



Departmental Report 2009





Conventions

The report relates to England, unless otherwise stated.

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

Dates refer to financial years 2009–10 unless otherwise stated.

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

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Department for Children, Schools and Families

Departmental Report 2009

Presented to Parliament
by the Secretary of State for Children, Schools and Families
by Command of Her Majesty
June 2009

This is part of a series of departmental reports which, along with the Main Estimates 2009-10, the document Public Expenditure: Statistical Analyses 2009, and the Supply Estimates 2009-10: Supplementary Budgetary Information, present the Government's outturn and planned expenditure for 2009-10 and 2010-11

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Foreword by the Secretary of State



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

We have set ourselves the ambitious goal of making our country the best place in the world for children and young people to grow up. That is why we published the *Children's Plan* with the aim of putting children and young people at the heart of everything we do.

This report sets out how we have performed against our objectives. The report includes final assessments against my Department's 2004 Spending Review Public Service Agreement targets and early assessments towards the achievement of our 2007 Comprehensive Spending Review Public Service Agreements. These were first reported in the Department's *2008 Autumn Performance Report* published in December 2008.

This Government has made significant investment to deliver better outcomes for children and families and the Department's 2007 Comprehensive Spending Review settlement continued the record levels of investment of the last decade. Between 1997–98 and 2007–08, total spend on education rose from £30 billion to £63 billion, an increase of £33 billion, or 65 per cent in real terms. This is set to rise to £74.2 billion in 2010–11, helping to ensure that we can continue to give every child the best start in life.

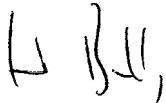
Thanks to the hard work of the thousands of people across the country who help and support children and families every day, we are making the vision we set out in our *Children's Plan* a reality. The *Children's Plan One Year On* marked the progress we made to ensure that children are safe, happy, healthy and doing well. We are supporting families up and down the country, with over 3,000 communities benefiting from Sure Start Children's Centres providing help and support on parenting, going back to work and childcare, all under one roof.

We have accepted all of the recommendations of Lord Laming's review to strengthen the arrangements for safeguarding children and have established a new taskforce to strengthen and reform the social work profession. We are continuing to ensure that every child, whatever their background can achieve their best with the launch of the National Challenge committed to ensuring that no secondary school has fewer than 30 per cent of its pupils achieving five or more good GCSEs, including English and mathematics by 2011. And we are

working to help more children and young people before problems develop through the Family Intervention Projects which are helping families facing some of the greatest challenges to cope.

But we know that there is still much more to do. Families need help and support to get through these difficult economic times, children and young people need quality services that work with them to achieve their best and break the link between disadvantage and low attainment and we can never be satisfied until we have done all we can to keep every child safe from harm.

We have made much progress towards this goal, as set out in this Departmental Report and with everyone playing their part; we can make this country the best place in the world for children and young people to grow up.



Ed Balls

Secretary of State for Children, Schools and Families

Ministerial Responsibilities

Ministerial responsibilities within the Department are:



The Rt Hon Ed Balls MP

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



Vernon Coaker MP

Minister of State for Schools
and Learners



Kevin Brennan MP

Minister of State
(Jointly with BIS on
Apprenticeships)



The Rt Hon Dawn Primarolo MP

Minister of State for Children,
Young People and Families



Diana Johnson MP

Parliamentary Under-Secretary
of State for Schools



Baroness Delyth Morgan

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



Iain Wright MP

Parliamentary Under-Secretary
of State for 14-19 Reform and
Apprenticeships

More details of ministerial responsibilities can be found at
<http://www.dcsf.gov.uk/aboutus/whoswho/ministers.shtml>

Foreword by the Permanent Secretary



I am delighted to contribute this foreword to the Departmental Report.

Across the country, parents are doing all that they can to provide the best care and education for their children. Our job in the Department for Children, Schools and Families (DCSF) is to help them by ensuring that services for children and young people are of the highest possible quality. We have made much progress towards this goal, as set out in this Departmental Report and with everyone playing their part; we can make this country the best place in the world for children and young people to grow up.

I am proud of the contribution DCSF staff have made to delivering our work, in particular the progress we have made towards our *Children's Plan* commitments. We published the *Children's Plan One Year On* in December 2008 outlining the progress that we had made across many service areas. The commitment and dedication of our staff, and that of thousands of people across the children's services system, is already making a huge difference to people's lives up and down the country.

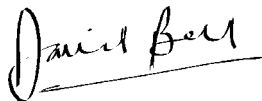
As a Department, we have focused on delivering better services to the public. We have sought to listen and respond better to the needs of our fellow citizens; children, young people and families. At the same, we have worked closely with our workforce of teachers, childcare specialists, social workers and many others. Over the past year, we have ensured that our customers have a voice in the work of the Department through a variety of channels including a new parents' panel and youth board, and a host of other feedback services including social networking sites, enabling citizens to provide direct feedback to the Department. We have worked hard to make our information available in the ways that those who use our services want to access it, and when they need it.

We have worked with our partner bodies and agencies to streamline, simplify and improve our focus on improving delivery and performance in the children's services sector. For example, the proposed establishment of the new qualifications regulator, Ofqual and the refocusing of QCA's functions into QCDA will bring greater transparency to regulation and standards. The changes will help improve public confidence as well as support our ambitious programme for reforming qualifications and tests to help us meet the economic and social challenges of the years ahead.

Equally, we have had some difficult moments in the past year on issues such as National Curriculum Tests and Education Maintenance Allowances as well as dealing with the 'Baby P' case and its aftermath. In all of these cases though, the Department's staff have responded with immense professionalism, dedication and commitment to deal with problems and bring about improvements.

Last year's Cabinet Office Capability Review, a robust and independent assessment of the Department's capability, noted that we had made very good progress in improving our performance management and support to frontline delivery. The report noted 'strong' or 'well placed' progress in seven out of ten performance areas. But we are not complacent. We have continued to look internally at our own structures to deliver savings and efficiencies in departmental spending and to tackle bureaucracy in public administration and cut red tape within our organisation. We will continue to work to achieve further efficiencies and savings over the coming year through a major change programme for our corporate services including finance and human resources. We have also successfully introduced new ways of working in the Department – modern flexible working arrangements and hot-desking – to make us a department equipped to deliver the Government's vision for 21st century public services.

I am very proud of what we have accomplished so far. I look forward to us achieving even greater success over the coming year.

A handwritten signature in black ink that reads "David Bell". The signature is written in a cursive style with a horizontal line underneath the name.

David Bell

Permanent Secretary for Children, Schools and Families

Board responsibilities

Board responsibilities within the Department are:



David Bell
Permanent Secretary



Tom Jeffery
Director General, Children and Families



Jon Coles
Director General for Schools



Lesley Longstone
Director General for Young People



Caroline Wright
Director of Communications



Michael Hearty
Acting Director General of
Corporate Services

Non-Executive Board Members



Katherine Kerswell



Philip Augar

More details of board responsibilities can be found in Chapter 7 and at <http://www.dcsf.gov.uk/aboutus/whoswho/>

Introduction

The *Children's Plan* published in December 2007, set out the Department's aim to make this country the best place in the world for children and young people to grow up. The Government's Public Service Agreements (PSAs) for children and young people announced in the 2007 Comprehensive Spending Review put the Department on the path to achieving the *Children's Plan* commitments and the five Every Child Matters (ECM) outcomes.

The 2007 Comprehensive Spending Review (CSR07) announced a radical reform of the performance management framework across government, consisting of the following elements:

- a streamlined set of 30 new Public Service Agreements (PSAs), which articulate the Government's highest priority outcomes for the CSR07 period and span departmental boundaries;
- a single Delivery Agreement for each PSA, developed in consultation with frontline workers and the public;
- new Cabinet Committees announced in July 2008 which play a key role in driving performance on cross-government PSAs by regularly monitoring progress;
- a small basket of national, outcome-focused indicators to support each PSA, ensuring robust and transparent performance measurement alongside genuine rationalisation, with a significant reduction in the overall number of priority indicators attached to PSAs. These indicators are included in the National Indicator Set (NIS) for local authorities and their partners;
- targets used where appropriate to deliver improved performance and accountability; with nationally set targets reserved for a small subset of PSA indicators that require firm central direction, and far greater space for increased local target setting;
- a more comprehensive approach to performance monitoring, with each department publishing a set of Departmental Strategic Objectives (DSOs) for the CSR07 period, alongside the smaller, prioritised set of PSAs, bringing all performance monitoring into a single framework, covering both the Government's highest priorities (PSAs) and the wider span of departmental business; and
- across the whole framework, a premium on the use of high quality, timely data while freeing up the frontline by reducing low value data burdens.

The Department for Children, Schools and Families leads delivery on five of the Government's 30 Public Service Agreements (PSAs) and six new Departmental Strategic Objectives (DSOs) which cover the totality of the Department's business, set strategic direction and inform resourcing decisions. The Department also contributes to another twelve PSAs which are led by other government departments.

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*). See Chapters 3 and 5.

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*). See Chapter 4.

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*). See Chapter 1.

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

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*). See Chapter 6.

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. Chapters 1 to 6 include a shortened version.

Table 1.1: Every Child Matters: Outcomes Framework (shortened version)

Children's Plan 2020 Goals	Every Child Matters	Public Service Agreements (PSAs) and DCSF Departmental Strategic Objectives (DSOs)	National Indicators
Wellbeing	Be Healthy	PSA 12 <i>Supported by DSO 1: Secure the wellbeing and health of children and young people</i>	↓
Health			↓
Information and support for parents	Stay Safe	PSA 13 <i>Supported by DSO 2: Safeguard the young and vulnerable</i>	↓
Early years			↓
Ready for secondary school	Enjoy and Achieve	PSAs 10 & 11 <i>Supported by DSOs 3, 4 & 5: Achieve world class standards; close the gap; ensure young people are participating</i>	Quality of life Quality of service
Skills for adult life			
Positive contribution	Make a Positive Contribution	PSA 14 & (HMT led) PSA 9 <i>Supported by DSOs 5 & 6: Ensure young people are participating and achieving their potential to 18 and beyond; Keep children and young people on the path to success</i>	↑
Reduce the number of young offenders			↑
Eradicate child poverty	Achieve Economic Wellbeing		↑
Satisfied employers			↑

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

Progress was reported in the *Transformational Government Annual Report* in July 2008. http://www.cio.gov.uk/transformational_government/index.asp

In addition to reporting progress towards each DSO in Chapters 1 to 6, Chapter 7 reports information about the Department itself and the children and young people's workforce.

Chapters 8 and 9 provide an analysis of departmental expenditure in resource terms and capital investment.

Chapter 10 reports final assessments towards the achievement of the 2004 Spending Review Efficiency target and an early assessment of progress towards the 2007 Comprehensive Spending Review Value for Money programme.

Annex O reports final assessments towards the achievement of the 2004 Spending Review PSA targets, including joint targets with the Department for Work and Pensions, the Department for Culture, Media and Sport; the Department of Health; and the Home Office.

Improving outcomes for children and young people means working across government, and readers may also be interested in the Departmental Reports of other government departments, for example, the Department for Innovation, Universities and Skills (DIUS), Department for Work and Pensions (DWP), Department of Health (DH), Home Office (HO) and HM Treasury (HMT).

Chapter 1

Departmental Strategic

Objective (DSO) 1:

Secure the wellbeing and health of children and young people

DSO 1: Secure the wellbeing and health of children and young people drives forward cross-government Public Service Agreement (PSA) 12: Improve the health and wellbeing of children and young people.

It also represents the Department’s contribution to the Every Child Matters outcome: ‘Be Healthy’ and aspects of the ‘Achieve Economic Wellbeing’ outcome.

Table 1.1 shows the relationship and links between the Children’s Plan 2020 Goals, Every Child Matters outcomes, PSAs, supporting DSOs and National Indicators. At the end of this Chapter, Table 1.2 shows: the indicators underpinning DSO 1; lead and contributing departments; and details of the corresponding Local Government National Indicator Set and National Health Service Vital Signs Indicator Set.

Table 1.1: Every Child Matters: Outcomes Framework (shortened version)

Children’s Plan 2020 Goals	Wellbeing	Health	Eradicate child poverty Satisfied employers
Every Child Matters outcomes	‘Be Healthy’ and ‘Achieve Economic Wellbeing’		
Public Service Agreements (PSAs) and DCSF Departmental Strategic Objectives (DSOs)	PSA 12: Improve the wellbeing and health of children and young people supported by DSO 1: Secure the wellbeing and health of children and young people		
National Indicators	Quality of life Quality of service		

Parents want their children to enjoy happy and healthy childhoods and through the Every Child Matters framework, progress is being made to put health and wellbeing at the heart of services for children and young people.

Progress is also being made on the commitment to eradicate child poverty by 2020, to ensure that no child's life is scarred by poverty and every child has the chance to realise their potential to achieve extraordinary things.

