseline:** 63.3% of school-aged children reported good emotional health in 2008.

**Latest outturn against trend:** Autumn 2009 survey results are due in January 2010 (Quarter 3 2009-10).

**Performance:** Not yet assessed.

**Local government national indicator Set:** 50.

**Data provider:** Ofsted (2008 data only) and NFER (2009 onwards).

**Data set used:** Emotional health data is based on results from the annual Tellus survey, which includes measures of key risk and resilience factors for emotional wellbeing; friendships and relationships.

**Frequency of reporting:** Annual.

**95 per cent confidence interval at last outturn:** +/- 1.2%.

## **(b) Child and Adolescent Mental Health Services (CAMHS)**

**Baseline:** The baseline for this sub-measure is 13.2% for primary care trusts at end of June 2008 and 19.3% for local authorities at end of December 2008 reporting maximum scores on the CAMHS self-assessments.

**Latest outturn against trend:** 27% of primary care trusts are compliant on all measures.

**Performance:** There has been an increase from 13.2% of primary care trusts to 27% of primary care trusts reporting maximum score on CAMHS self-assessments. Work is also underway to strengthen the regional arrangements to help provide extra reassurance on the accuracy of local authority returns.

**Local government national indicator Set:** 51.

**NHS Vital Signs national indicator:** VSB12.

**Data provider:** University of Durham (local authority CAMHS self-assessment) and Department of Health (primary care trust self-assessment).

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

**Frequency of reporting:** Reporting is quarterly for primary care trusts, for services at the end of June, September, December and March for each CSR07 year. Reporting is annual for local authorities, coinciding with the end December return for primary care trusts.

**95 per cent confidence interval at last outturn:** +/-1.2%.

### **Related Links:**

*Department of Health:* <http://www.dh.gov.uk>

*Child and Adolescent Mental Health Services:* <http://www.everychildmatters.gov.uk/health/camhs>

*Child and Adolescent Mental Health Services Review: interim report:* <http://www.dcsf.gov.uk/CAMHSreview>

## Disabled children

In May 2007, the former Department for Education and Skills and HM Treasury published a report entitled *Aiming High for Disabled Children: Better Support for Families*, following the review of local services for disabled children and their families.

The report built on the Every Child Matters programme with specific action in three priority areas to improve outcomes for disabled children: access and empowerment; responsive services and timely support; and improving quality and capacity.

### **Parents' experience of services for disabled children and the 'core offer'.**

**Children's Plan 2020 Goal:** Children enjoying healthy lifestyles and outcomes, with the proportion of overweight and obese children back to 2000 levels, and with excellent services for children and young people with physical and mental health problems.

**Baseline:** 2008-09 baseline for England established as 59 (out of 100).

**Latest outturn against trend:** 2009-10 data will be available late 2009/early 2010 for England and all local authority and primary care trust areas.

**Performance:** Not yet assessed.

The Department is on track for transforming short breaks – a key programme commitment. In their first year, the 21 pathfinder areas have delivered:

- almost 13,000 more overnight breaks for disabled children and young people; and
- approximately 376,000 more hours of short breaks provision during the day.

In addition to the increased provision achieved by pathfinder authorities in 2008-09, non-pathfinder authorities are also demonstrating increases in provision so far in 2009-10, their first year of significant funding for short breaks, especially through group-based specialist provision. They are demonstrating evidence of expansion planned in every type of short break service and a significant amount of new provision being developed and commissioned, of which a significant proportion is going to the voluntary sector.

**Local government national indicator set:** 54.

**NHS Vital Signs national indicator:** VSC33.

**Data provider:** British Market Research Bureau.

**Data set used:** Postal survey of parents of disabled children.

**Frequency of reporting:** Annual.

## Related Links:

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

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

*Core Offer and National Indicator:* <http://www.everychildmatters.gov.uk/socialcare/ahdc/coreoffer/>

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

In addition to the five PSA indicators that underpin PSA 12, there are a further eleven DSO 1 indicators, and of these three contribute to PSA 9 (Halve the number of children in poverty by 2010/11, on the way to eradicating child poverty by 2020) led by HMT:

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

One contributes to Department of Health DSO 1: Better health and wellbeing:

- Infant mortality rate.

One contributes to PSA 22 (Deliver a successful Olympic games and Paralympic games with a sustainable legacy and get more children and young people taking part in high quality PE and sport) led by DCMS.

- Creation of a world-class system of PE and sport for young people.

These will be reported more fully in the respective Department's 2009 Autumn Performance Report.

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

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

**Performance:** Between 2006-07 and 2007-08, absolute child poverty remained constant, standing at 1.7 million children, a fall of 1.7 million children since 1998-99.

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

**Performance:** Between 2006-07 and 2007-08, relative child poverty remained constant, standing at 2.9 million children, a fall of 500,000 children since 1998-99.

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

**Performance:** In 2007-08, there were 2.2 million children in combined material deprivation and low-income poverty. In 2004-05 (the baseline year), there were 2.2 million children in combined material deprivation and low-income poverty. While this indicator has shown no change over the period as a whole, it fell to 2.0 million children in 2006/07. The recent increase is likely to be due to high prices, particularly the high cost of food and fuel, over the period in question.

**Data systems** Performance against these indicators is assessed using the annual Households Below Average Income (HBAI) report published as National Statistics by DWP. The latest data available are for 2007-08.

## Department of Health DSO 1: Better health and wellbeing

### Infant mortality

This is a legacy indicator that is monitored under the Department of Health's DSO 1.

**Performance:** Latest infant mortality figures for 2006-08 show that the gap between the population as a whole (4.5 infant deaths per 1,000 live births) and the routine and manual groups (5.2 per 1,000 live births) has remained constant since 2005-07. Both groups have experienced historic low levels of infant mortality in 2006-08, with a reduction in the rate across the whole population being matched by a reduction in the rate for the routine and manual groups. The target to narrow the gap by 10% by 2010 remains challenging, further efforts will be needed to ensure this target is met. The gap has narrowed since 2002-04. This compares with 13% higher at baseline 1997-99.

The infant mortality rate in the target was 16% higher than in the total population in 2006-08 and 2005-07 compared with 17% higher in 2004-06; 18% higher in 2003-05; and 19% higher in 2002-04. This compares with 13% higher at baseline 1997-99.

**Local government national indicator set:** Part of 120.

**NHS Vital Signs national indicator:** VSB01.

**Data provider:** ONS.

**Data set used:** Three year average infant mortality rates per 1,000 live births by NS SEC 90 and NS SEC 2001 analytical groups.

*Source:* Tackling health inequalities: 2006-08 policy and data update for the 2010 national target (3 December 2009).

<http://www.dh.gov.uk/en/Publichealth/Healthinequalities/index.htm>

### Related Links:

<http://www.dh.gov.uk/en/Publichealth/Healthinequalities/index.htm>

[http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH\\_109469](http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_109469)

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

### **Creation of a world-class system of PE and sport for young people.**

Government is currently planning to change the measures of performance for PSA 22 indicator 5 to the following:

1. Headline measure: percentage of school sport partnership areas with a 'five hour offer' in place.
2. Sub-measure: percentage of 5- to 19-year-olds participating per week in the target hours<sup>1</sup> of high-quality PE and sport.
3. Sub-measure and floor target: minimum percentage of 5- to 16-year-olds across all individual school sport partnerships participating in at least 3 hours per week of high-quality PE and sport organised by the schools.

1. The target hours being 5 hours a week for 5- to 16-year-olds and 3 hours a week for 16- to 19-year-olds.

**Performance:** For headline measure 1, the Youth Sport Trust and Sport England have assessed local partnerships' plans and report that 92% of areas have a 'five hour offer' in place from September 2009.

The baselines for the other sub-measures have been established in autumn 2009 (reporting data from 2008/09): 32% of 5- to 19-year-olds are participating in the target hours, and the minimum percentage of 5- to 16-year-olds in every school sport partnership participating in 3 hours a week through their schools is 20%.

Performance against these baselines will be reported annually in the autumn.

**Local government national indicator set:** 57.

## Mental health and emotional wellbeing (see PSA 12)

### **Emotional health and wellbeing – C YP user perception.**

For detailed reporting see PSA 12.

## Obesity (see PSA 12)

### **Obesity amongst primary school age children in Reception Year.**

For detailed reporting see PSA 12.

### **Obesity amongst primary school age children in Year 6.**

For detailed reporting see PSA 12.



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

**Baseline:** National average score of 13.8<sup>1</sup>.

**Latest outturn against trend:** October 2009 – DCSF Statistical First Release.

**Performance:** Not yet assessed.

**Local government national indicator set:** 58.

**Data provider:** DCSF.

**Data set used:** Strengths and Difficulties Questionnaires completed by main carer.

**Frequency of reporting:** Annual.

**95 per cent confidence interval at last outturn:** Not applicable. Census of all looked after children.

1. First year of data collection – plans in place to improve quality of data in future years.

## **Families**

In early 2010, the Department will be publishing a Green Paper which will set out a broad cross-government strategy on supporting families and relationships. In drawing on the progress that has been made in the last few years, it will also produce a coherent public narrative on government support for families. The Green Paper is likely to address issues such as parenting support, relationship support, supporting parents into work, supporting them to balance the responsibilities of work and family, and the accessibility of public services to families.

Through the parental voice project a national Parents Panel has been set up to provide advice to Ministers on the issues that affect parents in England. The panel consists of parents from across England, including mothers and fathers with children of all ages, parents from ethnic minority communities and parents of children with disabilities. Five meetings have been held since January and further events are scheduled to take place quarterly up to March 2011. To run in tandem with the Parents Panel, the Parental Confidence Survey will measure parents' confidence in their parenting ability and in the support services available to them. The parental voice project is helping to inform the development of the Green Paper.

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

**Baseline:** The findings from the parental opinion survey, including proposals for a parental confidence baseline are expected to be published in January 2010.

**Latest outturn against trend:** Not yet assessed.

**Performance:** Not yet assessed.

**Data provider:** BMRB in research commissioned by DCSF.

**Data set used:** Parental Confidence Survey.

**Frequency of reporting:** Annual. Follow-up surveys will report in summer 2010 and spring 2011.

**95 per cent confidence interval at last outturn:** Expected to be +/-2%.

## **Play**

Children and young people need to enjoy their childhood as well as grow up prepared for adult life. Play is at the heart of this ambition.

The *Children's Plan* announced a new agenda on supporting play with the biggest ever investment, underlining the importance of play and how it should be taken seriously by every local authority in the country. In December 2008, the *Play Strategy* was launched. This strategy set out the Government's commitment to deliver 3,500 new or refurbished play spaces and 30 new staffed adventure playgrounds by 2011. 526 play areas were completed in 2008-09.

Every local authority in England is now in receipt of funding to support the delivery of safe and exciting play areas within each local neighbourhood.