Since the launch of the *Children's Plan* and as reported in the *Children's Plan One Year On: a progress report* published in December 2008:

- The Government published *Healthy Weight, Healthy Lives; a cross-government strategy for England* in January 2008, setting out the ambition to reverse the trend in obesity.
- The first national *Play Strategy* was published in April 2008 setting out how the Department will work with local partners to create safe and exciting places for all children to play.
- The Department launched the Parent Know How programme in April 2008, giving everyone in a parenting role access to expert advice through a variety of channels.
- The final report of the independent Child and Adolescent Mental Health Services (CAMHS) Review – *Children and Young People in Mind* was published in November 2008.

The *Children's Plan One Year On: a progress report* also published the Department's DSO 1 priorities for 2009 which included:

- Publishing a new health strategy for children and young people *Healthy Lives, Brighter Futures*, with the Department of Health.
- Taking forward the recommendations of the CAMHS review.
- Enshrining in law the commitment to eradicate child poverty by 2020, and publish a route map for achieving this.

Progress has already been made in these and related areas with:

- *Healthy Lives, Brighter Futures the strategy for children and young people's health* published in February 2009.
- The National Advisory Council established in February 2009 to advise and hold to account on the implementation of the CAMHS review recommendations.
- *Healthy Weight, Healthy Lives: One Year On* published in April 2009, providing an update on the cross-government obesity strategy.
- The end of the Child Poverty consultation in March 2009 and the Bill on course to be introduced into the House of Commons in June 2009.

Healthy Lives, Brighter Futures

Healthy Lives, Brighter Futures sets out the long-term strategy to support children and families' health. The Government's aim is to achieve world class health

outcomes and minimise health inequalities. This will be supported by services of the highest quality, providing an excellent experience for the young people and their families who use them. Improving child health cannot be the responsibility of health services alone: parents, families and children's services also have a critical role to play. This is why *Healthy Lives, Brighter Futures* is a joint strategy between the Department of Health and the Department for Children, Schools and Families. It is the first comprehensive joint strategy to improve health outcomes for children and young people from pre-birth to 19.

The Strategy is based on the following principles of the relationship between parents and services and will establish what parents and children can expect from their service:

- Mothers and fathers are provided with the information they need to help their children live healthy lives, with local areas setting out what parents will be able to receive.
- Public sector settings, including schools, provide healthy environments and encourage children and young people to make healthy choices.
- The right services are in place to meet the specific health needs and expectations of children and their families.
- Extra support is provided for those from the most disadvantaged backgrounds.

The National Healthy Schools Programme

Central to delivering better health outcomes is ensuring schools play their part. More than 97 per cent of schools nationally are now included in the National Healthy Schools Programme (NHSP), and over 70 per cent of schools have achieved National Healthy Schools Status. This translates to around four million children and young people currently enjoying the benefits of attending a Healthy School. *Healthy Lives, Brighter Futures* also gives a commitment to the development of an enhanced Healthy Schools Programme to help schools to be even better able to promote both universal health improvement for all pupils and provide additional support targeted at those identified most at risk.

More widely, the Department aims to help parents and families to be more resilient by reducing the stresses on them and by improving their capabilities and, where necessary, working to minimise the impact on children of complex family problems or breakdown.

The Department develops and delivers policies and services to:

- Support all families and parents to do the best for their children.
- Identify, assess and provide appropriate targeted support for families at risk.

- Intervene to protect those children whose safety and development are at risk, and continue to support looked after children.
- Mitigate the impact on children of family breakdown.

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

PSA 12 sets out the joint responsibility of the Department for Children, Schools and Families and the Department of Health to improve child health and wellbeing in five priority areas to 2010-11. The priority areas are underpinned by five mutually reinforcing indicators to improve the health and wellbeing of all children and improve the quality of support for children with mental health needs and disabled children.

These indicators are:

- Prevalence of breastfeeding at 6-8 weeks.
- Percentage of pupils who have school lunches.
- Levels of childhood obesity.
- Emotional health and wellbeing and child and adolescent mental health services (CAMHS).
- Parents' experience of services for disabled children and the 'core offer'.

The majority of these indicators are newly developed and both PSA 12 and DSO 1 are currently rated as not yet assessed.

Breastfeeding

The Government is fully committed to the promotion of breastfeeding, which is accepted as the best form of nutrition for infants to ensure a good start in life. Breastfeeding not only protects children against infectious diseases, it also reduces the risk of excess weight later in life. In February 2008, the Department of Health launched the National Breastfeeding Helpline for breastfeeding mothers with national coverage and in 2008/09 invested £4 million to promote the United Nations International Children's Emergency Fund (UNICEF) Baby Friendly Initiative in areas with the lowest rates of breastfeeding.

Sure Start Children's Centre are continuing to promote and support mothers to breastfeed, with emerging case study evidence showing increased breastfeeding take-up in communities with a Sure Start Children's Centre.

In 2009-10, further support for breastfeeding through both Sure Start Children's Centres and primary care will include:

- Investing a further £2 million to extend the Baby Friendly Initiative to local areas with substantial numbers of non-breastfeeding mothers.

- Training frontline staff to promote and support breastfeeding.
- Establishing peer support groups for breastfeeding mothers.
- Giving all new mothers a breastfeeding DVD via their midwives and health visitors.

Prevalence of breastfeeding at 6-8 weeks

Baseline: The national baseline is not available until July 2009. A provisional baseline of 47.5% has been estimated using the best available quarterly data during 2008/09 and breastfeeding initiation data.

Latest outturn against trend: Estimated 47.5% in 2008-09 using the latest available quarterly data.

Performance: Not yet assessed.

Data provider: Department of Health.

Data set used: Primary Care Trust (PCT) 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 assessment.

Frequency of reporting: Quarterly. End June, September, December and March.

95% confidence interval at last outturn: Not applicable. Data will cover at least 95% of children who are assessed from the end of 2008-09.

School Lunches

The School Food Trust was established by the former Department for Education and Skills in September 2005 (see Annex L) with the remit to transform school food and food skills; promote the education and health of children and young people; and improve the quality of food in schools. The Trust is independent of government but works closely with the Department for Children, Schools and Families, as well as with the Department of Health, the National Healthy Schools Programme and the Food Standards Agency.

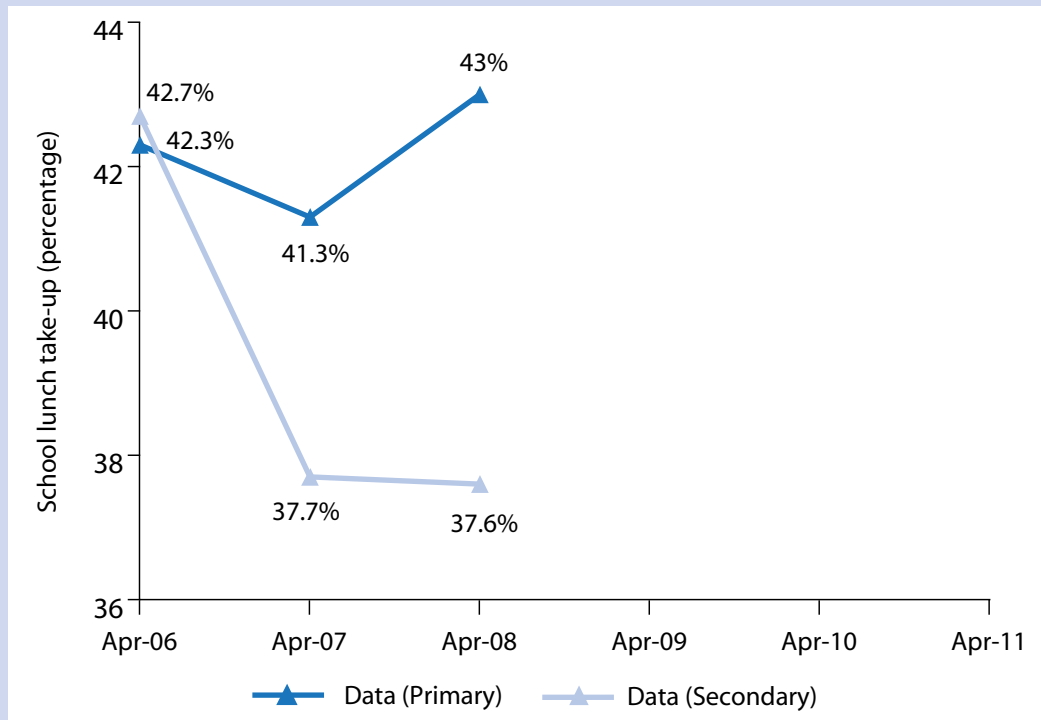
The introduction of new nutritional standards for school food is a major step in this programme with more stringent nutrient-based standards, stipulating the nutrients required for school lunches, having been in place in primary schools since September 2008 and coming into effect in secondary and special schools by September 2009. New qualifications and training have been developed for school caterers. All secondary pupils have the opportunity of learning to cook through a 'Licence to Cook' from September 2008 and cooking will be a compulsory element of the Key Stage 3 Design and Technology curriculum from September 2011.

Percentage of pupils who have school lunches

Baseline: 43% of primary school pupils had a school lunch at April 2008, and 37.6% of secondary school pupils had a school lunch at April 2008.

Latest outturn against trend: Data is collected annually in April to ensure consistency across years and to access end year financial information. 2009 data will be available from July 2009.

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



The School Food Trust has been collecting data on school lunch take-up since 2005-06, before school lunch became a PSA Indicator and part of the National Indicator Set.

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% confidence interval at last outturn: A 0.1 percentage point movement is sufficient to make a performance assessment.

Tackling Childhood Obesity

The Government set itself a new ambition to be the first major nation to reverse the rising tide of obesity and overweight in the population by enabling everyone to achieve and maintain a healthy weight. Specifically, the national target (and one of the Children's Plan 2020 goals) is to reduce the proportion of overweight and obese children to 2000 levels by 2020 in the context of tackling obesity across the population.

The Government mapped out its intentions to deliver this ambition in *Healthy Weight, Healthy Lives: a cross-government strategy for England*, which was published in January 2008. It comprised five policy areas for action and provided everyone with the information and opportunities to achieve, and maintain a healthy weight. *Healthy Weight, Healthy Lives: One Year On* published in April 2009 reviews progress on delivery and sets out priorities for the future.

The Government is inviting everyone in society to join a national movement called Change4Life <http://www.nhs.uk/change4life/Pages/Default.aspx> to help people maintain a healthy weight, by making it easier for parents to make healthier food choices and encourage more activity. Work is already well underway to collaborate with other government departments, the National Health Service, schools, voluntary groups, and commercial and media partners.

Levels of childhood obesity

This PSA indicator is supported by two further DSO 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.

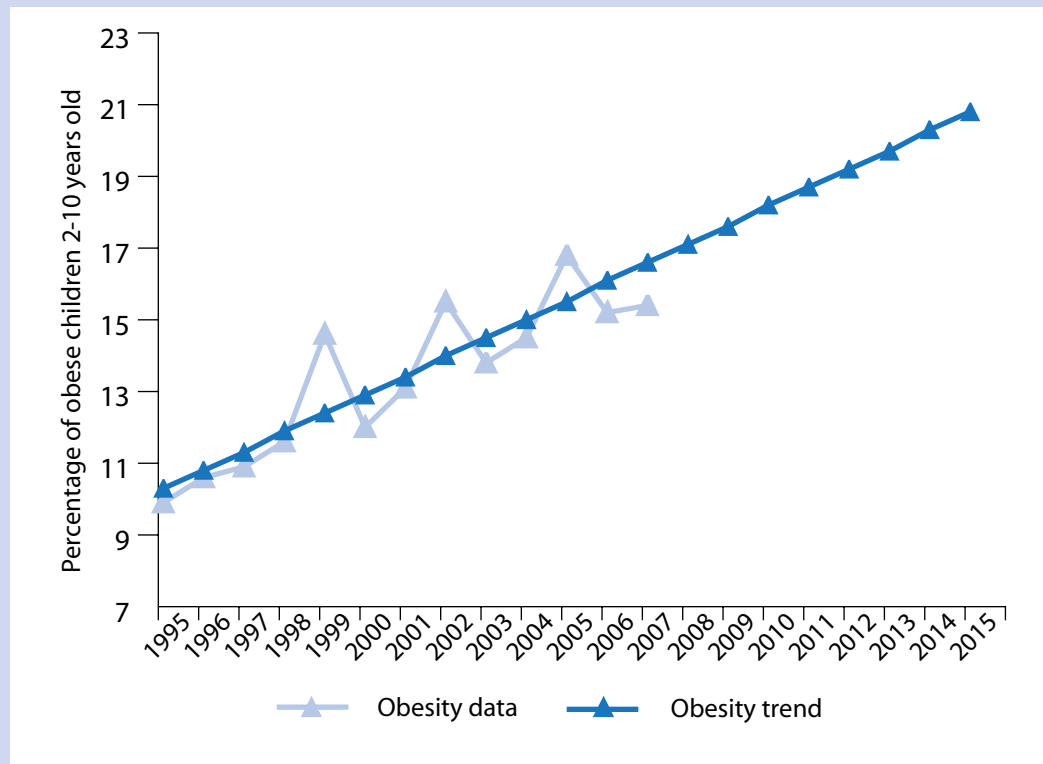
National target: Reduce the proportion of overweight and obese children to 2000 levels by 2020 in the context of tackling obesity across the population.