### **Number of new and renewed public play areas.**

**2011 target:** 3,500 new/renewed public play areas by 2011.

**Latest outturn against trend:** 526 play areas were completed in 2008-09.

**Performance:** 526 play areas were completed in 2008-09, exceeding our internal milestone of 500 by April 2009.

**Data provider:** Play England.

**Data set used:** Play England management information reports.

**Frequency of reporting:** Annual.

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

## Children's satisfaction with local play provision.

**Children's Plan 2020 Goal:** All children able to enjoy an active childhood with safe places to play independently.

**Baseline:** 44.7% of school-aged children rating local parks and play areas as 'very good' or 'fairly good' in 2008.

**Latest outturn against trend:** 2009 data will be available in January 2010.

**Performance:** Not yet assessed. 2009 data will be available in January 2010.

**Local Government National Indicator set:** 199.

**Data provider:** Ofsted (2008 data only) and NFER (2009 onwards).

**Data set used:** Satisfaction with local parks and play areas is based on results from the annual Tellus survey, which asks children "what do you think of the parks and play areas in your areas"?

**Frequency of reporting:** Annual.

95 per cent confidence interval at last outturn: +/-1.3%

**Table 12.1: PSA 12 and DSO 1 indicators: Lead and contributing departments and details of the corresponding Local Government National Indicator Set.**

PSA 12 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set
Prevalence of breastfeeding at 6 – 8 weeks.	DH	DCSF	53
Percentage of pupils who have school lunches.	DCSF		52
Levels of childhood obesity.	DCSF and DH (dual key)		55 and 56
Emotional health and wellbeing and CAMHS.	DCSF and DH (dual key)		50 and 51
Parents' experience of services for disabled children and the 'core offer'.	DCSF	DH	54

**Table 12.1: PSA 12 and DSO 1 indicators: Lead and contributing departments and details of the corresponding Local Government National Indicator Set.**

<b>DSO 1 Indicators</b>	<b>Lead Department</b>	<b>Contributing Departments</b>	<b>Local Government National Indicator Set</b>
Number of children in absolute low income households. Number of children in relative low income households. Number of children in relative low income households and in material deprivation.	HMT	DCSF, DWP	
Infant mortality rate.	DH	DCSF	
Percentage of 5-16s participating in at least 2 hours per week of PE and sport at school; and percentage of 5-19s participating in at least a 3 further hours per week of sport.	DCMS	DCSF	
Emotional health and wellbeing – CYP user perception.	DCSF		
Obesity amongst primary school age children in Reception Year.	DCSF and DH (dual key)		55
Obesity amongst primary school age children in Year 6.	DCSF and DH (dual key)		56
Emotional health and wellbeing of children in care.	DCSF		50
Parental confidence, empowerment and positive roles.	DCSF		
Number of new and renewed public play areas.	DCSF		

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

PSA 13 is currently rated as **some progress**. Two out of the four indicators have shown improvement since the progress reported in the Department's 2008 Autumn Performance Report or from baseline.

Two are currently not yet assessed but data is expected to become available in 2010 to enable an assessment to be made and reported in the 2010 Departmental Report.

DSO 2 is currently rated as **strong progress**. Eight out of fourteen indicators have shown improvement since the progress reported in the Department's 2008 Autumn Performance Report or from baseline.

DSO 2 and PSA 13 set out Government's responsibility for improving children and young people's safety.

Staying safe is vital for children and young people's happiness, health and wellbeing and achievement. Children cannot enjoy their childhoods or achieve their full potential unless they are safe. Improving children's safety means tackling a wide range of issues: abuse and neglect; accidental injury and death; bullying crime and anti-social behaviour; as well as ensuring a stable home environment.

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

1. Percentage of children who have experienced bullying.
2. Percentage of children referred to children's social care who received an initial assessment within 7 working days.
3. Emergency hospital admissions caused by unintentional and deliberate injuries to children and young people.
4. Deaths of 0-17 year olds due to external causes. This new PSA indicator replaces 'Preventable child deaths as recorded through child death review panel processes.'

### Related links:

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

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

*Staying Safe Action Plan:* <http://www.everychildmatters.gov.uk/stayingsafe/>

## Bullying

Staying safe is a fundamental part of Every Child Matters and the *Children's Plan*. Unless children are safe they cannot be happy, healthy, enjoy their childhoods or achieve their full potential. The *Staying Safe Action Plan* launched in February 2008, demonstrates the Government's commitment to improving children and young people's safety and sets out how the Department will implement the *Children's Plan* commitments to prevent and tackle bullying.

A new bullying indicator underpins PSA 13 and the proportion of children and young people who experience bullying is expected to go down over the 2007 Comprehensive Spending Review period from 48 per cent to 43 per cent.

### **Percentage of children who have experienced bullying.**

**Baseline:** 48% in 2007-08.

**Latest outturn against trend:** 2008-09 data will be available in February 2010.

**Performance:** Not yet assessed.

**Local government national indicator set:** 69.

**Data provider:** TellUs3 Ofsted. TellUs4 and beyond DCSF.

**Data set used:** TellUs, local area user-perception survey.

**Frequency of reporting:** Annual in February from 2010.

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

## Social Care

The Government launched its White Paper, *Care Matters: Time for Change*, in June 2007 setting out the radical reforms needed to transform the life chances of children and young people in care. In particular, ensuring that local authorities provide good corporate parenting which helps increase stability in every aspect of the child's experience, ensuring better outcomes for children in care, across the range of Every Child Matters outcomes. In March 2008, the Implementation Plan, *Care Matters: Time to deliver for children in care* was launched, providing tools and resources to assist delivery of the Care Matters programme.

Over the past 18 months, unprecedented investment has been provided to support the implementation of Care Matters. Last year, the *Children and Young Person's Act 2008* was passed by Parliament which strengthened the legal framework, and through the Care Matters programme, a comprehensive programme of reform is now in place which has set clear objectives and standards for the care of looked after children. Over the next 18 months, consultation will take place on a number of new and revised regulations and guidance that will help to further drive up standards and outcomes for children in and leaving care.

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

**Baseline:** 68% of all initial assessments for children's social care completed in the year ending 31 March 2007 were completed within 7 working days of referral to children's social services departments.

**Latest outturn against trend:** 72% of all initial assessments for children's social care completed in the year ending 31 March 2009 were completed within 7 working days of referral to children's social services departments.

**Performance:** Of the 349,000 initial assessments completed in the year ended 31 March 2009, 250,500 (72%) were completed within 7 working days of referral. This compares with 226,300 (71%) out of a total of 319,900 for the year ended 31 March 2008. The increase of approximately 29,000 initial assessments represents the largest single increase year-on-year since 2004.

**Local government national indicator set:** 59.

**Data provider:** Local authorities.

**Data set used:** Child Protection and Referrals 3 (CPR3), which is a children's statistical return from local authorities to DCSF.

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

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

## Related links:

*Statistical First Release 22/2009:*

<http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000873/index.shtml>

*Department of Health:* <http://www.dh.gov.uk>

*Staying Safe:* <http://www.everychildmatters.gov.uk/stayingsafe/>

*Ecaf:* <http://www.everychildmatters.gov.uk/deliveringsevices/caf/ecaf/>

## Hospital admissions and deaths of 0-17 year olds

Children and young people are safer than in previous generations. Rates of accidents are down and rates of sudden infant death have fallen. However, the environment children grow up in is changing and there are new challenges and risks. It is important to strike a balance, between protecting children and young people from harm and giving them opportunities to have experiences which will allow them ultimately to build their own resilience to harm.

Research also shows that children living in deprived areas are more vulnerable to having accidents at home and on the road and the most common cause of accidental injury for young people aged 16-17 are transport accidents.

A Priority Review on accident prevention was published in February 2009 and plans developed on how to take forward its high-priority conclusions.

Road accidents are a leading cause of death from external causes and the third leading cause of hospital admissions from external causes of those aged 0-17 years. Consultation on the new road safety strategy between April-July 2009, proposals include more use of 20 mph zones in residential and other high risk areas and improvements to driver training and testing.

Accidents in the home are the biggest cause of injuries to children under five and are 25 per cent of all accidental hospital admissions aged 0-17 years. The Safe at Home scheme formally launched in February 2009 and fifty areas now have a scheme in place. The scheme is being rolled out in 141 local authorities with the highest accident rates for 0-4 years. The Safe at Home Congress took place on 2 November 2009.

The interim evaluation of Child Safety Week which took place in June 2009 showed that nine per cent of parents had taken action as a result of the week.



## **Hospital admissions caused by unintentional and deliberate injuries to children and young people.**

**Baseline:** 135,411 emergency hospital admissions for under-18s in England caused by unintentional and deliberate injuries in 2006-07. This is a rate of 123.1 per 10,000 population in 2006-07.

**Latest outturn against trend:** 129,231 recorded admissions in 2008-09. This is a rate of 117.4 per 10,000 population.

**Performance:** 129,231 recorded admissions in 2008-09 represents a fall of 4.6% below 2006-07.

**Local government national indicator set:** 70.

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

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

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

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

### **Related links:**

*Department of Health: <http://www.dh.gov.uk>*

*National Health Service Information Centre: <http://www.ic.nhs.uk/>*

## **Deaths of 0-17 year olds due to external causes.**

This new indicator replaces 'Preventable child deaths as recorded through child death review panel processes'.

**Baseline:** The latest available data (2007) will be used to establish the baseline. In 2007, there were 572 deaths with an underlying cause of death due to external causes for children aged 28 days-17 years and 30 neo-natal deaths (aged under 28 days) where the main cause of death was recorded as an external cause for either the mother or the infant. This gives a total of 602 deaths.

**Latest outturn against trend:** Not yet available. Mortality statistics for 2008 broken down by the cause of death will be available in early 2010.

**Performance:** Not yet assessed.

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

**Data set used:** ONS mortality statistics on all child deaths from birth up to age 18, over the calendar year period.

**Frequency of reporting:** Annually.

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

### **Related Links:**

*Department of Health:* <http://www.doh.gov.uk/>

*Department of Communities and Local Government:* <http://www.communities.gov.uk/>

*Department for Transport:* <http://www.dft.gov.uk/>

*Child death review procedures:*

<http://www.everychildmatters.gov.uk/socialcare/safeguarding/childdeathreview/>

*Office for National Statistics:* <http://www.statistics.gov.uk/default.asp>

*Child Death Review report:* <http://www.cemach.org.uk/Programmes/Child/Child-Death-Review.aspx>

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

In addition to the four PSA indicators that underpin PSA 13, there are a further ten Departmental Strategic Objective 2 indicators. These are:

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

**Baseline:** 99% of cases were reviewed within required timescales during the year ended 31 March 2007.

**Latest outturn against trend:** 99% of cases were reviewed within required timescales during the year ended 31 March 2009.