Baseline: From 1995 to 2006, the obesity prevalence for 2-10 year olds reported in the Health Survey for England (HSE) has shown a linear increase of 0.5 percentage points a year, giving an estimated baseline of 16.1% in 2006.

Latest outturn against trend: 15.4% (2007 HSE data).

Performance: According to the 2007 HSE report, there are indications that the trend in obesity prevalence may have begun to flatten out over the last two to three years. However, confirmation of this change will require at least one more year's data.

To meet the PSA, the prevalence of obesity in 2-10 year olds needs to be a maximum of 18.1% by 2011, which means preventing at least 34,000 children from becoming obese or move them out of the category.



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

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

Data set used: Health Survey for England (HSE). The HSE data cannot be broken down into data for local areas. Progress at a local authority and PCT level is therefore measured through the National Child Measurement Programme, where PCTs are expected to weigh and measure all children in Reception Year and Year 6 and report this to the NHS Information Centre.

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

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

Mental Health and Emotional Wellbeing

Good mental health is crucial for every aspect of a child's life. To support this, there has been considerable progress in the development of children's services that have an impact on mental health, including the significant expansion of Sure Start Children's Centres and a new universal entitlement to high quality early years provision. There has been a strong focus on helping parents develop their skills. Programmes designed to improve parenting are now a feature of children's services, often commissioned through the voluntary sector. The role of the recently established National Academy for Parenting Practitioners is to enhance the level of training available and support the wider introduction of well evidenced interventions.

For children of school age, the Department has been taking forward extended schools, the Behaviour and Attendance Programme (including Behaviour and Education Support Teams) and the Social and Emotional Aspects of Learning (SEAL) Programme, which are becoming well established. More than 95 per cent of schools nationally are now involved in the National Healthy Schools Programme and over 60 per cent of schools (covering around 3.7 million children and young people) have achieved National Healthy Schools Status.

The Targeted Mental Health in Schools pathfinders have also been established and the programme will be expanded over the coming years to provide the bridge between universal support through the SEAL programme and more specialist Child and Adolescent Mental Health Services (CAMHS) provided in the main by the National Health Service (NHS). However, the Government accepted that more needs to be done in this area, which is why the Department for Children, Schools and Families and the Department of Health announced an independent external review of CAMHS in December 2007.

In November 2008, the final CAMHS review report, *Children and Young People in Mind*, was published containing the findings of the review, its conclusions and recommendations. The Department welcomed the report and has already committed to implement two of the key recommendations. These were: to set up a National Advisory Council to act as a champion for children's mental health and psychological wellbeing issues; and to build on the work of the national CAMHS support service and other field forces to put in place a National Support Programme to drive improvements at all levels. Most of the other recommendations have been agreed in principle and the Department is currently giving further consideration to the remainder.

Emotional health and wellbeing and Child and Adolescent Mental Health Services (CAMHS)

This PSA indicator is supported by one further DSO indicator

Emotional health and wellbeing of Looked after Children

Emotional Health and wellbeing

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

Latest outturn against trend: Not yet available. The next survey results will be available at the end of 2009.

Performance: Not yet assessed.

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% confidence interval at last outturn: +/- 1.2%.

Child and Adolescent Mental Health Services (CAMHS)

Baseline: 14.5% for primary care trusts reporting maximum score on CAMHS self-assessments at end March 2008.

Latest outturn against trend: 21.7% of primary care trusts and 19.3% of local authorities reporting maximum score on CAMHS self-assessments at end December 2008.

Performance: Over 2008, there has been a steady increase in the proportion of primary care trusts (PCT) achieving the maximum self-assessment score, in line with PCT plans. Local authority performance at end December 2008 is in line with PCT performance. An assessment of local authority progress will be undertaken in early 2010.

Data provider: University of Durham (local authority CAMHS self-assessment) and Department of Health (PCT CAMHS self-assessment).

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

Frequency of reporting: Reporting will be quarterly for PCTs, for services at the end of June, September, December and March for each CSR07 year. Reporting will be annual for local authorities, coinciding with the end December return for PCTs.

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

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 health and children's services for disabled children and their families. The report built on the Every Child Matters programme and the Children's National Service Framework.

The report set out specific actions, supported by funding of £340 million revenue funding between 2008-09 and 2010-11 from the Department for Children, Schools and Families, with a further £90 million of new capital announced in the *Children's Plan*. This was complemented by £340 million revenue funding in National Health Service (NHS) allocations over the same period, set out in *Healthy Lives, Brighter Futures* in February 2009.

The Aiming High for Disabled Children programme is being taken forward jointly by the Department for Children, Schools and Families and the Department of Health, with three priority areas to improve outcomes for disabled children:

- *Access and empowerment*: By setting national expectations through five 'core offer' principles, the aim is to make services more accessible and improve the experience of users. Parents, children and young people will be actively involved in the planning and delivery of services in their local area.
- *Responsive services and timely support*: All professionals responsible for planning services for children, both locally and nationally, are to focus on the services disabled children and young people need, particularly at key life stages such as the early years and in transition to adulthood.
- *Improving quality and capacity*: With the £770 million additional funding set out above, the services that families really want (such as short breaks) can be transformed to meet their needs more effectively.

Over the past year, the programme has started to make a real difference to families' lives. Transforming short breaks provision has been the initial focus for improving quality and capacity, with 21 local area pathfinders developing local provision in 2008-09, with significant expansion in these local areas in 2009-10 to be rolled out in all areas in England in 2010-11. Pilot work has also commenced over the past year in improving childcare for families with disabled children, with best practice to be shared in all areas over the coming two years.

The next phase of transformation will focus on improving transition support for disabled young people moving into adulthood, community equipment and wheelchair services, and palliative care.

Assessing outcomes has always been challenging given the diverse needs and circumstances of disabled children and their families, but the lack of a robust

indicator has meant that there has not been sufficient incentive to improve quality. The Department for Children, Schools and Families and the Department of Health have now introduced, for the first time, a new indicator which will measure parents experiences of disabled children's services, with a national baseline for 2008-09 and local area baselines in a first tranche of areas. Local area baselines will be available in all areas by the end of 2009. Local areas will then be able to benchmark themselves against others, and will be better placed to assess how to improve services.

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

Parents' overall experience of disabled children's services in England is rated 59 out of 100.

Latest outturn against trend: Not yet available. 2009-10 data will be available before the end of 2010.

Performance: Not yet assessed.

Data provider: British Market Research Bureau.

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

Frequency of reporting: Annual.

95% confidence interval at last outturn: More detailed analysis to calculate confidence interval will be completed by autumn 2009.

In addition to the five DSO 1 indicators underpinning PSA 12, there are a further nine indicators that contribute to DSO 1 (see Table 1.2). Five of these contribute to PSAs led by other government departments and will be reported on fully in their Departmental Reports.

PSA priorities led by other government departments

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

This PSA indicator is supported by three DSO 1 indicators:

- 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

Child Poverty

The Government remains committed to eradicating child poverty by 2020. In January 2009, a public consultation was held on how legislation can best reflect this long-term ambition. The consultation document, *Ending Child Poverty; Making it Happen*, set out the building blocks to achieve this ambition. Legislation will be introduced in 2009 which will enshrine in law the Government's commitment to eradicate child poverty by 2020, and ensure that child poverty remains a priority for every future government and a shared mission of society.

In these difficult times, the Government's focus has been to protect jobs and put the economy on a sound footing for the future. Children growing up in working households are far less likely to grow up in poverty. Through supporting employment, the Government has taken action to stem damaging intergenerational cycles of worklessness, and helping to prevent the young people of today bringing up their children in poverty in 2020.

Policies announced over the past year will help people who are struggling as a result of the global economic downturn. The flexibility of tax credits has allowed them to target support to those living on a reduced income. The *2008 Pre-Budget Report* brought forward the increasing of the child element of the Child Tax Credit and Child Benefit to help families more quickly. It also set out that in April 2009, the Health in Pregnancy Grant would be introduced at a value of £190 for all women after the 25th week of pregnancy. Low income families will also benefit from the wider measures on personal taxation and value added tax (VAT) as well as the uprating of benefits and tax credits above earnings this year and the real terms gains from projected inflation next year. Budget 2009 built on this and announced the child element of the Child Tax Credit will increase by an additional £20 a year above indexation from April 2010. The Budget also invested an additional £270 million for Social Fund loans and announced an additional £100 a year to the Child Trust Fund accounts of disabled children and £200 for severely disabled children from 2010, backdated to April 2009.

In 2009-10, a number of pilot schemes will be implemented throughout the country to develop innovative strategies to tackle child poverty. A suite of pilots are in various stages of set up or early delivery, all aimed at providing evidence on effective approaches to tackling child poverty. Pilots placing tax credit or JobcentrePlus advisers in Sure Start Children's Centres are already running, with further pilots due to start in 2009. Interim evidence is expected in 2010, with final evidence in 2011.

DH led PSA target in reducing the gap in infant mortality (2004 Spending Review)

The indicator underpinning this PSA target is a DSO indicator

The 2004 Spending Review target is to reduce by at least 10% the gap in mortality between the 'routine and manual' socioeconomic group and the population as a whole by 2010.

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

This PSA indicator is supported by one DSO indicator

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

The remaining three DSO indicators which are not part of a PSA led by other government departments are reported below.

Looked after Children

Looked after children are amongst the most vulnerable children and are particularly likely to experience mental health difficulties. They are mostly in care as a result of neglect or abuse and it is essential that all children's services partners support local authorities in their role as corporate parents. Looked after children should receive the same level of care and support that any child should expect to receive from a good parent. They should be protected from harm and supported to achieve their aspirations for adult life.

Emotional health and wellbeing of children in care

Baseline: The national baseline for 2008-09 will not be available until September 2009.

Performance: The 2003 ONS study, which used a wide range of measures (of which the Strengths and Difficulties Questionnaire was a part), estimated 45% of looked after children aged 5-17 have a diagnosable mental health problem compared to 10% of all children. For children in residential care the figure is higher at 75%.

Data provider: DCSF.

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

Frequency of reporting: Annual.

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

Families

The 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. The first two meetings took place in January 2009 and March 2009 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 available to them.

Children benefit when they have good relationships with both their mothers and fathers, whether their parents live together or are separated. Evidence shows that actively involved fathers can have a significant, positive impact on their child's wellbeing. However, while more and more fathers want to play a greater role in their children's lives, many feel that public services are often too mother-focused and do not cater for their needs. Similarly, in the workplace fewer fathers than mothers are likely to ask for, and be granted, flexible working arrangements.

The Government is committed to addressing this and launched the 'Think Fathers' campaign in November 2008 to encourage services, employers and the public to recognise and support the important role of fathers. The campaign involves a range of activity to generate debate and support more father-friendly practice – for example, the development of a simple 'dad test' to help service providers assess their provision and give them easy ideas for changes they can make to meet the needs of both parents more effectively. Further information can be found at <http://www.think-fathers.org>

Parental Confidence, empowerment and positive roles

Children's Plan 2020 Goal: Families able to achieve all their ambitions for their children, knowing where to find the support and information they need and treated as partners whenever they engage with professionals

Baseline: The parental confidence survey underway from February 2009 will provide a baseline for this measure.

Performance: Not yet assessed.

Data provider: BMRB in research commissioned by DCSF.

Data set used: Parental Confidence Survey.

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

95% confidence interval at last outturn: Outturn not yet available, but 95% confidence interval expected to be +/- 2%.

Play

The first national *Play Strategy* was published in April 2008, setting out how the Department will work with local partners to create safe and exciting places for all children to play. The strategy sets out a long-term cross-government vision for how local partners will be supported to improve local play opportunities, in direct response to consultation. It launched the final ten large scale Play Pathfinders and described how the full participation of children, parents and communities is central to how investment will be used locally.

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.

Performance: Not yet assessed.

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 area"?

Frequency of reporting: Annual.

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

Number of new and renewed public play areas

Latest outturn against trend: 538 completed play areas by April 2009.

Performance: On track to deliver 3,500 new/renewed play areas by 2011.

Data provider: Play England.

Data set used: Play England management information reports.

Frequency of reporting: Annual.

95% confidence interval at last outturn: Not applicable.

Table 1.2: DSO 1 indicators: lead and contributing departments and details of the corresponding Local Government National Indicator Set and NHS Vital Sign Indicator Set.

DSO 1 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements including improvement target in 2008-09	NHS Vital Signs Indicator Set
Prevalence of breastfeeding at 6-8 weeks (PSA 12)	Department for Children, Schools and Families (DCSF)	Department of Health (DH)	53	32	VS B11
Percentage of pupils who have school lunches (PSA 12)	DCSF		52	1	
Levels of childhood obesity (PSA 12)	DCSF	DH (dual key)	None (see NIS 55 and 56)	Not applicable	
Obesity among primary school age children in Reception Year (PSA 12)	DCSF	DH (dual key)	55	26	VS B9a
Obesity among primary school age children in Year 6 (PSA 12)	DCSF	DH (dual key)	56	99	VS B9b

DSO 1 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements including improvement target in 2008-09	NHS Vital Signs Indicator Set
Emotional health and wellbeing	DCSF	DH	50	21	
Child and adolescent mental health services (CAMHS) (PSA 12)	DCSF	DH	51	43	VSBI2
Parent's experience of services for disabled children and the core offer (PSA 12)	DCSF	DH	54	23	VSC33
Emotional health and wellbeing of children in care	DCSF	DH	58	5	

DSO 1 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements including improvement target in 2008-09	NHS Vital Signs Indicator Set
<p>Infant mortality rate (PSA 18)</p> <p>Infant mortality is a 2004 Spending Review legacy PSA target to reduce the percentage gap in infant mortality for children under one year, between the 'routine and manual' socioeconomic group and the overall population, by at least 10% by 2010. The indicator is part of the Department's wider performance framework and naturally falls under DSO 1.</p>	DH	DCSF	120	86	VSB01

DSO 1 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements including improvement target in 2008-09	NHS Vital Signs Indicator Set
Percentage of 5-16s participating in at least 2 hours per week of PE and sport at school, percentage of 5-19s participating in at least a further 3 hours per week of sport (PSA 22)	Department for Culture, Media and Sport (DCMS)	DCSF Department of Communities and Local Government (DCLG) Department for Transport (DfT) Department for Business, Enterprise and Regulatory Reform (BERR)	57	25	
Number of children in relative low income households (PSA 9)	HMT	DCSF	116	45	
Number of children in relative low income households and in material deprivation (PSA 9)	HMT	DCSF	116	45	

DSO 1 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements including improvement target in 2008-09	NHS Vital Signs Indicator Set
Number of children in absolute low income households (PSA 9)	HMT	DCSF	116	45	
Children and young people's satisfaction with parks and play areas	DCSF	DCSF	199	0	
Number of new and renewed public play areas	DCSF	DCSF	No	Not applicable	
Parental Confidence, empowerment and positive roles	DCSF	DCSF	No	Not applicable	

Chapter 2

Departmental Strategic Objective (DSO) 2:

Safeguard the young and vulnerable

DSO 2: Safeguard the young and vulnerable drives forward cross-government Public Service Agreement 13: Improve children and young people’s safety.

It also represents the Department’s contribution to the Every Child Matters outcome: ‘Stay Safe’.

Table 2.1 shows the relationship and links between the Children’s Plan 2020 Goals, Every Child Matters outcomes, Public Service Agreements (PSAs) and supporting Departmental Strategic Objectives (DSOs) and National Indicators. At the end of this Chapter, Table 2.2 shows: the indicators underpinning DSO 2; lead and contributing departments; and details of the corresponding Local Government National Indicator Set.

Table 2.1: Every Child Matters: Outcomes Framework (shortened version)

Children’s Plan 2020 Goals	Information and support for parents	Early years
Every Child Matters outcomes	‘Stay Safe’	
Public Service Agreements (PSAs) and DCSF Departmental Strategic Objectives (DSOs)	PSA 13: Improve children and young people’s safety supported by DSO 2: Safeguard the young and vulnerable	
National Indicators	Quality of life Quality of service	

Staying safe is vital for children and young people’s happiness, health, 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 commitments made in the *Children's Plan*, published in December 2007, reflected the concerns of parents and recognised the challenges and risks that children face today.

Keeping children and young people safe from harm is everyone's responsibility and a top priority for Government.

Since the launch of the *Children's Plan* and as reported in the *Children's Plan One Year On: a progress report* published in December 2008:

- The *Staying Safe Action Plan* was launched in February 2008 setting out how to help keep children safe from all sorts of risks as well as protecting those who are most vulnerable.
- In response to Dr Tanya Byron's review recommendations, the UK Council for Child Internet Safety was launched in September 2008.

The *Children's Plan One Year On: a progress report* also published the Department's DSO 2 priorities for 2009 which included commitments to:

- Respond to Lord Laming's report to strengthen the arrangements for safeguarding children.
- Establish a new taskforce to strengthen and reform the social work profession.
- Respond to the independent review of the impact of the commercial world on children's wellbeing.
- Require schools to record all incidents of bullying.

Progress has already been made in these areas with:

- Following the tragic events in Haringey, Ministers asked Lord Laming to prepare an independent report of progress across the country. Lord Laming's report, *The Protection of Children in England: A Progress Report*, was published on 12 March 2009. The Government issued an immediate response the same day, accepting all of Lord Laming's 58 recommendations and announcing the appointment of Sir Roger Singleton to the new role of Chief Adviser on the Safety of Children.

- On 6 May 2009, the Government published *The protection of children in England: action plan – The Government’s response to Lord Laming* setting out how each of Lord Laming’s recommendations will be taken forward. The practical implications of these recommendations were discussed at the Local Safeguarding Children Boards conference held on 10 June 2009. The action plan commits to greater openness and public scrutiny of local child protection arrangements and sets out the Government’s plans to strengthen national co-ordination and support and challenge the delivery of safeguarding work locally through the new cross-government National Safeguarding Delivery Unit to be established from July 2009.

It also sets out more investment in training and support for frontline social workers, announcing £58 million in additional funding to support social work recruitment, retention, training and development. This takes the Government’s investment in children and families’ social work to £130 million in the current 2007 Comprehensive Spending Review period (2008-11). The Government has committed to going further to set out a comprehensive programme of reform for the profession, informed by the advice of the Social Work Task Force. The Task Force was established to conduct a ‘nuts and bolts’ review of social work practice and advise the Government on the reforms necessary to support this. It made its first report in May 2009 and will report again in July and October 2009.

- The assessment into the impact of the commercial world on children’s wellbeing is currently concluding. A Government response will be published with the assessment.
- Consultation will take place on whether schools should also be required to report incidents of bullying with their local authority, and whether they should be recorded by type (racist, homophobic, etc). Key stakeholders have been informally consulted and a formal consultation is planned for autumn 2009. In addition, the Department commissioned Sir Roger Singleton to undertake an independent review of safeguarding arrangements in independent schools, non-maintained special schools and boarding schools. His report was published on 24 March 2009. The Government accepted all his recommendations immediately, and published a more detailed response on 6 May 2009.
- The UK Council for Child Internet Safety was launched in September 2008 – six months ahead of Dr Tanya Byron’s suggested time scales. The first meeting of the Executive Board of the Council, which is co-chaired by Department for Children Schools and Families and Home Office Ministers was in December 2008 and four working groups (Industry, Better Education, Public Awareness and Video Games) charged with making Dr Byron’s recommendations a reality, have also been established. The Council currently has over 130 members from across industry, the third sector, law enforcement and the devolved administrations.

- E-safety is now a feature of the recently published primary curriculum while Ofsted has published a series of reports which provide a detailed picture of schools performance on e-safety. MyGuide has developed e-safety training for parents and other internet users, while the assessment in to the impact of the commercial world on children's wellbeing, and the video games classification are currently concluding.
- The Council has also launched the new 'Know IT All' e-safety resource for primary teachers and helped co-ordinate efforts in promoting Safer Internet Day 2009.

PSA 13: Improve children and young people's safety

PSA 13 sets out the joint responsibility to improve children and young people's safety and the Government has committed to four priorities up to 2010-11, using mutually reinforcing indicators to monitor developments that impact on children and young people's safety.

These priority indicators are:

- 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.
- Preventable child deaths as recorded through child death review panel processes.

The majority of these indicators are newly developed and PSA 13 is currently rated as not yet assessed and DSO 2 as some progress – improvement against 6/14 indicators.

Delivery plans have been put in place and good progress has been made in taking these forward. The Department has invested in customer insight work to inform its communications plans, to ensure that this work is appropriately targeted. The Accident Prevention Priority Review, which concluded in February 2009, has focused work on injury prevention and assembling and disseminating practical advice on child safety. The anti-bullying and hospital admissions indicators have been finalised and good progress has been made on implementing child death review processes. The rate of all causes of emergency hospital admissions for under 18-year-olds decreased from 2006-07 to 2007-08. The Tellus survey shows a decline in the number of children feeling unsafe in and out of school. Over the next six months, measures to strengthen the children's social work workforce will

be a key priority as will the wider implementation of the Government's response to Lord Laming.

The Government has made clear its determination to do everything possible to make sure that all child protection services meet the needs of the vulnerable children they serve.

That is why Ministers asked Lord Laming to prepare a report of progress nationally to implement effective arrangements for safeguarding children. His report published on 12 March 2009 sets out a comprehensive set of recommendations to help ensure child protection arrangements are effective in every area by applying good practice universally. There now needs to be a renewed commitment to child protection at every level of government and across all local services. Keeping children and young people safe is the Department's top priority and must be the responsibility of us all. The Government's action plan published on 6 May 2009 sets out how the Department will implement all of Lord Laming's recommendations and confirms its determination to do everything possible to make the arrangements in this country for protecting children the best in the world.

Sir Roger Singleton, the first ever Chief Adviser on the Safety of Children, will be making his first report to Parliament on the safeguarding progress nationally, including the implementation of Lord Laming's recommendations, in April 2010.

Staying Safe Action Plan

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 cross-government work to be taken forward over the next three years to 2010-11 to further this aim. PSA 13: Improve children and young people's safety will underpin and drive forward this work.

Keeping children and young people safe is everyone's responsibility. In many ways children and young people are safer than previous generations, but there are new risks and challenges and it is important to strike a balance between protecting children and young people and allowing them the freedom to learn for themselves and develop resilience to harm.

Some key commitments that drive the plan's agenda include: a national home safety equipment scheme (Safe at Home), contract awarded in January 2009 and launched on 20 February 2009; a new national safeguarding unit for the third sector (Safe Network), contract awarded in January 2009 and launched in June 2009; a new Child Coalition grant awarded in November 2009; new guidance and resources to tackle bullying outside of schools, which were published in April

2009; and a new £9 million communication campaign on children's safety, beginning with television and radio advertisements in June 2009.

Bullying

The *Staying Safe Action Plan*, launched in February 2008 set out how the Department will implement the *Children's Plan* commitments to prevent and tackle bullying. This included:

- Announcing proposals to introduce a statutory requirement for all schools to record all incidents of bullying between pupils and all incidents of verbal or physical abuse against school staff, which will be legislated for towards the end of 2010.
- Announcing proposals for a fairer way to handle complaints from parents – including those about bullying.
- Publishing a new resource pack and DVD in June 2009 on bullying involving children with special educational needs and disabilities.
- Working through the Anti-Bullying Alliance and National Strategies to drive improvements on the ground.
- Publishing guidance in April 2009 to help practitioners tackle bullying in further education colleges, play and leisure provision, youth activities, Children's Homes, extended services in and around schools, and on journeys around the community.
- Asking the Anti-Bullying Alliance to support local areas to tackle bullying in their communities by developing their fieldforce of regional anti-bullying advisers.

Percentage of children who have experienced bullying

Baseline: 48% (2007-08).

Latest outturn against trend: 48% of children experienced bullying in 2007-08.

Performance: Proxy data shows that 84% of parents and 75% of young people aged 10 to 19 do not consider bullying a problem and 60% of youngsters say the situation is improving.

Data provider: Tellus3: Ofsted. Tellus4 and beyond DCSF.

Data set used: Tellus local area user perception survey.

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

95% 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.

Children's Social Care

Providing world class services for children, young people and their families with additional needs depends on the dedication and skill of the workforce.

Excellent social workers are vital to protecting and supporting vulnerable children and young people.

Safeguarding children and young people from harm, whatever the source of that harm, depends upon those who work with or encounter children being alert to, and acting on, signs and symptoms, including of abuse and neglect.

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

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

Latest outturn against trend: 71% of all initial assessments completed in the year ending 31 March 2008 were completed within 7 working days of referral to children's social services.

Performance: Of the 319,900 initial assessments completed in the year ended 31 March 2008, 226,300 (71%) were completed within 7 working days of referral. This compares with 208,700 (68%) out of a total of 305,000 for the year ended 31 March 2007.