**Performance:** Since 2004 most local authorities have remained in the 99th percentile with a tendency towards 100%.

**Local government national indicator set:** 67.

**Data provider:** Local authorities.

**Data set used:** Child Protection and Referrals 3 (CPR3), which is an aggregated children's statistical return from local authorities to DCSF.

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

**95 per cent confidence interval at last outturn:** Not applicable. The data set covers all children who are the subject of a Child Protection Plan and is not a sample.

### **Child Protection Plans lasting 2 years or more.**

**Baseline:** 6% of children who ceased to be the subject of a Child Protection Plan during the year ended 31 March 2007 had been the subject of the plan for two years or more.

**Latest outturn against trend:** 6% of children who ceased to be the subject of a Child Protection Plan during the year ended 31 March 2009 had been the subject of the plan for two years or more.

**Performance:** The gradual decrease from 8% in 2003 in the percentage of children who ceased to be the subject of a Child Protection Plan who had been subject to the plan for two years or more halted in 2009.

**Local government national indicator set:** 64.

**Data provider:** Local authorities.

**Data set used:** Child protection and Referrals 3 (CPR3), which is an aggregated children's statistical return from local authorities to DCSF.

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

**95 per cent confidence interval at last outturn:** Not applicable. The data set covers all children who are the subject of a Child Protection Plan for 2 years or more and is not a sample.

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

**Baseline:** 13% of children who became the subject of a Child Protection Plan in the year ended 31 March 2007 did so for a second or subsequent time.

**Latest outturn against trend:** 13% of children who became the subject of a Child Protection Plan in the year ended 31 March 2009 did so for a second or subsequent time.

**Performance:** This has remained steady at 13% to 14% since 2003. During the year ended 31 March 2009, 5,100 children became the subject of a Child Protection Plan for a second or subsequent time.

**Local government national indicator set:** 65.

**Data provider:** Local authorities.

**Data set used:** Child Protection and Referrals 3 (CPR3), which is an aggregated children's statistical return from local authorities to DCSF.

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

**95 per cent confidence interval at last outturn:** Not applicable. The data set covers all children who are the subject of a Child Protection Plan for a second or subsequent time and is not a sample.

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

**Baseline:** 78% of core assessments completed in the year ended 31 March 2007 were completed within 35 days of the initial assessment.

**Latest outturn against trend:** 78% of core assessments completed in the year ended 31 March 2009 were completed within 35 days of the initial assessment.

**Performance:** The percentage of core assessments undertaken within 35 working days has continued to increase from 56% in 2003 to a high of 80% in 2008. Of the 120,600 core assessments undertaken in the year ended 31 March 2009, 94,300 (78%) were completed within 35 days of the initial assessment. This compares with 105,500 (80%) out of total of 83,700 for the year ended 31 March 2008.

**Local government national indicator set:** 60.

**Data provider:** Local authorities.

**Data set used:** Child protection and Referrals 3 (CPR3), which is an aggregated children's statistical return from local authorities to DCSF.

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

**95 per cent confidence interval at last outturn:** Not applicable. The data set covers all children who have received a core assessment and is not a sample.

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

**Baseline:** 545,000 children were referred to children's social care and 305,000 initial assessments were completed in the year ended 31 March 2007.

**Latest outturn against trend:** 547,000 children were referred to children's social care services and 349,000 initial assessments were completed in the year ended 31 March 2009.

**Performance:** The percentage of referrals to children's social care receiving an initial assessment has risen to 64% in 2009 from 59% in 2008 and 46% in 2003, indicating more appropriate referrals are being made to children's social care services and are more likely to receive an initial assessment of the child's needs.

**Local government national indicator set:** 68.

**Data provider:** Local authorities.

**Data set used:** Child Protection and Referrals 3 (CPR3), which is an aggregated children's statistical return from local authorities to DCSF.

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

**95 per cent confidence interval at last outturn:** Not applicable. The data set covers all children whose referral to children's social care has led to an initial assessment and is not a sample.

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

**Baseline:** 85.3% of looked after children's cases had been reviewed during the year ending 31 March 2007. The care plan for every looked after child must be reviewed at least at minimum intervals as set out in regulation. The baseline, therefore, should be close to 100%.

**Latest outturn against trend:** 90.9 % of looked after children's cases had been reviewed during the year ending 31 March 2009.

**Performance:** At a national level performance has improved every year, from 78.9% in 2006/07 to 90.9% for 2008/09, representing a two percentage point improvement over the period.

A pre-consultation draft of new statutory Guidance for Independent Reviewing Officers (The IRO handbook) was issued to key stakeholders in June 2009. Addressed specifically to IROs and their managers it sets out clear expectations on scheduling meaningful reviews. On schedule for formal consultation to begin by December 2009.

**Local government national indicator set:** 66.

**Data provider:** Local authorities.

**Data set used:** SSDA903 looked after children return.

**Frequency of reporting:** Annual. .

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

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

**Baseline:** 12.6% of looked after children had three or more placements during the year ended 31 March 2007.

**Latest outturn against trend:** 10.7% of looked after children had three or more placements during the year ended 31 March 2009.

**Performance:** At a national level, performance has improved each year, from 13.7% in 2005 to 10.7% in 2009, representing a three percentage point decrease over the period.

Improvements are being set out to care planning, placements and case reviews through new regulations and guidance. These will streamline existing regulations, ensure greater focus on addressing the needs of the child and provide an opportunity to drive up standards. The new guidance will be supported by a stakeholder engagement strategy including seminars in nine regional areas with managers and practitioners, to run from November 2009.

National Minimum Standards (NMS) are being developed for foster and residential care to raise expectations and promote higher quality of services by placing the needs of the child centre stage, focusing on outcomes and ensuring consistency of practice. Consultation on the revised NMS is taking place with a series of events for key stakeholders from September to December 2009.

**Local government national indicator set:** 62.

**Data provider:** DCSF. Data supplied by local authorities.

**Data set used:** SSDA903 child level return on looked after children by local authorities.

**Frequency of reporting:** Annually in the autumn.

**95 per cent confidence interval at last outturn:** Not applicable. The data set covers all looked after children adopted and is not a sample.



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

**Baseline:** 64.4% of looked after children aged under 16 looked after continuously for at least 2.5 years were living in the same placement for at least two years, or were placed for adoption and their adoptive placement together with their previous placement lasted for at least 2 years during the year ended 31 March 2007.

**Latest outturn against trend:** At 31 March 2009, 67.0% of looked after children aged under 16 looked after continuously were in long term placements.

**Performance:** At a national level, performance has improved from 62.9% in 2005 to 67.0% in 2009 representing a 4.1 percentage point increase over the period.

Local delivery is being supported by improving understanding of what works to improve quality and sustainability of placements, as well as barriers to improvement and disseminating that knowledge. Following seminars with local authorities and an expert group over the summer, we are undertaking a series of deep dives with local areas that will provide evidence of how DCSF and government offices can support implementation of best practice. A revised delivery plan on stability will be presented to the Care Matters Board in December 2009.

**Local government national indicator set:** 63.

**Data provider:** DCSF. Data supplied by local authorities.

**Data set used:** SSDA903 child level return on looked after children by local authorities.

**Frequency of reporting:** Annually in the autumn.

**95 per cent confidence interval at last outturn:** Not applicable. The data set covers all looked after children adopted and is not a sample.

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

**Baseline:** 75.1% of looked after children adopted during the year ended 31 March 2007 were placed for adoption within 12 months of the decision that they should be placed for adoption, and remained in the placement on adoption.

**Latest outturn against trend:** 75.8% of looked after children adopted during the year ended 31 March 2009 were placed for adoption within 12 months of the decision.

**Performance:** At a national level, performance has fluctuated since 2005, from 80.4% to 75.8% in 2009, representing a 4.6 percentage point decrease over the period.

A raft of action is being taken to drive up performance against this indicator. This includes dissemination to front-line practitioners of the key findings of the Adoption Research Initiative (which is evaluating implementation of the new legislative framework for adoption and outcomes for children) and providing revised guidance and strengthened National Minimum Standards, as well as exploring with local authorities the barriers to timely placements and how the commissioning of 'placements' from the voluntary sector can be improved.

**Local government national indicator set:** 61.

**Data provider:** DCSF. Data supplied by local authorities.

**Data set used:** SSDA903 child level return on looked after children by local authorities.

**Frequency of reporting:** Annually in the autumn.

**95 per cent confidence interval at last outturn:** Not applicable. The data set covers all looked after children adopted and is not a sample.

### Missing from Home and Care.

**Baseline:** 7.4 out of a possible 15 in January 2009 (based on an 80% response rate of self-assessments from local authorities).

**Latest outturn against trend:** 8.7 out of a possible 15 on 1 July 2009 (based on a 99% response rate of self-assessments from local authorities).

**Performance:** There is a slow but steady increase in self-assessment scores over the past six months, consistent with most local authorities making a small but significant improvement in an area of their service provision for children who go missing.

**Local government national indicator set:** 71.

**Data provider:** Local authorities.

**Data set used:** Self-assessment of service provision.

**Frequency of reporting:** Quarterly.

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

**Table 13.1: PSA 13 and DSO 2 indicators: Lead and contributing departments and details of the corresponding Local Government National Indicator Set.**

PSA 13 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set
Percentage of children who have experienced bullying.	DCSF		69
Percentage of children referred to children's social care who received an initial assessment within 7 working days.	DCSF	HO DH MoJ CLG	59
Emergency hospital admissions caused by unintentional and deliberate injuries to children and young people.	DCSF	DH DCMS DfT CLG	70
Deaths of 0-17 year olds due to external causes. This new PSA indicator replaces 'Preventable child deaths as recorded through child death review panel processes.'	DCSF	DH DCMS DfT	

**Table 13.1: PSA 13 and DSO 2 indicators: Lead and contributing departments and details of the corresponding Local Government National Indicator Set.**

<b>DSO 2 Indicators</b>	<b>Lead Department</b>	<b>Contributing Departments</b>	<b>Local Government National Indicator Set</b>
Child protection cases which were reviewed within required timescales.	DCSF		67
Child Protection Plan lasting 2 years or more.	DCSF		64
Children becoming the subject of Child Protection Plan for a second or subsequent time.	DCSF		65
Core assessments for children's social care that were carried out within 35 days of their commencement.	DCSF		60
Referrals to children's social care going on to initial assessment.	DCSF		68
Looked after children cases which were reviewed within required timescales.	DCSF		66
Stability of placement of looked after children: number of moves.	DCSF		62
Stability of placement of looked after children: length of placement.	DCSF		63
Timeliness of placements of looked after children following an agency decision that the child should be placed for adoption.	DCSF		61
Missing from Home and Care.	DCSF		71

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

PSA 14 is currently rated as **some progress**. One out of five indicators has shown improvement since the progress reported in the Department's 2008 Autumn Performance Report or from baseline. Two are currently not yet assessed but data is expected to become available in early 2010 to enable an assessment to be made and reported in the 2010 Departmental Report.