Data provider: Local authorities.

Data set used: Child protection and Referrals 3 (CPR3), which is a children's statistical return from local authorities to DCSF¹.

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

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

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

Hospital Admissions

Accidents are the leading cause of injury to children and disproportionately affect children from lower socio-economic groups. Transport accidents are the most common cause of accidental injury for young people aged 16-17 years.

The Priority Review on accident prevention was published in February 2009. Plans have now been developed on how to take forward high priority conclusions, especially on local delivery.

Emergency hospital admissions caused by unintentional and deliberate injuries to children and young people

2011 success measure: Provisional success measure is to reduce recorded admissions from 123.1 per 10,000 in 2006-07 to 119.8 per 10,000 in 2010-11. Within that to reduce accident admissions from 98.0 per 10,000 in 2006-07 to 90.9 per 10,000 in 2010-11.

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: 133,630 recorded admissions in 2007-08.

Performance: 133,630 recorded admissions in 2007-08, a fall of 1.3% below 2006-07 and a rate of 121.5 per 10,000 population.

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

Data set used: Hospital Episode Statistics data, which disaggregate 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% 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.

Child deaths

Since 1 April 2008, all Local Safeguarding Children Boards have had a statutory responsibility to review the deaths of all children in their areas from birth (excluding stillborn babies) up to 18 years. The overall aim of the child death reviewing process is to learn lessons and so help reduce the incidence of preventable child deaths in the future. Core data is being collected by the child death overview panels, which for the first time will provide data on all child deaths considered to have been preventable.

Preventable child deaths as recorded through child death review panel processes

Baseline: No baseline set.

Latest outturn against trend: 2008/09 is the first year of data collection and includes the number of child deaths reviewed within the Local Safeguarding Children Board (LSCB) area and the number of these deaths which were judged as preventable. The Department is investigating alternative options for data collection in future years which would allow more detailed analysis of the data gathered by LSCBs.

Performance: Not yet assessed.

Data provider: Data supplied to DCSF by LSCBs.

Data set used: LSCB 1 return, which collects data from each LSCB in England.

Frequency of reporting: Annual – initial data in summer 2009.

95% confidence interval at last outturn: Not applicable – the data set includes all child deaths which have been reviewed through the child death review process.

In addition to the four DSO 2 indicators that underpin PSA 13, there are a further ten indicators that contribute to DSO 2 (see Table 2.2) which are reported below.

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

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

Latest outturn against trend: 80% of core assessments completed in the year ending 31 March 2008 were completed within 35 working days of the initial assessment.

Performance: Of the 105,100 core assessments undertaken in the year ending March 2008, 83,700 (80%) were completed within 35 working days. This compares with 73,300 (78%) out of a total of 93,400 for the year ending March 2007.

The percentage of core assessments undertaken within 35 working days of the initial assessment has continued to increase.

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% confidence interval at last outturn: Not applicable – data set covers all children who have received a core assessment.

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

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

Latest outturn against trend: In the year ending 31 March 2008, 538,500 children were referred to children's social care services and 319,900 initial assessments were completed.

Performance: There were 538,500 referrals to social services departments in the year ended March 2008 compared to 545,000 in the year ended March 2007. In other recent years, the figures have fluctuated between 550,000 and 570,000. Of the 2008 referrals, 24% were repeat referrals within 12 months of a previous referral, an increase of one percentage point on the previous year. 319,900 initial assessments were completed in the year ending 31 March 2008 an increase from 305,000 in the year ending 31 March 2007.

The percentage of referrals to children's social care receiving an initial assessment has risen to 59% in 2008 from 56% in 2007.

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% confidence interval at last outturn: Not applicable – 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

The 2008 *Children and Young Persons Act* put in place the necessary statutory framework for delivering many of the commitments outlined in the *Care Matters* White Paper. As a result, the Secretary of State is now under a duty to promote the wellbeing of children.

The Act also strengthens the framework for the support given to looked after children and includes provisions to ensure that placement moves do not: disrupt a child's education at crucial stages; children must generally be placed close to their home unless there are very good reasons not to do so; and to strengthen the responsibilities of Independent Reviewing Officers so that changes to children's placements only take place in response to real changes in their needs and to ensure that children have a real voice in planning for their care. The legislation enables children and young people in care to receive high quality care and support which will help those who enter the care system to achieve the aspirations that all parents have for their own children.

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

Baseline: No baseline set. 78.1% of looked after children adopted during the year ending 31 March 2004 were placed for adoption within 12 months of the decision that they should be placed for adoption, and who remained in that placement on adoption.

Latest outturn against trend: 76.3% of looked after children adopted during the year ending 31 March 2008 were placed for adoption within 12 months of the decision that they should be placed for adoption, and who remained in that placement on adoption.

Performance: National performance has fluctuated during the five year period from 2004. Performance at a national level decreased from 78.1% in 2004 to 75.0% in 2007 but rose to 76.3% in 2008. The reasons behind this increase are being explored and may include the impact of the introduction of Special Guardianship on this indicator.

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

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

Frequency of reporting: Annually in the autumn.

95% confidence interval at last outturn: Not applicable – data set covers all looked after children adopted and is not a sample.

Stability of placement of looked after children: number of moves

Baseline: No baseline set. 13.7% of looked after children at 31 March 2004 had three or more placements during the year.

Latest outturn against trend: 11.4% of looked after children at 31 March 2008 had three or more placements during the year.

Performance: Performance at a national level has improved each year, from 13.7% in 2004 to 11.4% in 2008. This represents a decrease of 2.3 percentage points over the five year period.

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

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

Frequency of reporting: Annually in the autumn.

95% confidence interval at last outturn: Not applicable – data set covers all looked after children adopted and is not a sample.

Stability of placement of looked after children: length of placement

Baseline: No baseline set. 63.7% of looked after children aged under 16 at 31 March 2004 had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or were placed for adoption and their adoptive placement together with their previous placement lasted for at least 2 years.

Latest outturn against trend: 65.7% of looked after children aged under 16 at 31 March 2008 had been looked after continuously for at least 2.5 years who were living in the same placement for at least 2 years, or were placed for adoption and their adoptive placement together with their previous placement lasted for at least 2 years.

Performance: Performance at a national level has improved from 63.7% in 2004 to 65.7% in 2008. This represents an increase of 2 percentage points over the five year period.

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

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

Frequency of reporting: Annually in the autumn.

95% confidence interval at last outturn: Not applicable – data set covers all looked after children adopted and is not a sample.

Looked after children cases which were reviewed within required timescales

Baseline: The care plan for every looked after child must be reviewed at least at minimum intervals set out in regulation – baseline, therefore should be close to 100%.

Latest outturn against trend: 85.3% for 2006-07.

Performance: 85.3% for 2006-07. There are ongoing issues with the 2007-08 calculations for National Indicator 66 and the Department has been unable to publish this along with other information on the Department's NIS.

Data provider: Local authorities.

Data set used: SSDA903 looked after children data return.

Frequency of reporting: Annual.

95% confidence interval at last outturn: Not applicable.

Child Protection Plan lasting 2 years or more

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

Latest outturn against trend: 5% of children who ceased to be the subject of a Child Protection Plan during the year ending 31 March 2008 had been on it for two years or more.

Performance: 5% of children who ceased to be the subject of a Child Protection Plan during the year ended March 2008 had been on it for two years or more, one percentage point fewer than the year ended March 2007.

There has been a steady decrease in the proportion of Child Protection Plans which ended where the child had been the subject of a plan for two years or more.

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% confidence interval at last outturn: Not applicable – 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 ending 31 March 2007 did so for a second or subsequent time.

Latest outturn against trend: 14% of children who became the subject of a Child Protection Plan in the year ending 31 March 2008 did so for a second or subsequent time.

Performance: 34,000 children became the subject of a Child Protection Plan in the year ended 31 March 2008 compared to 33,300 in the year ended 31 March 2007. 14% of these had previously been the subject of a plan, one percentage point more than in the year ended 31 March 2007. During the year ended 31 March 2008, 32,600 children ceased to be the subject of a plan compared to 31,800 in the year ended 31 March 2007. In the year ending 31 March 2008, 4,600 children became the subject of a plan for a second or subsequent time while 29,400 became the subject of a plan for the first time giving a total of 34,000 children who became the subject of a plan.

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% confidence interval at last outturn: Not applicable – data set covers all children who have become the subject of a Child Protection Plan for a second or subsequent time and is not a sample.

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 March 2008.

Performance: The percentage of child protection cases which were reviewed within the required timescales was 99% during the year ended 31 March 2008, the same as the year ended 31 March 2007.

Good progress has been maintained since 2004. Most local authorities remain in the 99th percentile with a tendency towards 100%.

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% confidence interval at last outturn: Not applicable – data set covers all children who are the subject of a Child Protection Plan and is not a sample.

Runaways

A young person might run away from home or care for various reasons, but when they do so, it usually means that something in their life is not right.

Young people need to get help to resolve their problems before they decide to run away. Equally, if some young people do run away, there need to be services that can go into action quickly to support them and keep them safe.

The commitments in the *Young Runaways Action Plan* published in June 2008, represent the continuing work across government to ensure that the needs of young people who run away from home or care are met. They aim to build on examples of good practice and kick-start long-term improvements to services for young runaways. Since the publication of the Action Plan, the Department has:

- reviewed the statutory Missing from Care and Home guidance. The consultation on the guidance ended in April 2009 and the new guidance will be published June 2009;
- developed a new national indicator, to raise local awareness to create and to focus on the provision of services to this vulnerable group of young people;
- developed a set of online resources to be used with young people in schools and youth centres to educate them about the risks of running and

the support available. These will be ready to pilot in June 2009, and will be made available to all schools and youth centres from September 2009; and

- reviewed existing evidence relating to emergency accommodation provision, and is now undertaking primary research which will help the Department to consider how local authorities can best provide safe places for young runaways.

This new indicator was introduced to raise local area awareness of the issues affecting children who go missing and to create a focus on the provision of services to this vulnerable group of young people. The indicator is intended to promote joint working between the police and children's services and other relevant bodies, to support local strategic partnerships and children's trusts in establishing the scale of running away in their local area and to put services in place to respond accordingly and effectively. It is a self-assessment of the extent to which children's trusts or Local Safeguarding Children Boards (or a delegated body) have a picture of running patterns in their area; of how this information informs local service provision; and of what procedures are in place to respond to the needs of young runaways.

It is envisaged that, with the improvements in local service provision, that this indicator will bring that in future spending reviews, it may be possible to have an indicator based on a more robust data source, relating to levels of running or repeat running away, or on specific outcomes for runaway or missing children.

Children who have run away from home or care

Baseline: 7.4 out of a possible 15 (based on self-assessment returns from 121 local authorities).

Latest outturn against trend: Not applicable.

Performance: Not applicable.

Data provider: Local authorities.

Data set used: Self- assessment of service provision.

Frequency of reporting: Quarterly.

95% confidence interval at last outturn: Not applicable.

Table 2.2: DSO 2 indicators: lead and contributing departments and details of the corresponding Local Government National Indicator Set.

DSO 2 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements including improvement target in 2008-09
Percentage of children who have experienced bullying (PSA 13)	Department for Children, Schools and Families (DCSF)		69	24
Percentage of children referred to children's social care who received an initial assessment within 7 working days (PSA 13)	DCSF	Home Office (HO) Department of Health (DH) Ministry of Justice (MoJ) Department of Communities and Local Government (DCLG)	59	14
Emergency hospital admissions caused by unintentional and deliberate injuries to children and young people (PSA 13)	DCSF	DH Department for Culture Media and Sport (DCMS) Department for Transport (DfT)	70	5

DSO 2 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements including improvement target in 2008-09
Preventable child deaths as recorded through child death review panel processes (PSA 13)	DCSF	DH DCMS DfT	No	Not applicable
Core assessments for children's social care that were carried out within 35 days of their commencement	DCSF		60	18
Timeliness of placements of looked after children following an agency decision that the child should be placed for adoption	DCSF		61	2
Stability of placement of looked after children: number of moves	DCSF		62	16
Stability of placement of looked after children: length of placement	DCSF		63	29

DSO 2 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements including improvement target in 2008-09
Child Protection Plan lasting two years or more	DCSF		64	5
Children becoming the subject of Child Protection Plan for a second or subsequent time	DCSF		65	11
Looked after children cases which were reviewed within required timescales	DCSF		66	3
Child protection cases which were reviewed within required timescales	DCSF		67	0
Referrals to children's social care going on to initial assessment	DCSF		68	10
Children who have runaway from home or care	DCSF		71	1

Chapter 3

Departmental Strategic Objective (DSO) 3:

Achieve world class standards in education

DSO 3: Achieve world class standards in education drives forward cross-government Public Service Agreement 10: Raise the educational achievement of all children and young people.

It also represents the Department’s contribution to the Every Child Matters outcome: ‘Enjoy and Achieve’.

Table 3.1 shows the relationship and links between the Children’s Plan 2020 Goals, Every Child Matters outcomes, Public Service Agreements (PSAs) and supporting Departmental Strategic Objectives (DSOs) and National Indicators.

At the end of this Chapter, Table 3.2 shows: the indicators underpinning DSO 3; lead and contributing departments; and details of the corresponding Local Government National Indicator Set.

Table 3.1: Every Child Matters: Outcomes Framework (shortened version)

Children’s Plan 2020 Goals	Ready for secondary school	Skills for adult life
Every Child Matters outcomes	‘Enjoy and Achieve’	
Public Service Agreements (PSAs) and DCSF Departmental Strategic Objectives (DSOs)	PSA 10: Raise the educational achievement of all children and young people supported by DSO 3: Achieve world class standards in education	
National Indicators	Quality of life Quality of service	

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 should enjoy and be engaged in learning so that they are ready for further learning and the world of work.

Since the launch of the *Children's Plan* and as reported in the *Children's Plan One Year On: a progress report* published in December 2008:

- The Early Years Foundation Stage launched in March 2007 became a statutory requirement from September 2008.
- 50 Academies opened, bringing the total to 133.
- National Challenge launched and the number of schools below floor target has fallen from 631 to 440.
- More than two thirds of schools now providing extended services to meet the wider needs of children.
- Progress has been made to help parents get involved in their child's learning: local authorities report over 2,300 parent support advisers work in and across schools to help parents.
- The review of the primary curriculum led by Sir Jim Rose made its final report in late April 2009, and the QCA is now consulting on new programmes of study.
- The Government's Speech, Language and Communication Needs Action Plan launched in December 2008 including a full response to the recommendations of the *Bercow Report*.

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

PSA 10 sets out the responsibility of the Department for Children, Schools and Families to raise the educational achievement of all children and the Government has committed to six priorities over the next three years using mutually reinforcing indicators to monitor developments that impact on all children and young people's educational achievement. Four of these priorities underpin DSO 3 and the remaining two underpin DSO 5 (see Chapter 5).

These priority indicators are:

- Early Years Foundation Stage achievement.
- Proportion achieving Level 4 in both English and mathematics at Key Stage 2.
- Proportion achieving Level 5 in both English and mathematics at Key Stage 3.¹

¹ On 14 October 2008, the Secretary of State announced that he was ending schools' requirement to run national tests for 14-year-olds with immediate effect and this priority indicator will not exist beyond 2008.

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

The two priority indicators underpinning DSO 5 (see Chapter 5) are:

- Proportion of young people achieving Level 2 at age 19 by 2011.
- Proportion of young people achieving Level 3 at age 19 by 2011.

PSA 10 is currently rated as strong progress – improvement against 4/6 indicators (also see Chapter 5) and DSO 3 is currently rated as some progress – improvement against 7/15 indicators. These assessments include those for Key Stage 3 indicators which will not exist beyond 2008.

Early Years Foundation Stage Achievement

In September 2008, the Early Years Foundation Stage 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.

Early Years Foundation Stage achievement

Children’s Plan 2020 Goal: Every child will be ready for success in school with at least 90% developing well across all areas of the Foundation Stage Profile (EYFSP) by age 5.

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

Baseline: 49% of young children achieved a good level of development in 2008.

Latest outturn against trend: 2009 EYFSP results will be available in autumn 2009.

Performance: The four percentage point improvement in 2008 from 2007 is largely attributable to the focus on communication and language development.

If met, the targets local authorities have agreed for 2009 add to 51 percentage points and would be on trajectory, allowing room for local variation to meet the 2011 national target.

The National Strategies have also started to challenge a number of local authorities on their proposed 2010 targets where they have not been sufficiently ambitious, in most cases seeking only a one or two percentage point increase.

Data provider: DCSF.

Data set used: EYFSP results.¹

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

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 Authority and they have a programme of work to improve practitioner understanding of the Early Years Foundation Stage Profile.

Key Stage 2 Attainment

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.

The *Children's Plan* announced a root and branch review of the primary curriculum, and in January 2008, Sir Jim Rose was asked to lead an independent review of the primary curriculum. This review has reported to Ministers on how the primary curriculum will need to change in order to ease the transition from early years into primary schools; sharpen the focus on mathematics and English within a broad and balanced curriculum; and reduce the level of prescription, giving teachers more flexibility to design and deliver a localised curriculum. The Government is consulting on new programmes of study with the intention of implementing the new curriculum in September 2011.

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

Children’s Plan 2020 Goal: By age 11, at least 90% are achieving at or above the expected level in both English and mathematics

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

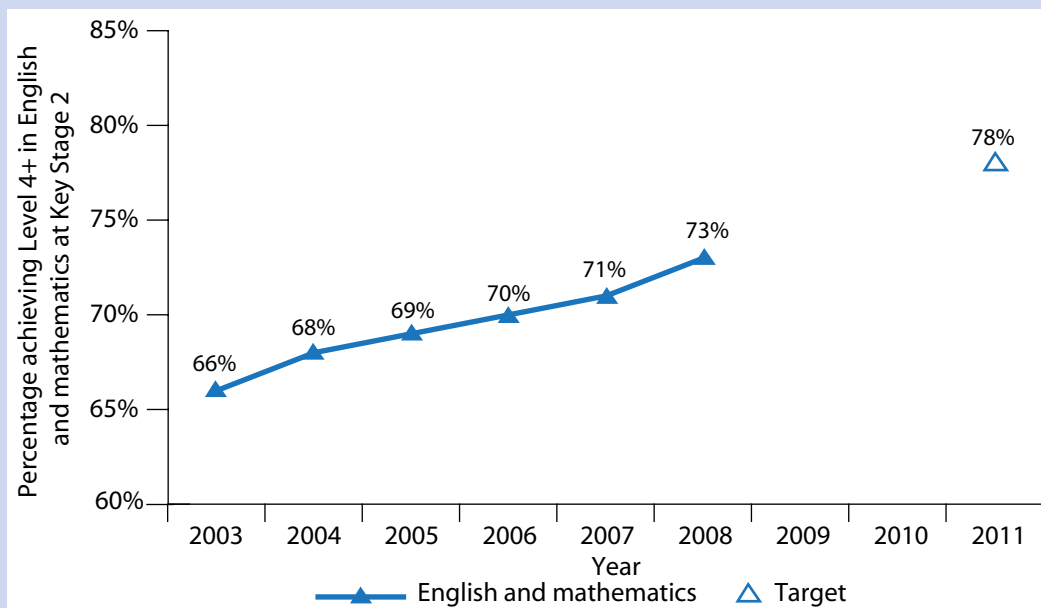
Baseline: 71% of pupils achieved Level 4 in both English and mathematics in 2007.

Latest outturn against trend: 73% of pupils achieved Level 4 in both English and mathematics in 2008.

Performance: Revised 2008 results show that 73% of pupils achieved Level 4 in both English and mathematics. This compares with 53% of pupils achieving Level 4 in both English and mathematics in 1997.

The 2008 results show the percentage of boys achieving Level 4 in both English and mathematics was 71% compared with 75% of girls.

Figure 3.1: Percentage achieving Level 4 in both English and mathematics at Key Stage 2 (2003 to 2008¹)



Data provider: National Assessment Agency.

Data set used: National Pupil Database.

Frequency of reporting: Annual. Provisional Key Stage 2 data available in August.

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.

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

Baseline: 1,797 schools in 2007.

Latest outturn against trend: 1,359 schools in 2008.

Performance: 2008 results show a decrease of 438 schools from 1,797 in 2007 to 1,359.

Data provider: National Assessment Agency.

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

Frequency of reporting: Annual. Provisional Key Stage 2 data available in August.

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.

Key Stage 3 Attainment

In October 2008, the Secretary of State announced that he was ending the schools' requirement to run national tests for 14-year-olds. This announcement means that there will not be any Key Stage 3 National Curriculum tests from 2009 which has implications for local authority and school targets. It has therefore been agreed that there will be no national targets after 2008 for attainment at age 14.

This will also have an impact on the progression targets (see Chapter 4).

A new expert group of headteachers and education professionals are to advise the Government on the introduction of national-level sampling at Key Stage 3 so that performance can still be monitored year-on-year. The group has recommended that a national sample testing system should be introduced for pupils at the end of year 9, in order to monitor national standards over time.

The Department is considering the practicalities of national sample tests at Key Stage 3 in more detail, with a view to piloting a sample testing scheme in 2011.

Proportion achieving Level 5 in both English and mathematics at Key Stage 3¹

National target: Increase the proportion achieving Level 5 in both English and mathematics at Key Stage 3 to 74% by 2011.

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

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

Performance: Provisional 2008 results show that 66% of pupils achieved Level 5 in both English and mathematics. This is one percentage point lower than the 2007 baseline figure of 67% and compares with 62% of pupils achieving Level 5 in both English and mathematics in 2003.

The provisional 2008 results show the percentage of boys achieving Level 5 in both English and mathematics was 62% compared with 71% of girls.

1. This indicator does not exist beyond 2008.

Key Stage 4 Attainment

Attainment at Key Stage 4 is assessed by a range of exams which count towards whether a young person is judged to have the equivalent of 5 A*-C at GCSE. Due to the importance of attainment in mathematics and English, the measure takes into account of specific attainment in those two GCSEs, which are the principal means of assessing the statutory national curriculum in those subjects.

Our 14-19 reforms mean that, in the longer term, all young people at Key Stage 4 and beyond will have access to a range of qualifications to suit their learning needs, whether they are studying towards a Diploma, GCSEs, Apprenticeship or are on the Foundation Learning Tier. The new Key Stage 4 curriculum, being introduced from September 2010, will include functional skills in English, mathematics and ICT. From then on all young people should have the opportunity to demonstrate their attainment in functional skills by taking the new functional skills tests.

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.

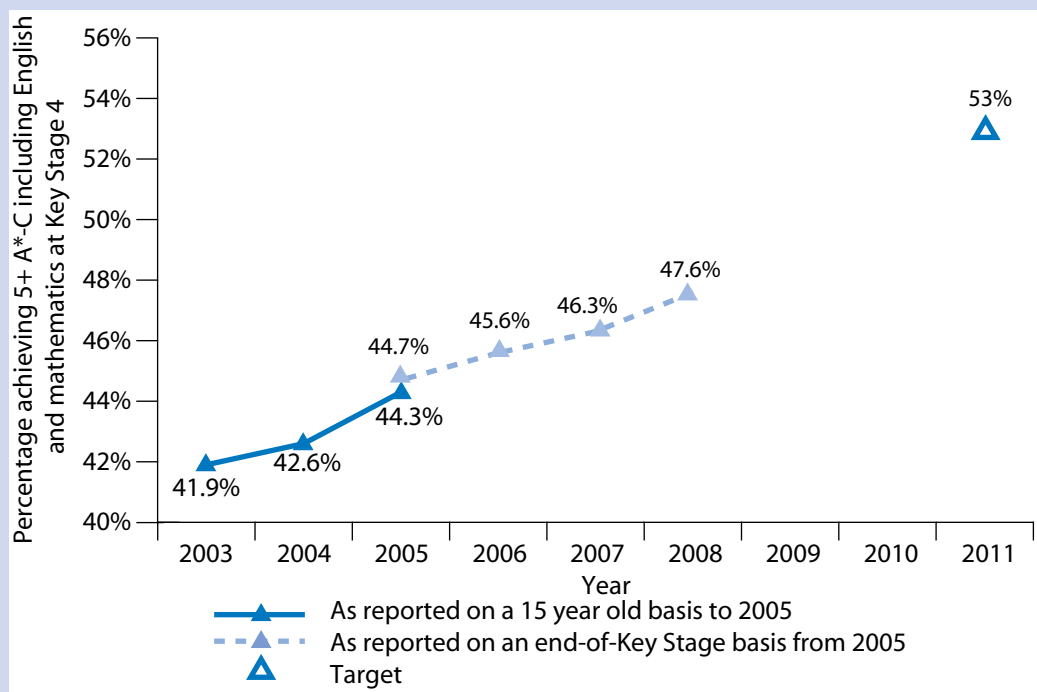
Baseline: 46.3% of pupils at the end of Key Stage 4 achieved 5 A*-C GCSEs and equivalent, including GCSEs in both English and mathematics in 2007.

Latest outturn against trend: 47.6% of pupils at the end of Key Stage 4 achieved 5 A*-C GCSEs and equivalent, including GCSEs in both English and mathematics in 2008.

Performance: Revised 2008 results show that 47.6% of pupils at the end of Key stage 4 achieved 5 A*-C GCSEs or equivalent, including GCSEs in both English and mathematics. This is two percentage points higher than the 2006 baseline figure of 46.3% and compares with 35.9%¹ of pupils at the end of Key Stage 4 achieving 5 A*-C GCSEs and equivalent, including GCSEs in both English and mathematics in 1997. This means just over 76,500 more pupils gained 5 A*-C GCSEs or equivalent, including GCSEs in both English and mathematics than did so in 1997.