DSO 6 is currently rated as **some progress**. Seven out of eighteen indicators have shown improvement since the progress reported in the Department's 2008 Autumn Performance Report or from baseline.

DSO 6 and PSA 14 set out Government's responsibility for increasing the number of children and young people on the path to success. As well as giving young people a first class education, the Government's vision is also to provide them with the broader support and opportunities that will set them on the path to success.

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

1. Reduce the proportion of 16-18 year olds who are not in education, employment or training (NEET).
2. More Participation in Positive Activities.
3. Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances.
4. Reduce the under-18 conception rate.
5. Reduce the number of first-time entrants to the criminal justice system aged 10-17.

### Related links:

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

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

## Young People not in education, employment or training (NEET)

The economic downturn has had a significant impact on young people over the last year. The challenging youth labour market has significantly reduced the proportion of young people taking part in employment, whilst the Department is supporting many more to remain in learning to build the skills and qualifications they need for the upturn.

The Department has worked with the Department for Work and Pensions and the Department for Business, Innovation and Skills to strengthen existing provision and put in place new support for young people. Through the September Guarantee, every 16 and 17 year old is offered a suitable place in learning. Local Connexions services are keeping track of young people's participation and providing them with tailored support and advice, both on accessing education, employment or training, and on personal issues. The Department has also introduced a January Guarantee for 2010 to provide all 16 and 17 year olds who are NEET in January with an offer of an Entry to Employment place, and Education Maintenance Allowance to go with it.

Since April 2009, 18-year-old jobseekers who have spent 26 weeks NEET have received fast track entry to the additional support available through the New Deal. This is being built on further through the Young Person's Guarantee of a job, work-focused training or a place in the Community Task Force for 18-24 year olds who have been unemployed for 12 months, from early 2010. The Future Jobs Fund, part of the Young Persons Guarantee, is already up and running with the first job starts in October 2009 with young people being eligible to apply when they have been unemployed for 10 months. The Backing Young Britain campaign has been jointly launched to encourage employers to offer young people opportunities, including jobs, work experience, apprenticeships and volunteering.

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

### National target

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

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

**Latest outturn against trend:** 10.3% (provisional) of 16-18 year olds not in education, training or employment at the end of 2008.

**Performance:** The proportion of 16-18 year olds in education and training reached 79.7% at the end of 2008 – the highest ever rate and an increase of 1.7 percentage points from 78.0% at end 2007.

At age 16-17, the proportion of young people not in education, employment or training fell for the third consecutive year, and at age 16 it reached the lowest level for more than a decade. However, the significant rise at age 18 from 14.2% to 16.6% as a result of reduced employment caused the overall proportion of 16-18 year olds NEET to rise by 0.7 percentage points to 10.3%.

Final data for 2008 showed that through the September Guarantee, 95.9% of 16 year olds (an increase of 1.7 percentage points since 2008) and 89.5% of 17 year olds received an offer under the Guarantee. Delivery of the Guarantee in 2009 has progressed well, with the proportion of young people receiving offers consistently ahead of last year.

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



**Local government national indicator set:** 117.

**Data provider:** DCSF and Office for National Statistics (ONS).

**Data set used:** Population estimates for 16-18 year-olds collected through ONS population estimates and the numbers known to be participating through administrative data are subtracted from it. For schools, this is collected through the Annual Schools Census; for further education and Learning and Skills Council funded work based learning through the Individualised Learner Record; for higher education through the Higher Education Statistics Agency. Figures for those in non-government supported training, in employment and those who are not in education, employment or training are estimated from the remainder using proportions from the Labour Force Survey<sup>1</sup>.

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

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

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

#### **Related links:**

*Statistical First Release 12/2009:* <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000849/index.shtml>

*Department for Business Innovation and Skills:* <http://www.bis.gov.uk/>

*Department for Work and Pensions:* <http://www.dwp.gov.uk/>

*Office for National Statistics:* <http://www.statistics.gov.uk/>

*Higher Education Statistics Agency:* <http://www.hesa.ac.uk/>

*Learning and Skills Council:* <http://www.lsc.gov.uk/>

*Labour Force Survey:* <http://www.statistics.gov.uk/statbase/Source.asp?vlnk=358>



## Positive Activities

*Aiming High for Young People: A Ten Year Strategy for Positive Activities*, published in 2007, set out key commitments to increase opportunities for young people to participate in constructive leisure time activities, improve youth facilities and strengthen the reform of youth support services. *The Children's Plan* confirmed the Government's ambition for every young person to be participating in positive activities by 2020. *Aiming High* focuses on helping all young people, but with greater support for those who need it most, particularly those in deprived areas. Participation in positive activities can help to build young people's resilience and social and emotional skills.

There has been good progress in the implementation of key commitments from *Aiming High*, including:

- £240 million of new capital investment has been committed to 61 world class youth projects designed and driven by young people through *myplace* and £22.5 million invested in smaller youth facilities in the most deprived estates and areas through Youth Capital Fund Plus;
- continued investment in youth opportunity and capital funds, leading to increased participation with 2.5 million young people benefiting from the funds and independent evaluation showing impact on wider outcomes;
- increased focus on youth third sector capacity building through Youth Sector Development Fund, with over £60 million committed to youth organisations delivering services to very vulnerable groups and offering more responsive activities; and
- support for leaders and managers of youth support services through the provision of new training and development programmes available across every region.

Overall, there has been clear evidence of improvement in the quality of youth services from Ofsted enhanced inspections.

## More participation in positive activities.

**Children's Plan 2020 Goal:** All young people will be participating in positive activities to develop personal and social skills, to promote their wellbeing and to reduce the behaviour that puts young people at risk.

**Baseline:** 69.5% in 2008-09.

**Latest outturn against trend:** 2009-10 data will be available in early 2010.

**Performance:** The Tellus3 survey (2008) shows improvement from the 2007 results, although direct comparisons cannot be made due to the limitations of the 2007 data. A formal assessment against baseline will be made in early 2010 when the 2009 data will be available.

**Local government national indicator set:** 110.

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

**Data set used:** Participation measured using the annual Tellus survey.

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

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

### Related Links:

*Ofsted:* <http://www.ofsted.gov.uk/>

## Alcohol and Drugs

The ten-year strategy, *Drugs: Protecting families and communities* published in February 2008 set out the key actions the Department for Children, Schools and Families, the Home Office and the Department of Health are taking to significantly reduce the numbers of young people affected by substance misuse through local delivery of education, prevention, treatment and enforcement programmes. The *Youth Alcohol Action Plan*, published in June 2008, set out specific cross-government commitments to tackle young people's alcohol misuse and the harm it can cause. The Department for Children, Schools and Families has the policy lead across government for young people and substance misuse including drugs, alcohol and volatile substances such as glue, gases, aerosols or other solvents.

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

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

**Baseline:** 10.9% in 2008.

**Latest outturn against trend:** 2009 data will be available in early 2010.

**Performance:** The Tellus3 survey (2008) shows improvement from the 2007 results, although direct comparisons are being used with caution due to the limitations of the 2007 sample size and range. A formal assessment against baseline will be made in early 2010 when the 2009 data will be available. Proxy data from the British Crime Survey (16-24 year olds), Smoking, Drinking and Drug Use Survey (11-15 year olds) and European Schools Alcohol and Drugs Survey (15 and 16 year olds) are all consistent in showing a significant and sustained fall in drug and alcohol use over time.

**Local government national indicator set:** 115.

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

**Data set used:** Substance Misuse measured using the Tellus survey. Further sources of data including the annual Department of Health survey of school pupils (*Smoking, Drinking and Drug Use by young people in England*) will help inform progress in this area.

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

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

#### Related Links:

*Ofsted:* <http://www.ofsted.gov.uk/>

*Department of Health:* <http://www.dh.gov.uk>

## Teenage Pregnancy

The Teenage Pregnancy Strategy is based on the best international evidence of what works in reducing teenage conception rates, combining support for programmes of sex and relationships education with effective contraception and sexual health services when young people become sexually active. Successful local strategies embed this approach in targeted youth support structures which tackle the common risk factors associated with poor outcomes for young people. Data shows considerable variation between local areas in their success at reducing rates. Government offices and strategic health authorities provide support and challenge to local areas to address that variability with a particular focus on those areas with high and increasing rates.

### Reduce the under-18 conception rate.

#### **National target**

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

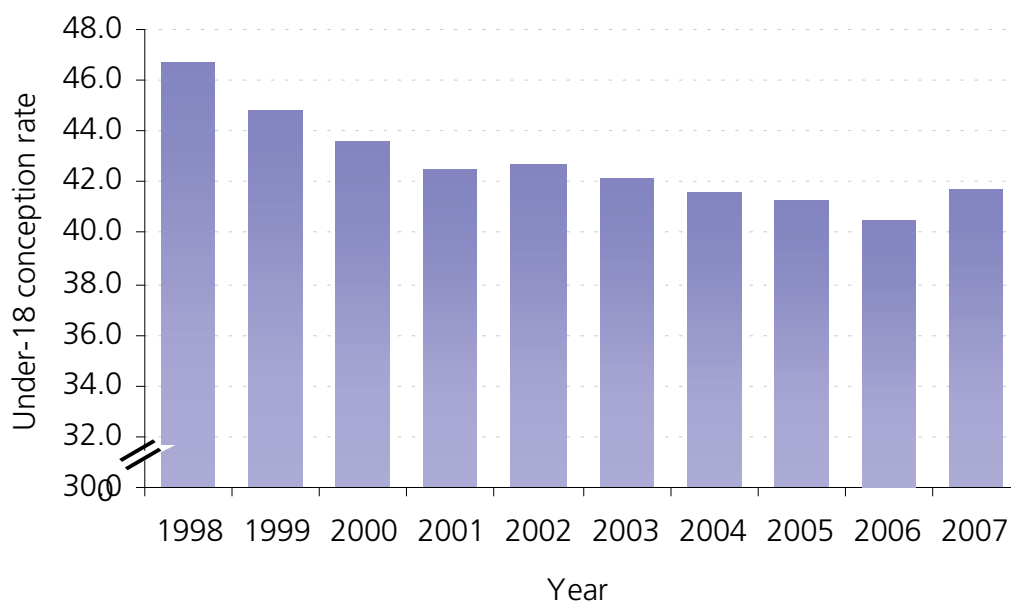
**Baseline:** 46.6 conceptions per 1,000 females aged 15-17 in 1998.

**Latest outturn against trend:** 41.7 conceptions per 1,000 females aged 15-17 in 2007.

**Performance:** Data for 2007 shows that the under-18 conception rate for England is 41.7 conceptions per 1,000 females aged 15-17, representing a 10.7% reduction from the 1998 baseline.

The 3% increase in the under-18 conception rate between 2006 and 2007 is accounted for by an increase in conceptions ending in abortion, not births. Since 1998, the rate of conceptions leading to an abortion has increased by 6.5%, whereas the rate of conceptions leading to a birth has fallen by 23.3%. Data for the first three quarters of 2008 were 2%-3% lower than in the corresponding quarters in 2007. In addition, annual abortion data for 16-19 year olds in 2008 was 4.5% lower than in 2007 and for quarter 1 and 2 2009, were 7.9% lower than in the corresponding quarters in 2008. Taken together, this suggests that under-18 conception rates will fall in 2008 – a return to the downward trend established between 1998 and 2006.

**Figure 14.2: Under-18 conception rate for England (1998 to 2007).**



Source: Office for National Statistics and Teenage Pregnancy Unit, 2009.  
Rate per thousand females aged 15-17.

**Local government national indicator set:** 112.

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

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

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

**95 per cent confidence interval at last outturn:** Upper limit: 42.1 per 1,000; Lower limit: 41.3 per 1,000.

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

#### **Related Links:**

Department of Health: <http://www.dh.gov.uk>

Department of Communities and Local Government: <http://www.dclg.gov.uk>

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

Office for National Statistics: <http://www.ons.gov.uk/>

RU Thinking: <http://www.ruthinking.co.uk/>

Parentline Plus: <http://www.parentlineplus.org.uk/>

## Youth Crime

Youth crime is unacceptable and can have a devastating effect on communities and young people themselves and must be tackled head-on. The *Youth Crime Action Plan* represents a cross-government plan for dealing with the full range of issues around youth crime from early intervention and prevention, to better targeted support, to enforcement.

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

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

**Children's Plan 2020 Goal:** Reduce the number of young people aged 10-17 entering the Criminal Justice System for the first time by one fifth.

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

**Latest outturn against trend:** 74,033 first time entrants (or a rate of 1,472 per 100,000) in 2008/09.

**Performance:** The 2008/09 data shows a rate of 1,472 per 100,000 which is a significant reduction in the numbers of young people receiving reprimands, final warnings or convictions for the first time, from 2007/08 when the rate was 1,840 per 100,000. This success reflects the impact of better local and national partnerships, and key policies such as the implementation of targeted youth support and positive activities for young people and more appropriate ways of addressing low-level offending without recourse to the criminal justice system through better out-of-court disposals, such as restorative justice interventions.

**Local government national indicator set:** 111.

**Data provider:** Ministry of Justice.

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

**Frequency of reporting:** Quarterly.

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

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

### Related Links:

Ministry of Justice: <http://www.justice.gov.uk/>

Home Office: <http://www.homeoffice.gov.uk/>

Youth Crime Action Plan: <http://www.dcsf.gov.uk/publications/youthcrimeactionplan/downloads/YouthCrimeActionPlan.pdf>

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

In addition to the five PSA indicators that underpin PSA 14, there are a further thirteen DSO 6 indicators, and of these two form part of PSA 16 (Increase the proportion of socially excluded adults in settled accommodation and employment, education and training) led by Cabinet Office:

- Care leavers in suitable accommodation.
- Care leavers in employment, education or training.

One also forms part of PSA 23 (Make communities safer) led by the Home Office:

- Rate of proven re-offending by young offenders.

These will be reported more fully in the respective Departments' 2009 Autumn Performance Reports.

### Cabinet Office led PSA 16 Increase the proportion of socially excluded adults in settled accommodation and employment, education and training.

#### Care leavers in suitable accommodation.

**Performance:** The percentage of care leavers in suitable accommodation has increased from 83.9% in 2005 to 89.6% in 2009. The 2009 data shows an increase of 1.2 percentage points from the 2008 baseline figure of 88.4%.

#### Care leavers in employment, education or training.

**Performance:** The percentage of care leavers in employment, education and training increased from 58.4% in 2005 to 64.9% in 2008. However, the recession has had a major impact on youth employment and most recent (2009) data shows a decrease of about two percentage points to 63% from the 2008 baseline figure of 64.9%.

### Rate of proven re-offending by young offenders.

**Performance:** The frequency rate fell by 7.5% (from 125.0 to 115.7 re-offences per 100 offenders) between 2005 and 2007.

The rate of re-offences classified as serious fell by 19.0% from 0.90 serious offences per 100 offenders in 2005 to 0.73 in 2007.

The percentage of offenders who re-offended fell from 38.4% in 2005 to 37.5% in 2007.

The level of juvenile re-offending is at its lowest since records for the frequency of re-offending began in 2000, with the juvenile re-offending rate down by almost a quarter between 2000 and 2007.

The remaining ten DSO 6 indicators are:

## Permanent Exclusions

The Department is working with local authorities and schools to encourage a collaborative approach to managing support and provision for pupils at risk of exclusion and those already excluded and to promote the use of preventive strategies to reduce the need for exclusion.

### Rate of permanent exclusions from school.

**Baseline:** 8,680 in 2006/07.

**Latest outturn against trend:** 8,130 in 2007/08.

**Performance:** Compared with 2006/07, the number of permanent exclusions has decreased by 6.4%. Permanent exclusions are at their lowest level since 1997/98. In 2007/08, 86% of permanent exclusions were from state permanent exclusions were from state-funded secondary schools; 12% were from primary schools and 2% were funded secondary schools; 12% were from primary schools and 2% were from special schools. The most common reason for exclusion (both permanent and fixed period) was persistent disruptive behaviour. Some 30.9% of permanent exclusions and 23.2% of fixed period exclusions were due to persistent disruptive behaviour.

**Local government national indicator set:** 114.

**Data provider:** DCSF.

**Data set used:** Annual Schools Census.

**Frequency of reporting:** Annual.

**95 per cent confidence interval at last outturn:** A confidence interval is not applicable because the data arises from a comprehensive School Census and not from a sample survey.



**Related links:**

Statistical First Release 18/2009: <http://www.dcsf.gov.uk/rsgateway/DB/SFR/s000860/index.shtml>

## Family and Parenting Support

Enabling and empowering parents to bring up their children is a key priority. The Department is working with local authorities and their partners to ensure that a range of support is in place in each local area to ensure parent and family needs are met. This includes significant increased investment in services supporting parents through Family Intervention Pilots, Family Pathfinders, Parenting Early Intervention Programme, Parenting Practitioners and 'Think Family' reforms.

This support for parents, alongside the Home Office-led strategy to tackle anti-social behaviour and the Youth Taskforce work on tackling and preventing youth anti-social behaviour will support more positive perceptions in local areas.

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

**Baseline:** 31% in 2008.

**Latest outturn against trend:** As the baseline. The next Place Survey will take place in autumn 2010 and data will be available in early 2011.

**Performance:** Data from the British Crime Survey shows that levels of anti-social behaviour have remained constant and levels of teenagers hanging around have dropped by 4 percentage points (33% to 29%) in the last two years. The range of work being delivered through the government's drive on anti-social behaviour and the *Youth Crime Action Plan* will support efforts to make improvements in this indicator. A formal assessment against baseline will be made in early 2011 when the 2010 data will be available.

**Local government national indicator set:** 23.

**Data provider:** DCSF.

**Data set used:** Place Survey – administered by local authorities.

**Frequency of reporting:** Every two years.

**95 per cent confidence interval at last outturn:** +/- 0.2 at national (England) level. This confidence level varies between local authorities.

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

**Baseline:** 30% in 2008.

**Latest outturn against trend:** As the baseline. The next Place Survey will take place in autumn 2010 and data will be available in early 2011.

**Performance:** Emerging evaluation evidence suggests that increased parenting support is having an effect. The pilot programme for the Parenting Early Intervention Programme (PEIP) halved the number of participating parents who classified their children as having significant behavioural difficulties. Over 7,000 parents have completed a parenting course through PEIP by March 2009. A formal assessment against baseline will be made in early 2011 when the 2010 data will be available.

**Local government national indicator set:** 22.

**Data provider:** DCSF.

**Data set used:** Place Survey – administered by local authorities.

**Frequency of reporting:** Every two years.

**95 per cent confidence interval at last outturn:** +/- 0.2 at national (England) level. This confidence level varies between local authorities.

## **Targeted Youth Support**

Targeted youth support is a key part of the Government's approach to reforming young people's services. It is about bringing together local services to create an integrated approach, focusing on early identification, intervention, prevention and support for vulnerable young people. The reforms aim to ensure fewer young people experience serious problems and are able to realise their full potential.

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

**Latest outturn against trend:** 97% of local areas implemented the Targeted Youth Support reforms by August 2009.

**Performance:** The ministerial target of 90% of local areas achieving full delivery by April 2009 was exceeded. It is anticipated that with additional planned activities and support, 100% of local authorities will achieve full implementation by December 2009.

**Data provider:** DCSF.

**Data set used:** Local authority submissions to DCSF.

**Frequency of reporting:** Quarterly.

**95 per cent confidence interval at last outturn:** Not applicable: the data includes the status of all local authorities regarding the implementation of Targeted Youth Support.

## Young Offenders

The vast majority of young people are on the right track and make positive contributions to society. However, where youth crime does occur, it can have a devastating effect on communities and on other young people themselves and must be tackled head-on.

The *Youth Crime Action Plan* is a comprehensive, cross-government analysis of what more needs to be done to tackle youth crime. It sets out a 'triple track' approach of enforcement and punishment where behaviour is unacceptable, non-negotiable support and challenge where it is most needed, and better and earlier prevention.

Significant progress has been made since its publication and the *Youth Crime Action Plan – One Year On*, was published in July 2009 highlighting achievements in the past year and setting out objectives for the year ahead.

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

**Latest outturn against trend:** 6.1% during 2008/09.

**Performance:** During 2006/07, the baseline year for the Local Area Agreements for this indicator, the use of custody was 5.9%. During 2007/08, this reduced to 5.7% but increased to 6.1% during 2008/09. Although the overall performance in 2008/09 declined, this was largely due to a particularly high proportion of custodial disposals in the first quarter. As the number of young people entering the Criminal Justice System has fallen, there were in fact 434 fewer young people who received a custodial sentence in 2008/09 compared to 2006/07.

**Local government national indicator set:** 43.

**Data provider:** Youth Justice Board (YJB).

**Data set used:** Youth Offending Teams submissions to YJB.

**Frequency of reporting:** Annual.

**95 per cent confidence interval at last outturn:** Not applicable because the data arises from a comprehensive analysis of all young people in the cohort and not from a sample survey.

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

**Latest outturn against trend:** 2008/09 data shows the black ethnic group as the most over-represented ethnic group in the Youth Justice System with mixed race young people also over-represented. Asian young people are the most under-represented along with Chinese and other ethnic groups who are also under-represented, although their numbers are too small to reach any meaningful conclusions.