1. The figure for 1997 has been estimated assuming a constant trend in difference between end of Key Stage 4 and 15-year-old performance.

Figure 3.2: Percentage achieving 5 A*-C GCSEs or equivalent, including GCSEs in both English and mathematics at Key Stage 4 (2003 to 2008)¹



1. 2008 results are revised.

The revised 2008 results show the percentage of boys achieving 5 A*-C GCSEs or equivalent, including GCSEs in both English and mathematics was 43.2% compared with 52.3% of girls.

Data provider: Examination results provided by the Awarding Bodies.

Data set used: National Pupil Database.

Frequency of reporting: Annual. Provisional Key Stage 4 data available in October.

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.

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

Baseline: 631 schools in 2007.

Latest outturn against trend: 440 schools in 2008.

Performance: 2008 results show a drop in the number of National Challenge Schools from 631 in 2007 to 440. Of these, 82 are schools in City Challenge areas (also down from 138 in 2007). This represents the largest ever proportionate reduction in schools below the threshold and many of the schools below the 30% threshold are very close (88 within 2 percentage points and 202 within five percentage points).

Data provider: Examination results provided by the Awarding Bodies.

Data set used: National Pupil Database.

Frequency of reporting: Annual. Provisional Key Stage 4 data available in October.

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.

In addition to the six PSA 10 indicators and three DSO3 indicators reported above, there are a further six indicators that contribute to DSO3 (see Table 3.2).

National Challenge

The National Challenge launched in June 2008, is a programme of support, backed by £400 million, to secure higher standards in secondary schools and ensure that by 2011 at least 30 per cent of pupils in every school will gain five GCSEs at A*-C. It is about tackling the link between deprivation and low educational attainment. Schools facing some of the most challenging

circumstances are receiving this additional support to ensure they secure sustainable improvements.

Validated GCSE data from 2008 show that there are 440 schools, below the benchmark of 30 per cent of Key Stage 4 pupils gaining five GCSEs at grades A*-C including English and mathematics, compared with 631 (calculated on the same basis) in 2007 and 783 in 2006.

Academies and National Challenge Trusts

The Office of the Schools Commissioner (OSC) works with local authorities and potential sponsors and partner organisations to develop Academies and National Challenge Trusts or Federations for some of the weakest National Challenge schools. 27 National Challenge schools were replaced by Academies from September 2008 and it is expected up to a further 70 to be replaced by Academies in 2009. So far, 16 National Challenge Trusts or Federations have been agreed, 13 to start from September 2009, and discussions are ongoing on a further 35.

City Challenge

City Challenge is a targeted drive to transform the education system and break the link between deprivation and attainment in three areas: London; Greater Manchester; and the Black Country, and is backed by £160 million. City Challenge works in partnership with schools and local authorities in the three areas to deliver sustained improvement in both primary and secondary education.

By 2011, City Challenge aims to achieve: a sharp improvement in underperforming schools, particularly focusing on English and mathematics; significant improvements in educational outcomes for children from disadvantaged backgrounds; and an increase in the number of outstanding schools.

Achievement in 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 key stages and 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.

Achievement of Level 5 or above in science at Key Stage 3¹

Latest outturn against trend: 71% of pupils achieved Level 5 in science in 2008 (provisional).

Performance: Provisional 2008 results show that 71% of pupils achieved Level 5 in science. This is two percentage points lower than in 2007 when 73% of pupils achieved Level 5 in science.

1. This indicator does not exist beyond 2008.

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 2 or more A*-C science GCSEs or equivalent in 2007.

Latest outturn against trend: 50.3% of pupils at the end of Key Stage 4 achieved 2 or more A*-C science GCSEs or equivalent in 2008.

Performance: Revised 2008 results show that 50.3% of pupils at the end of Key Stage 4 achieved 2 or more A*-C science GCSEs or equivalent. This is 0.5 percentage points higher than in 2007 when 49.8% of pupils at the end of Key stage 4 achieved 2 or more A*-C science GCSEs or equivalent.

The revised 2008 results show the percentage of boys at the end of Key Stage 4 achieving 2 or more A*-C science GCSEs or equivalent is 48.8% compared with 51.9% of girls.

Data provider: Examination results provided by the Awarding Bodies.

Data set used: National Pupil Database.

Frequency of reporting: Annual. Provisional Key Stage 4 data available in October.

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.

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 this is the first Government to implement a comprehensive national programme to strengthen schools' capacity to manage behaviour. The programme includes specialist training and advice, strengthening schools' disciplinary powers and reinforcing parental responsibility.

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.

National Strategies are continuing their targeted work to secure good or better Ofsted ratings for behaviour in schools previously rated as having satisfactory behaviour. This support is now proving effective. At the end of 2008, 65 per cent of the 191 schools in the National Strategies targeted programme inspected so far, have been judged as good.

Secondary Schools judged as having good or outstanding standards of behaviour

The Department has previously measured this aspect of performance using Ofsted's published annual data which includes inspections within an academic year.

In 2007/08, the latest data available, 72% of secondary schools were judged to be good or better.

To take account of the gap between the end of Ofsted's three-year inspection cycle in July 2008 and the start of a new inspection cycle in September 2009, a transitional target of 74% was agreed for 2008/09. The data against which this target will be measured will be published in the Ofsted annual report later in 2009.

Proportion of Secondary Schools judged as having good or outstanding standards of behaviour

In future, the Department will measure progress using National Indicator 86 data. Rather than looking at one year's Ofsted inspections, National Indicator 86 data takes the latest behaviour grade, for all eligible schools, given for inspections that have taken place since 2000 (up to 31 December each year).

Statistics for this indicator were released for the first time on 12 May 2009 and were derived from annual inspections data produced by Ofsted.

The national data for the percentage of schools judged good or outstanding for standards of behaviour are:

- Latest judgement for each school at December 2006: 73.7%.
- Latest judgement for each school at December 2007: 74.5%.
- Latest judgement for each school at December 2008: 76.1%.

Work is under way with analysts and National Strategies to agree a target for the percentage of secondary schools rated good or better for the inspection cycle starting September 2009. This target will be based on the NI 86 data described above.

Data provider: Ofsted/DCSF.

Data sets used: 2006, 2007 and 2008.

Frequency of reporting: Annually.

95% confidence interval at last outturn: Not applicable.

School Attendance and Absence

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, child abuse, and is sometimes the first indication that there may be a problem.

The 2004 Spending Review Public Service Agreement target to reduce overall absence by 8 per cent from the 2002/03 level to 6.42 per cent in 2007/08 has been exceeded with overall absence in 2007/08 at a record low level of 6.29 per cent. The reduction achieved was 9.9 per cent. Also see Annex O.

The Department's attendance strategy is focused on those pupils with greatest need. That is persistent absentee pupils who miss 20 per cent or more of school. Persistent absence in secondary schools accounted for 27.7 per cent of overall absence in 2007/08.

Secondary School Persistent Absence Rate

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

Baseline: 7.1% persistent absentees in state-funded secondary schools as at 2005/06.

Latest outturn against trend: The proportion of persistent absentees in state-funded secondary schools at year end 2007/08 was 5.6%.

Performance: At year end 2007/08, 93 local authorities had persistent absence in local authority maintained secondary schools of over 5%, down from 138 in 2005/06, and of these 2 had persistent absence over 10%, down from 14 in 2005/06.

Data provider: DCSF.

Data set used: Statistical First Release – Pupil Absence in Schools in England, including Pupil Characteristics: 2007/08.

Frequency of reporting: Annually.

95% confidence interval at last outturn: Not applicable.

Schools Offering Access to Extended Services

Extended schools are central to achievement of the objectives in the *Children's Plan* and to realising the vision of the 21st Century School. They are essential to: ensuring that every child achieves highly: eradicating child poverty; and

narrowing the gap in outcomes between disadvantaged and other groups. Schools are increasingly working in clusters with their local authority and private and voluntary providers to provide access to a core offer of extended services. 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 and can enhance self-confidence, improve relationships, raise aspirations and lead to better attitudes to learning. Evaluation from Ofsted and the Universities of Manchester and Newcastle also shows that pupils' level of motivation, aspiration and achievement are raised where they are involved in after school activities.

Number of Schools Offering Access to Extended Services

2010 target: All schools offering access to extended services.

Latest outturn against trend: The Training and Development Agency for Schools indicates that as at 14 April 2009, 77% (over 16,590) of schools are providing access to the full core offer of extended services.

Performance: At 14 April 2009, there are 16,590 schools providing access to extended services in partnership with other local schools and providers. This is 6,700 schools beyond the 2008 manifesto target, which was achieved in June 2008, and 4,200 schools beyond the September 2008 stretch target of 12,300 schools.

The breakdown of this figure shows that 76% (12,900) of all primary schools, 83% (2,700) of all secondary schools and 65% (990) of other schools (i.e. consisting of nursery and special schools) are providing full core offer access.

Schools in Special Measures

The *Education and Inspections Act 2006* included a number of measures aimed to toughen up the regime for turning around underperforming and failing schools more quickly. The aims are to secure more prompt and decisive action by local authorities in relation to schools causing concern and for authorities to take a much more preventative role so that fewer schools fail an Ofsted inspection.

A wide range of policies for tackling failure is available to local authorities. In the longer term, schools may have a Fresh Start, become a National Challenge trust or be replaced by Academies.

Number of School in Special Measures

Baseline: Not applicable.

Latest outturn against trend: End of autumn term 2008 figures show 231 schools in special measures.

Performance: End of autumn term 2008 figure is the same as at the end of summer term 2008. The average time spent in special measures is coming down (from 21 to 20 months in secondary schools and static, at 19 months in primary schools).

Data provider: DCSF/Ofsted.

Data set used: End of autumn term 2008 published Ofsted data.

Frequency of reporting: Termly.

95% confidence interval at last outturn: Not applicable.

Parental Involvement in Schools

The Government is committed to supporting mothers, fathers and carers in helping their children learn and develop to become engaged in schools. 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 2,400 Parent Support Advisers and similar professionals to work with parents in and around schools and schools offer support for parents as part of their extended services.

The Government made clear a new strategy around parental engagement in learning and development in the *Children's Plan One Year On: a progress report* published in December 2008. The approach included commitments to increase direct support for parents through information and opportunities to engage in family learning and to mainstream parental engagement through the education system. 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.

To increase parental involvement in schools, the Government is encouraging all schools to establish a Parent Council. A Parent Council is a body of parents which represents parents and provides a forum for them to put forward their views to the headteacher and the governing body of their children's school. Parent Councils provide a forum for parents to make a real contribution to their own child's education and also to improving the school system. They provide a more accessible way to involve more parents in decisions about the school.

Parental involvement in schools

Baseline: Outcomes from Parental Involvement in Children' Education (PICE) and the annual survey which is currently in the field will be used to set a trajectory and baseline.

Latest outturn against trend: Not applicable.

Performance: *PICE Survey 2007* published in April 2008 showed a continuing shift in parents' attitudes away from a child's education being solely the school's responsibility, and changes in the way parents find it most useful to find out about their child's progress.

However, those with less actual involvement often still felt involved (37% of parents who were not involved in any school activities and who never or only occasionally helped their child with homework still said they felt very involved in their child's school life). While parents feel more involved than they did in previous years, their actual level of involvement in school activities and in homework has remained similar.

The Annual Survey of parents is now in the field and will produce results in the summer which will build on PICE which will not be repeated.

Data provider: BMRB.

Data set used: The Parental Involvement in Children's Education (PICE) Survey 2007.

Frequency of reporting: Annually.

95% confidence interval at last outturn: Not applicable.

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. Over 300 bids were received and decisions announced in May 2009.

Table 3.2: DSO 3 indicators: lead and contributing departments and details of the corresponding Local Government National Indicator Set.