**Performance:** 2008/09 data continues to show the black ethnic group as the most over-represented ethnic group in the Youth Justice System with black young people accounting for 2.9% of the 10-17 year old general population but 6.3% of the 10-17 year old population in the Youth Justice System. Mixed race young people are also over-represented accounting for 3.0% of the 10-17 year old general population but 3.6% of the 10-17 year old population in the Youth Justice System.

**Local government national indicator set:** 44.

**Data provider:** Youth Justice Board (YJB).

**Data set used:** Youth Offending Teams submissions to YJB.

**Frequency of reporting:** Annual.

**95 per cent confidence interval at last outturn:** Not applicable because the data arises from a comprehensive analysis of all young people in the cohort and not from a sample survey.

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

**Latest outturn against trend:** 72.2% of young offenders engaged in education, training or employment in 2008/09.

**Performance:** During 2006/07, the baseline year for the Local Area Agreements for this indicator, performance was at 67.4%. During 2007/08, this increased by 2.4 percentage points to 69.8%; and during 2008/09 this increased by a further 2.4 percentage points to 72.2%. The last two years have seen an upward trend for this indicator.

**Local government national indicator set:** 45.

**Data provider:** Youth Justice Board (YJB).

**Data set used:** Youth Offending Teams submissions to YJB.

**Frequency of reporting:** Annual.

**95 per cent confidence interval at last outturn:** Not applicable because the data arises from a comprehensive analysis of all young people in the cohort and not from a sample survey.

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

**Latest outturn against trend:** 95.4% of young offenders had access to suitable accommodation in 2008/09.

**Performance:** During 2006/07, the baseline year for the Local Area Agreements for this indicator, performance was at 93.9%; during 2007/08, this increased by 0.9 percentage points to 94.8%; and during 2008/09 this increased by a further 0.6 percentage points to 95.4%.

**Local government national indicator set:** 46.

**Data provider:** Youth Justice Board (YJB).

**Data set used:** Youth Offending Teams submissions to YJB.

**Frequency of reporting:** Annual.

**95 per cent confidence interval at last outturn:** Not applicable because the data arises from a comprehensive analysis of all young people in the cohort and not from a sample survey.

## **Sex and Relationships Education**

Provision of effective sex and relationships education (SRE) supports achievement of the Government's strategies to reduce under-18 conception rates and improve young people's sexual health (including reducing prevalence of Chlamydia among young people). It is essential if young people are to make responsible and well informed decisions about their lives. It does not encourage early sexual experimentation.

Certain aspects of SRE are already statutory components of National Curriculum Science. The Government is intending to legislate to make Personal, Social, Health and Economic education statutory, to ensure that all children and young people receive a more consistent SRE programme, covering relationships as well as biological aspects of SRE.

The Department of Health (DH) owned Chlamydia indicator is also included in this report, because of the importance the Department for Children, Schools and Families and DH place on supporting young people in the complementary aims of looking after their sexual health and preventing teenage pregnancy.

## **Young people's perceptions of whether the Sex and Relationship Education they received fully met their needs.**

**Baseline:** Baseline to be set using Tellus 4 data early in 2010.

**Latest outturn against trend:** 2009 data will be available in early 2010.

**Latest outturn against trend:** A formal assessment against baseline will be made in early 2011 when the 2010 data will be available. In the meantime, the latest Tellus survey (2008-09) shows that 37% of young people said they wanted more/better information on sex and relationships (including, but not restricted to, sex and relationships education delivered by schools).

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

**Data set used:** Measured using the Tellus survey.

**Frequency of reporting:** Annual.

**95 per cent confidence interval at last outturn:** Not applicable until the first data is available early in 2010.

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

**National target:** Primary Care Trusts are asked to plan to screen a percentage of their population for Chlamydia each year. In 2008/09, this was 17%, in 2009/10 it is 25% and in 2010/11 it will be 35%.

**Baseline:** Department of Health are seeking to establish a baseline for prevalence as opposed to screening in 2010 with performance data available from 2011.

**Latest outturn against trend:** 67 Primary Care Trusts met or exceeded the 17% screening volumes target for 2008/09 and ten Primary Care Trusts have already met or exceeded the 25% target for 2009/10.

**Performance:** Not yet assessed for prevalence.

In 2008/09, the cumulative total of tests, including those done outside GUM/NCSP is 1,064,167, which represents 15.9% of 15-24 year olds. In 2009/10, the Department has an expectation that 25% of the target population will be tested for Chlamydia and data for quarter 1 of 2009/10 shows that 4.1% of the target population were screened. Compared to the same quarter in 2008/09 there is a 45.4% increase in testing volumes.

**Local government national indicator set:** 113.

**NHS Vital Signs national indicator:** VSB13.

**Data provider:** Health Protection Agency but currently only able to measure screening volumes not prevalence.

**Data set used:** National Chlamydia Screening Programme Core Data Set currently collecting screening volumes only.

**Frequency of reporting:** Screening volumes are reported quarterly.

**95 per cent confidence interval at last outturn:** A confidence interval is not applicable because all screening data is captured and a sample survey is not used.

**Table 14.1: PSA 14 and DSO 6 indicators: Lead and contributing departments and details of the corresponding Local Government National Indicator Set.**

<b>PSA 14 Indicators</b>	<b>Lead Department</b>	<b>Contributing Departments</b>	<b>Local Government National Indicator Set</b>
Reduce the proportion of 16-18 year olds who are not in education, employment or training (NEET).	DCSF	BIS DWP	117
More Participation in Positive Activities.	DCSF	DCLG	110
Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances.	DCSF	DH HO	115
Reduce the under-18 conception rate.	DCSF	DH DCLG	112
Reduce the number of first-time entrants to the criminal justice system aged 10-17.	DCSF	HO MoJ	111
<b>DSO 6 Indicators</b>	<b>Lead Department</b>	<b>Contributing Departments</b>	<b>Local Government National Indicator Set</b>
Care leavers in suitable accommodation. (contributes to Cabinet Office led PSA 16)	DCSF		147

**Table 14.1: PSA 14 and DSO 6 indicators: Lead and contributing departments and details of the corresponding Local Government National Indicator Set.**

Care leavers in employment, education or training. (contributes to Cabinet Office led PSA 16)	DCSF		148
Rate of proven re-offending by young offenders. (contributes to Home Office led PSA 23)	DCSF/MoJ		19
Rate of permanent exclusions from school.	DCSF		114
Perceptions of people in their area treat one another with respect and consideration.	HO	DCSF	23
Perceptions of parents taking responsibility for the behaviour of their children.	DCSF	HO	22
Implementation of targeted youth support in local authorities.	DCSF		
Young people within the Youth Justice system receiving a conviction in court who are sentenced to custody.	DCSF/MoJ		43
Ethnic composition of offenders on Youth Justice disposals.	DCSF/MoJ		44
Young offenders engagement in suitable education, employment or training.	DCSF/MoJ		45
Young offenders access to suitable accommodation.	DCSF/MoJ		46
Young people's perceptions of whether the Sex and Relationship Education they received fully met their needs.	DCSF		
Prevalence of Chlamydia in under 25-year-olds.	DH	DCSF	113



# Progress towards the achievement of the 2007 Comprehensive Spending Review Value for Money (VfM) target

# 2

Since 1997, substantial investment, matched by reform, has resulted in significant improvements in education and children's outcomes:

- There are now 42,400 extra teachers and 212,000 more support staff, including an extra 123,100 teaching assistants, than in 1997.
- Since 1997, every single school has benefited from increased capital investment, along with a significant programme of rebuilding and refurbishment of schools; including new and improved classrooms, laboratories and kitchens.
- Revised figures for 2008, show around 159,000 more pupils obtained five or more GCSEs at A\* to C and around 100,000 more pupils obtained five or more GCSEs at A\* to C including English and mathematics than in 1997.
- There are currently 200 Academies open in 81 local authorities, with up to a further 100 opening in 2010. The Department is committed to establishing at least 400 Academies.
- At the end of October 2009 there are 3,151 designated Sure Start Children's Centres offering services to around 2.4 million young children and their families. There will be at least 3,500 centres by 2010, one for every community.

The Government has committed significant levels of investment to education, children and young people. Between 1997-98 and 2008-09, total spend on education in England rose from £30 billion to £67 billion – an increase of £37 billion, or 74 per cent in real terms. This is planned to increase to 98 per cent by the end of 2010-11.

Alongside the additional investment that has driven these improved outcomes, the Department has also put in place an ambitious package of efficiency reforms to ensure that resources are targeted on key frontline priorities. These reforms have already succeeded in releasing significant resources for reinvestment, directly contributing to the Government's key goals for education and children's outcomes.

As part of the 2007 Comprehensive Spending Review (CSR07) settlement, the Department agreed to deliver £4.5 billion of annual, net, cash releasing savings by 2010-11, representing about 15 per cent of the Government's overall target.

The efficiency gains are derived from:

- Initiatives in the school sector, including better financial and resource management in schools, and improved procurement, commissioning collaboration.
- The further education sector, through streamlining administrative actions and, for example, using a common funding methodology.
- The reform programme set out in Every Child Matters which looks towards a much more efficient use of resources across the whole of the children's services.
- Continuing to reduce the central administration budget by five per cent year-on-year.

In all of these areas, money and time saved is to be reinvested within the sector. Saving the time of teachers allows that time to be used on other activities within the school. Similarly, smarter procurement gives schools access to discounts and the opportunity to make their funding go further.

The Department has put in place an ambitious package of efficiency reforms to ensure that resources are targeted on key frontline priorities. The combination of the efficiency challenge included in the CSR07 settlement and the additional efficiencies arising from the 2009 Budget means that the Department will release around £5 billion in cash releasing savings by 2010-11. These reforms have already succeeded in releasing significant resources for re-investment, directly contributing to the Government's key goals for education and children's outcomes.

The Department's reporting of CSR07 efficiency savings rely on several large departmental data collections from schools. Because of the nature of these collections, and the number of institutions involved, there can be a time lag between delivery, collection and reporting. For instance, the attainment and financial data from schools, is not fully validated until January 2010. However, subject to validation checks, data from earlier in the collection cycle can be deemed fit for purpose in measuring gains in school efficiency. The data is considered robust enough to enable the Department to report the £210 million of savings, noted below, from Better Use of Resources. Further savings will be available for reporting when the data is fully validated.

Gains of £1.017 billion can be reported up to March 2009. These gains are cash releasing, sustained across the CSR07 period (i.e. they exist for this year and continue at the same or higher level for two subsequent financial years as detailed in VfM guidance) and are reported net of costs incurred to generate the saving.

Further savings are expected to be reported over the next six months for example:

- Further savings on the Schools Minimum Funding Guarantee.
- Reduction in schools balances.
- 16-19 MFG Unit Cost.

An internal audit is currently being undertaken within the Department to ensure that structures are sufficiently robust to validate the VFM gains. The findings of this audit will be available prior to the National Audit Office commencing an expected audit of the CSR07 reported savings in January 2010.

## Improving Schools Financial Management (SR04 overachievement)

At the beginning of the CSR07 period, the Treasury allowed a small proportion of SR04 over delivery to be reported in CSR07 as part of the current programme and is part of the £1.017 billion. The Treasury allowed this to avoid any possibility of double counting and to prevent perverse incentives developing at the end of the SR04 to artificially delay VFM reforms.

As the Department has reported significant over achievement against the 2004 Spending Review efficiency target, **£400 million** delivery has been carried forward to the CSR07 programme. This arose from the Improving Schools Financial Management initiative which seeks to improve financial management skills and capability within schools.

## Better Use of Resources in Schools

This programme of work has continued into the CSR07 programme to become the Schools' Better Use of Resources Initiative and is reporting **£210 million** at this stage. Here, the Department strives to achieve greater efficiency in schools and maximise pupil outcomes by having better decision-making about the allocation of resources at school level, supported by better information, planning and management, and better challenge and support. The Department has a range of initiatives in place to help drive further efficiencies in schools. The Financial Benchmarking site, accessed by over 10,000 schools a year, enables schools to compare their patterns of expenditure with schools operating in similar circumstances and identify where resources might be reallocated. Nearly 1,000 schools have now taken up the offer of free VfM consultancy, tailored to the needs of the school. The Financial Management Standard in Schools (FMSiS) continues to ensure that all maintained schools are managing public money appropriately. The Department expects all schools to achieve FMSiS by March 2010. Nearly all secondary schools have already met the standard.

## Minimum Funding Guarantee

Savings have also been generated through part of a 2008-11 school funding settlement, where an efficiency saving was included within the Minimum Funding Guarantee (MFG). The MFG is the minimum per pupil increase that all schools get to their core funding through

the Dedicated Schools Grant. It is based on the average cost pressures that schools will face, including teachers' pay, support staff pay and non-pay costs.

Over the duration of the CSR07 period the Department has set the MFG at one percentage point below cost pressure. This has delivered **£307 million** of savings in 2008-09 freeing up resources to support more personalised learning. This directly supports the Every Child Matters theme of maximising children potential. A personalised approach to supporting children means:

- Tailoring learning to the needs, interests and aspirations of each individual child.
- Tackling barriers to learning and allowing each child to achieve their potential.

Schools are continuing to improve educational outcomes while achieving efficiencies, including through improving their financial management, capability and skills.

## Young Apprenticeships

Young Apprenticeships is a Level 2 (i.e. GCSE level) programme aimed at motivated and mid to high ability 14-16 year olds who want their learning to include a focus on a particular industry sector. 14-16 year olds are still at school and still taking GCSEs alongside the Young Apprenticeship (YA) programme. YA are now well-established and there is evidence that the programme is at a stage where the level of central funding per pupil can be reduced without affecting quality, thus delivering **£22.7 million** efficiency savings. Savings will be delivered through securing YA provision at reduced cost and providing better value for money. The system's capacity to deliver YA at reduced notional cost per pupil funding is based on local authorities' commissioning places from established models already developed, and local efficiencies as pupil numbers increase. This has enabled the Department to deliver 9,000 places per year without an increase in total costs.

## Improved Schools MI

The March 2006 FE White Paper, *Developing Skills, Improving Life Chances*, made a commitment to develop and use a common funding methodology for 16-18 further education (FE) and school sixth forms. This will mean that funding for success in schools can be brought into line with that for FE. School sixth form funding will take account of the success rates schools achieve in their sixth forms in the same way that FE funding takes account of the success rates colleges achieve. Better information and targeting of funding has allowed the Department to realise **£36.7 million** of efficiency savings in 2008/09.

## Local Network Fund

The Youth Sector Development Fund (YSDF) was created as part of the package of new proposals agreed through CSR07. This was funded by a re-allocation of resources from the Local Network Fund following a review of the Department's strategy for supporting the sector. The YSDF was considered a more efficient way of delivering priorities in this area. The YSDF supports third sector organisations that can demonstrate effective approaches to engaging and empowering young people, particularly the most disadvantaged. By redeploying this funding to gain better outcomes the Department has been able to record efficiency savings of **£11 million** in 2008/09.

## Youth Opportunity Card

The Youth Opportunity Card (YOC) was a programme aimed at facilitating opportunities for the hardest to reach young people between the ages of 16 and 24 through participation in a range of activities in their local communities, improving and supporting their personal and social development. It was assessed that the YOC was not the right vehicle or the most efficient method for delivering this outcome and re-prioritised the funding on a range of programmes that would improve the life chances of young people under the 10 Year Youth Strategy recording allocative efficiency savings of **£17 million** in 2008-09.

## Sure Start Local Programmes Taper

Sure Start Local Programmes (SSLP) were set up by local partnerships of providers and parents to support parents, parents to be and young children under four. They provide a range of services including good quality play and learning opportunities, health and family support services, outreach and home visiting, support where parents or children had special needs and advice for parents on taking up training or employment. SSLPs were originally funded at a significantly higher level than Sure Start Children's Centres currently receive, although they did not serve significantly more disadvantaged communities. It was therefore decided to taper down their funding over time to bring them into line with all other Children's Centres. The Sure Start Local Programme taper subsidy has been accelerated so that the unit cost of the SSLP Children's Centres are on par with full offer centres by 2010-11, achieving efficiency savings of **£7million** in 2008-09.

## Community Champions

This programme was set up in collaboration with the Home Office to help provide support for people with small-scale ideas for projects to help improve their communities. We have delivered efficiency savings of **£3 million** in 2008-09 by stopping this programme and transferring the knowledge to local communities to be taken forward at their discretion.

## Extended School Start Up

This programme provides investment to ensure that all primary and secondary schools are able to offer extended school services by 2010. A three per cent reduction on the funding for start up activities in 2008-09 was applied as a consequence of further analysis of the likely start up costs for this programme, saving **£2.9million** in 2008-09.

## Lyons relocations target

The Department accepted a target to relocate around 760 posts from the Department and its partner organisations out of London and the South East by 2010.

By the end of September 2009, a total of 1,130 posts had been reported against the cumulative profile. Further reductions of posts from the Qualifications and Curriculum Authority, Training and Development Agency for Schools, the Department itself, and others will take place during the next two years. By 2010, the Department is expected to significantly exceed its target.

## Operational efficiency

The Operational Efficiency Programme (OEP) has harnessed private and public sector expertise to examine opportunities for further efficiency savings in five cross cutting areas, which are:

- Back office and IT.
- Collaborative procurement.
- Asset management.
- Property.
- Local incentives and empowerment.

An experienced external adviser has led each of the five areas reviewed by the OEP and the detailed final recommendations are published alongside *Budget 2009 in Operational Efficiency Programme: Final Report*. This is available on the HMT website at:

[http://www.hm-treasury.gov.uk/d/oep\\_final\\_report\\_210409\\_pu728.pdf](http://www.hm-treasury.gov.uk/d/oep_final_report_210409_pu728.pdf)

The Department has already been very actively involved in working towards savings in these areas. Much of the OEP was already built into the CSR07 VfM Programme and the Department's 2010-11 settlement. The Better Use of Resources in Schools initiative includes making available a Schools Financial Benchmarking site which enables schools to compare their patterns of expenditure with schools operating in similar circumstances and identify where resources might be reallocated plus free VfM consultancy, tailored to the needs of the school to help them identify where savings can be made on, for example, collaborative procurement. These will be reported when data is available after 2010-11.

As part of OEP's comprehensive package of VfM reforms, the scope for further savings is being reviewed through the use of benchmarking data on the cost of back office functions from the Department's own organisation and its non-departmental public bodies. Activity will be co-ordinated across the Department's family to review best practice within organisations with a view to reducing unnecessary operational costs and achieving better VfM.

Additional OEP projects are still in the early stages of development and, because of the nature of OEP in changing the structure and strategy of delivery, have longer time frames for delivery. Many of the projects in question will come to fruition within the next spending review.

## Public Value Programme (PVP)

The PVP was launched at Budget 2008 and the Department has shown a strong commitment to it, taking the opportunity to focus on key areas of spending, identifying how money is being spent and how it could best be allocated to increase the impact of policies on our PSAs.

Four projects were agreed after Budget 2008. The projects examined: Teaching Assistants; Schools Capital; Childcare; and 16-19 Learner support. The findings have assisted our understanding and helped inform emerging policy in each of these areas.

Budget 2009 announced an expansion of the PVP programme to cover 50 per cent of each department's budget. Subsequently two new PVP projects have been agreed:

- 16-18 Participation Funding – this PVP project is investigating options for delivering the one per cent efficiency savings on unit costs for 16-18 learners announced in Budget 2009. A number of options have been identified for making these through the work being done to produce the Learning and Skills Council's Annual Statement of Priorities for 2010-11. Further work is being done and the Department will be in a position to confirm how it will make savings shortly.
- Schools Recurrent Funding – this aims to improve schools' use of resources so outputs can be raised and efficiencies realised. It will feed into the separate departmental review of the Dedicated Schools Grant.

## Chapter 3: Progress towards achievement of 2004 Spending Review Public Service Agreement (PSA) targets

This Chapter reports progress on the Department for Children, Schools and Families (DCSF) 2004 Spending Review Public Service Agreement (PSA) targets that have not received a final assessment in earlier Departmental Reports or Autumn Performance Reports.

Hardcopies of the DCSF 2009 Departmental Report incorrectly stated that a final assessment had been given in the DCSF 2008 Autumn Performance Report for the following target whereas the second element of this target should have reported slippage as it did in the Department for Work and Pensions 2009 Departmental Report.

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

- increase the stock of Ofsted-registered childcare by 10%; (Element 1)
- increase the number of children in lower-income working families using formal childcare by 120,000; (Element 2) and
- introduce by April 2005, a successful light-touch childcare approval scheme.(Element 3)

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

### Element 2: Not met (final assessment).

The aim was to increase the number of children in lower-income working families using formal childcare by 120,000 by 2008 from a 2005 baseline of 615,000. In 2008, 177,000 fewer children from lower-income working families were accessing formal childcare compared to 2005 although the proportion using formal childcare from lower-income working families remained the same.

The final assessment for the whole target is therefore partly met with elements 1 and 3 being met and element 2 not met.



# Annex A : Summary Table – 2007 Comprehensive Spending Review Public Service Agreements and Departmental Strategic Objectives

## PSA 10, DSO 3 and DSO 5

<b>PSA 10 indicators which are also DSO3 and DSO 5 indicators</b>	
Early Years Foundation Stage Achievement.	
Proportion achieving Level 4 in both English and mathematics at Key stage 2.	
Proportion achieving 5 A*-C GCSEs (or equivalent) including GCSEs in both English and mathematics.	
Proportion of young people achieving Level 2 at age 19 by 2011.	
Proportion of young people achieving Level 3 at age 19 by 2011.	
<b>DSO 3 indicators which are not also PSA 10 indicators</b>	
Proportion of students achieving 2 or more A*-C science GCSEs or equivalent.	
Achievement of Level 4 or above in both English and mathematics at Key Stage 2 (floor).	
Achievement of 5 or more A*-C GCSEs or equivalent including English and mathematics (floor).	
Secondary School persistent absence rate.	
Secondary Schools judged as having good or outstanding standards of behaviour.	
Number of schools in special measures.	
Number of schools offering access to extended services.	
Parental Engagement in schools.	
Co-location of services on school sites.	

<b>DSO 5 indicators which are not also PSA 10 indicators</b>	
Post-16 participation in physical sciences (A level physics, chemistry and mathematics).	
Take-up of 14-19 learning diplomas.	
Participation of 17-year-olds in education or training.	

## PSA 11 and DSO 4

<b>PSA 11 indicators which are also DSO 4 indicators</b>	
Achievement gap at Early Years Foundation Stage.	
Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4.	
Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 2 and those making expected progress in English and mathematics at the end of Key Stage 4 (2 elements).	
Proportion of children in care achieving Level 4 in English and Level 4 in mathematics at Key Stage 2 (2 elements).	
Proportion of children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4.	
The gap between the initial participation in full time higher education rates for young people aged 18, 19 and 20 from the top three and bottom four socio-economic classes.	
<b>DSO 4 indicators which are not also PSA 11 indicators</b>	
Number of Sure Start Children's Centres.	
Take-up of formal childcare by low-income families.	
SEN statements issued within 26 weeks.	
The SEN/non SEN gap achieving KS2 English and mathematics threshold.	
The SEN/non SEN gap achieving 5 A*-C GCSEs including English and mathematics.	
Inequality gap in the achievement of Level 2 qualification by the age of 19.	
Inequality gap in the achievement of Level 3 qualification by the age of 19.	

## PSA 12 and DSO 1

<b>PSA 12 indicators which are also DSO 1 indicators</b>	
Prevalence of breastfeeding at 6-8 weeks.	
Percentage of pupils who have school lunches.	
Levels of childhood obesity (supported by two DSO 1 indicators).	
Parents' experience of services for disabled children and the 'core offer'.	
Emotional health and wellbeing and child and adolescent mental health services (CAMHS) (supported by one DSO 1 indicator).	
<b>DSO 1 indicators which are not also PSA 12 indicators</b>	
Obesity amongst primary school age children in Reception Year.	
Obesity amongst primary school age children in Year 6.	
Emotional health and wellbeing – CYP user perception.	
Emotional health and wellbeing of children in care.	
Parental confidence, empowerment and positive roles.	
Percentage of 5-16 year olds participating in at least 2 hours a week of high-quality PE and sport at school and the percentage of 5-19 year olds participating in at least 3 further hours a week of sporting opportunities.	
Infant mortality rate.	
Number of new and renewed public play areas.	
Number of children in relative low-income households.	
Number of children in relative low-income households and in material deprivation.	
Number of children in absolute low-income households.	

## PSA 13 and DSO 2

<b>PSA 13 indicators which are also DSO 2 indicators</b>	
Percentage of children who have experienced bullying.	
Percentage of children referred to children's social care who received an initial assessment within 7 working days.	
Emergency hospital admissions caused by unintentional and deliberate injuries to children and young people.	
Deaths of 0-17 year olds due to external causes.	
<b>DSO 2 indicators which are not also PSA 13 indicators</b>	
Child protection cases which were reviewed within required timescales.	
Child Protection Plan lasting 2 years or more.	
Children becoming the subject of Child Protection Plan for a second or subsequent time.	
Core assessments for children's social care that were carried out within 35 days of their commencement.	
Referrals to children's social care going on to initial assessment.	
Stability of placement of looked after children: number of moves.	
Stability of placement of looked after children: length of placement.	
Stability of looked after children following an agency decision that the child should be placed for adoption.	
Missing from Home and Care.	

## PSA 14 and DSO 6

<b>PSA 14 indicators which are also DSO 6 indicators</b>	
Reduce the proportion of 16- to 18-year-olds who are not in education, employment or training (NEET).	
More participation in positive activities.	
Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances.	
Reduce the under-18 conception rate.	
Reduce the number of first time entrants to the Criminal Justice System aged 10-17.	
<b>DSO 6 indicators which are not also PSA 14 indicators</b>	
Care leavers in suitable accommodation.	
Care leavers in employment, education or training.	
Rate of proven re-offending by young offenders.	
Rate of permanent exclusions from school.	
Perceptions that people in their area treat one another with respect and consideration.	
Perceptions of parents taking responsibility for the behaviour of their children.	
Implementation of targeted youth support in local authorities.	
Young people within the Youth Justice System receiving a conviction in court who are sentenced to custody.	
Ethnic composition of offenders on Youth Justice disposals.	
Young offenders engagement in suitable education, employment or training.	
Young offenders access to suitable accommodation.	
Young people's perceptions of whether the Sex and Relationships education they received fully met their needs.	
Prevalence of Chlamydia in under 25-year-olds.	

## Annex B: Glossary

**Academies** – Publicly-funded independent schools that are established in disadvantaged areas, either as a new school or replacing failing schools, and aim to raise standards by innovative approaches to their management, governance, teaching and curriculum.

**A levels** – A two-year study course normally taken by students in schools and colleges of further education after they have completed General Certificate of Secondary Education (GCSE) examinations.

**Achievement and Attainment Tables** – Formerly ‘Performance Tables’, providing information about the achievement of pupils at Key Stage 2 and GCSE, at school level.

**Apprenticeships** – A structured programme of training which gives young people the opportunity to work for an employer, learn on the job and build up knowledge and skills.

**Building Schools for the Future** – A programme of investment in rebuilding or renewing every secondary school in England.

**Children’s Plan** – The Department’s plan for how it will achieve its objectives for children, young people and families from 2007.

**Dedicated Schools Grant** – The ring-fenced grant from the Department for Children, Schools and Families to local authorities covering funding delegated to schools, and other provision for pupils such as Pupil Referral Units and early years education in private, voluntary and independent settings.

**Delivery Agreements (CSR07 PSAs)** – Each PSA is underpinned by a single Delivery Agreement shared across all contributing departments and developed in consultation with delivery partners and frontline workers. Delivery Agreements set out plans for delivery and the role of key delivery partners. They also describe the small basket of national outcome-focused performance indicators that will be used to measure progress towards each PSA. A subset of indicators also have specific

national targets or minimum standards attached and details are set out in the relevant Delivery Agreement.

**Departmental Strategic Objective (DSO)** – Departmental Strategic Objectives are a department’s top-level organisational objectives.

**Diplomas** – Qualifications for 14-19 year olds combining theoretical and applied learning, to be delivered in schools, at further education institutions, and, in part, in the workplace.

**Early Years Foundation Stage (EYFS)** – The national framework which sets the standards of learning, development and care of children from birth to five.

**Every Child Matters** Every Child Matters is a set of reforms – supported by the *Children Act 2004* – designed to enable local communities, schools and services to work together to improve the lives of all 0 to 19-year-olds.

**Exclusion** – Pupils may not attend lessons or enter school premises for a set period of time, or permanently in the case of expulsion.

**Extended Schools** – Schools open throughout the school day and beyond, at weekends and during school holidays. The services offered include study support, childcare, IT, recreational facilities and adult learning.

**General Certificate of Secondary Education (GCSE)** – The principal way of assessing the National Curriculum and the achievements of children when they leave compulsory education, usually at 16 (see Key Stage 4).

**Key Stages** – The national curriculum is organised into blocks of years called key stages. There are four key stages as well as a foundation stage which covers education for children before they reach five (compulsory school age):

Key Stage 1 covers children from 5 to 7;

Key Stage 2 covers children from 7 to 11;

Key Stage 3 covers children from 11 to 14; and

Key Stage 4 covers children from 14 to 16, including GCSEs.

**National Curriculum** The basic framework setting out what children aged three to 16 in government funded early education settings and state schools should learn.

**National Indicator Set** – The Local Government White Paper *Strong and Prosperous Communities*, committed to introducing a set of streamlined indicators that would reflect national priority outcomes for local authorities working alone or in partnership. A single set of 198 national indicators was announced as part of the Comprehensive Spending Review 2007.

**National Strategies** – They cover the core subjects of literacy and mathematics (primary and secondary) and science (secondary only) and are aimed at embedding effective teaching and learning in all schools through a mix of training, materials for teachers, and support from local consultants.

**Personalised learning** – An approach to teaching and learning which advocates customising each child’s learning, based on an assessment of their needs.

**Public Service Agreements (PSAs)** – The 2007 Comprehensive Spending Review announced new PSAs which set out the key priority outcomes the Government wants to achieve in the next spending period (2008-2011). Each PSA is underpinned by a single Delivery Agreement shared across all contributing departments and developed in consultation with delivery partners and frontline workers.

**Real Terms** – Expenditure measured against a standard of constant value making allowances for changes in purchasing power as a result of inflation.

**Pupil Referral Units** – A type of school set up and run by local authorities to provide education for children who cannot attend a mainstream or special school.

**Setting** – A place where educational or early years services are provided.

**Special Educational Needs (SEN)** – A child is defined as having special educational needs if he or she has a learning difficulty that needs special teaching. A learning difficulty means that the child has a significantly greater difficulty in learning than most children of the same age.

**Specialist schools** – Any maintained secondary and any special school can apply for specialist status. Specialist schools are designated in one of ten areas and to achieve specialist status, a school has to raise sponsorship to support their application, and they receive money from the government in return.

**Spending Review (SR)** – This sets Departmental Expenditure Limits and plans Annually Managed Expenditure for the following three years. It replaced the annual public expenditure survey and is held at less frequent intervals. The first was the Comprehensive Spending Review in 1998, the second in summer 2000, the third in summer 2002, and the fourth in summer 2004. The fifth Comprehensive Spending Review was in October 2007.

**Sure Start** – A government programme launched in the late 1990s as part of its drive to eradicate child poverty.



**Sure Start Children's Centre (SSCC)** – A multi-agency Sure Start centre offering integrated early education, childcare and health and parental support to children under five and their families.

**Trust schools** – State-maintained schools supported by either a charitable foundation or trust.

**Value for Money** – Value for money means making sure that the Department is making the best use of its resources and getting the best outcome for its customers, whilst saving taxpayers' money.



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