DSO 3 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09
Early Years Foundation Stage achievement (PSA 10)	Department for Children, Schools and Families (DCSF)		72	150
Proportion achieving Level 4 in both English and mathematics at Key Stage 2 (PSA 10)	DCSF		73	150
Proportion achieving Level 5 in both English and mathematics at Key Stage 3 ¹ (PSA 10) 1. This indicator will not exist beyond 2008	DCSF		74	Not applicable This indicator will not exist beyond 2008
Proportion achieving 5 A*-C GCSEs (or equivalent including GCSEs in both English and mathematics at Key Stage 4 (PSA 10)	DCSF		75	150

DSO 3 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09
Achievement of Level 4 or above in both English and mathematics at Key Stage 2 (floor)	DCSF		76	1
Achievement of Level 5 or above in both English and mathematics at Key Stage 3 ¹ (floor) 1. This indicator will not exist beyond 2008	DCSF		77	Not applicable This indicator will not exist beyond 2008
Achievement of 5 or more A*-C GCSEs or equivalent including English and mathematics (floor)	DCSF		78	9
Achievement of Level 5 or above in science at Key Stage 3 ¹ 1. This indicator will not exist beyond 2008	DCSF		83	Not applicable This indicator will not exist beyond 2008

DSO 3 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09
Achievement of 2 or more A*-C science GCSEs or equivalent	DCSF		84	0
Secondary Schools judged as having good or outstanding standards of behaviour	DCSF		86	0
Secondary School persistent absence rate	DCSF		87	150
Number of extended schools	DCSF		88	1
Number of schools in special measures	DCSF		89	2
Parental involvement in schools	DCSF		No	Not applicable
Co-location of services on school sites	DCSF		No	Not applicable

Chapter 4

Departmental Strategic

Objective (DSO) 4:

Close the gap in educational achievement for children from disadvantaged backgrounds

DSO 4: Close the gap in educational achievement for children from disadvantaged backgrounds drives forward cross-government Public Service Agreement (PSA) 11: Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers.

It also represents the Department’s contribution to the Every Child Matters outcome: ‘Enjoy and Achieve’.

Table 4.1 shows the relationship and links between the Children’s Plan 2020 Goals, Every Child Matters outcomes, PSAs, supporting DSOs and National Indicators. At the end of this Chapter, Table 4.2 shows: the indicators underpinning DSO 4; lead and contributing departments; and details of the corresponding Local Government National Indicator Set.

Table 4.1: Every Child Matters: Outcomes Framework (shortened version)

Children’s Plan 2020 Goals	Ready for secondary school	Skills for adult life
Every Child Matters outcomes	‘Enjoy and Achieve’	
Public Service Agreements (PSAs) and DCSF Departmental Strategic Objectives (DSOs)	PSA 11: Narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers respectively supported by DSO 4: Close the gap in educational achievement for children from disadvantaged backgrounds	
National Indicators	Quality of life Quality of service	

Working towards all young people participating in education and training to 18 means early engagement will be particularly important in narrowing the gaps in achievement of those living in poverty or from disadvantaged backgrounds. There will be 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.

Since the launch of the *Children's Plan* and as reported in the *Children's Plan One Year On: a progress report* published in December 2008:

- More families are benefiting from Sure Start Children's Centres.
- More parents are being helped to juggle work and family life, through the provision of more free childcare places. Pilot authorities delivering free childcare places to the most disadvantaged families in their areas. Additional roll-out will begin in September 2009 to the 15 per cent most economically disadvantaged two-year-olds.
- Personalised learning extended in schools, offering one-to-one tuition in English and mathematics.
- Reformed testing, trialling new single level tests in primary schools.

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

PSA 11 sets out the responsibility of the Department for Children, Schools and Families to narrow the gap in educational achievement and the Government has committed to six priorities over the next three years using mutually reinforcing indicators to monitor developments that impact on all children and young people's educational achievement.

These priority indicators are:

- 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 (two elements).
- Proportion of pupils progressing by 2 levels in English and mathematics at each of Key Stages 2, 3 and 4 (six elements).
- Proportion of children in care achieving Level 4 in both English and mathematics at Key Stage 2.
- Proportion of children in care achieving 5 A*-C GCSEs (or equivalent).
- 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.

PSA 11 is currently rated as strong progress – improvement against 4/6 indicators and DSO 4 as strong progress – improvement against 8/13 indicators. These assessments include those for Key Stage 3 indicators which will not exist beyond 2008.

Narrowing the attainment gap is a Government priority and the Department will be spending more than a billion pounds a year extra to narrow the gap, including more money for Sure Start Children's Centres, money to support disadvantaged children to access enriching activities through extended schools and one-to-one tuition for those who are falling behind.

The progression targets are a major factor in helping all pupils, regardless of their background and circumstances, to succeed in English and mathematics in particular.

Narrowing the Gap in Foundation Stage Achievement

There is a strong relationship between achievement in the early years and later achievement at school. 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. This group are six times more likely to be in the bottom 20 per cent at Key Stage 1 than their peers. The achievement of the 20 per cent lowest achieving children increased faster than average levels of achievement in 2008. As a result, the gap between their achievement and other children's narrowed from 37 per cent to 36 per cent.

The National target is to narrow this achievement gap from 36 per cent in 2008 to 33 per cent by 2011. This will be challenging in the context of improvements in overall achievement and will require the lowest achievers not only to keep pace with their peers but to improve significantly faster. The strategy for narrowing the gap, based on what is known from Effective Provision of Pre-School Education and Millennium Cohort studies in particular, is to:

- Secure genuine focus on this target on the part of local authorities, schools and settings.
- Improve access to early learning and childcare for the most disadvantaged, from an early age.
- Raise the quality of early learning and childcare, especially in disadvantaged areas and for children showing early signs of problems.
- Use all the means at the Department's disposal to improve the home learning environment.

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%.

Latest outturn against trend: 2009 EYFSP results will be available in autumn 2009.

Performance: This indicator measures the gap between the 20% lowest achieving children and the rest. The 2008 results show that between 2007 and 2008, this closed by one percentage point.

Data provider: DCSF.

Data set used: EYFSP results.¹

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

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 confirmed that 2008 data represents a reliable set of results. The NAA have now been subsumed into the Qualification and Curriculum Authority and they have a programme of work to improve practitioner understanding of the Early Years Foundation Stage Profile.

Narrowing the Gap in Achievement for Children Receiving Free School Meals

Whilst overall, there has been considerable success in raising standards in schools serving the most disadvantaged areas; at individual pupil level large gaps still remain. 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, the gap between the proportion achieving five or more GCSEs at grades A*-C is also narrowing, but on the more challenging measure of five or more GCSEs at grades A*-C (including English and mathematics) there has been slower progress so far.

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

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

Latest outturn against trend: The Key Stage 2 achievement gap is 24 percentage points in 2007, and the Key Stage 4 achievement gap is 27.8 percentage points in 2008.

Performance: At Key Stage 2 in 2007, 51% of pupils on Free School Meals (FSM) achieved Level 4 including English and mathematics, compared to 75% of their peers who are non-FSM. The gap is 24 percentage points compared to 26 percentage points in 2003. At Key Stage 4 in 2008, 23.5% of pupils on Free School Meals (FSM) achieved 5 A*-C including English and mathematics, compared to 51.3% of their peers who are non-FSM. The gap is particularly high at 27.8 percentage points compared to 28.6 percentage points in 2003.

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 Schools Census.

Data set used: National Pupil Database.

Frequency of reporting: Annual. Key Stage 2 data will be available in June.

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

Progression between Key Stages

Primary and Secondary progression targets are a critical new driver in the system, with increased attention to achieving faster progress for particular underachieving groups. This will help tackle the variance and uneven performance, complementing current targets which measure the numbers reaching the target levels expected for their age in both English and mathematics.

The Making Good Progress (MGP) Pilot which aims to improve progression rates in English and mathematics at Key Stages 2 and 3, is coming to an end in July 2009.

The pilot consists of five elements:

- A focus on assessment for learning and rigorous tracking with pupils being teacher assessed termly in order to track their progress.
- Short 'single level' tests at a single national curriculum level which pupils can take when their teacher judges them ready in Key Stage 2.

- Testing the impact of providing targeted one-to-one tuition of up to ten hours in English or mathematics, or 20 hours in both English and mathematics, to pupils behind national expectations who are still making slow progress.
- Exploring how best to formulate measures and set targets to improved pupil progression.
- Testing the value of an incentive payment to schools which help pupils who entered the Key Stage behind expectations to make good progress.

Several of these elements are now being rolled out nationally or developed further:

One-to-one tuition to support pupil progress in English and mathematics is being introduced nationally from 2009. Pupils can be selected for tuition if they entered the Key Stage behind expectations, are not on track to make two levels of progress through the Key Stage, or are looked after children who would particularly benefit from additional support.

Local authorities have already been funded to support 36,000 year 5 and 6 pupils in the spring and summer terms 2009, and in 2009/10, the Department is providing funding to deliver one-to-one tuition to 3.5 per cent of the Key Stage 2, Key Stage 3 (and in National Challenge schools Key Stage 4) cohort in each of English and mathematics.

In 2010-11, the Department has committed to provide one-to-one tuition to 300,000 pupils in English and 300,000 children in mathematics. As a part of this, pupils who enter Key Stage 2 already behind national expectations and who are not on track to make two levels of progress will be entitled to an offer of one-to-one tuition in English and/or mathematics.

- The Assessment for Learning (AfL) Strategy launched in May 2008 and now in its second year, builds upon the good practice already established through Assessing Pupils' Progress and the developments in the MGP pilot. It aims to support schools in using assessment information to improve and plan provision as well as improving the quality of the assessment process itself. The Strategy is underpinned by £150 million being made available to schools across 2008 -2011 for the continuing professional development of school staff in AfL.
- Assessing Pupils' Progress (APP) is a structured approach to teacher assessment, developed by QCA and National Strategies, which equips teachers to make judgements on pupils' progress in order to help them fine-tune their understanding of learners' needs and tailor their teaching accordingly. APP provides clear criteria against which judgements can be made about levels and sub-levels.
- Assessing Pupil Progress (APP) materials in reading, writing and

mathematics are available nationally for Key Stages 1, 2, and 3, and also in Key Stage 3 ICT and science. Materials in primary science and speaking and listening (Key Stages 1-3) will become available in 2010.

Following the Government's acceptance of the recommendations of the Expert Group on Assessment, the Department will continue to pilot the use of single-level tests, including their use in an accountability context. In 2009/10, some MGP pilot schools will be given the opportunity to exempt pupils who take a single-level test in mathematics from the end of Key Stage 2 mathematics test.

Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 2 (elements 1 and 2)

National target: Increase the proportion of pupils progression by 2 levels in English and mathematics at Key Stage 2 by: English 9 percentage points; mathematics 11 percentage points; by 2011.

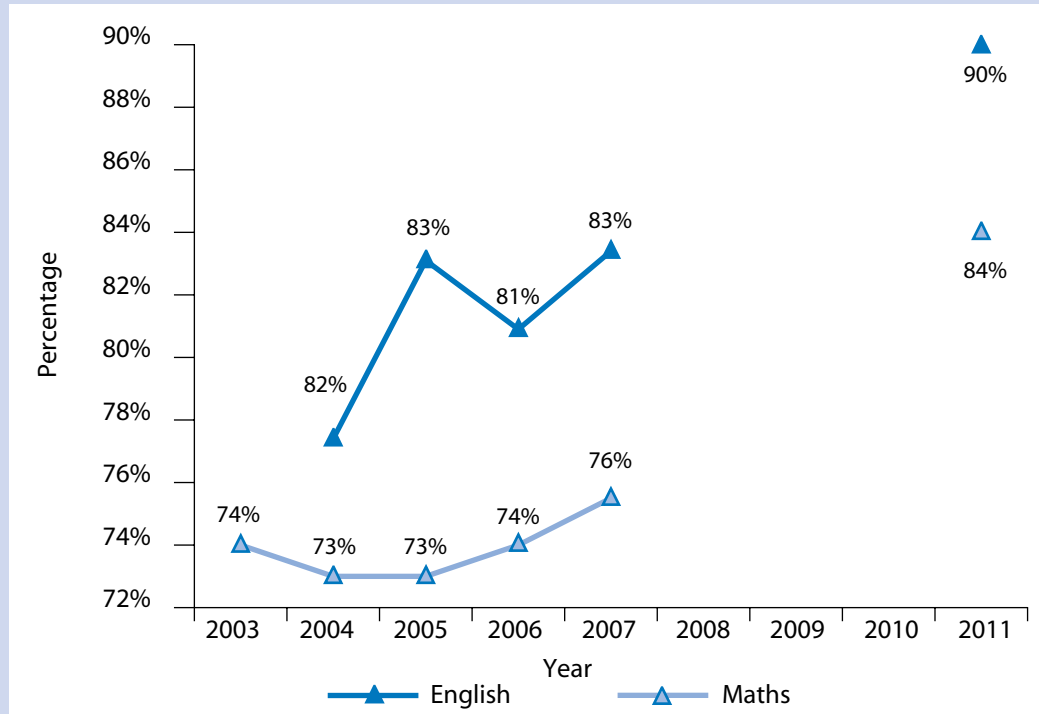
Baseline: English – 81% and mathematics – 74% in 2006.

Latest outturn against trend: English – 84% and mathematics – 76% 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%. The percentage of boys making two levels of progress in English in 2007 was 82% compared with 85% of girls.

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

Figure 4.2: Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 2



Data provider: Key Stage 1 data collected by DCSF. Key Stage 2 data are the results of National Curriculum assessment tests provided by the National Assessment Authority.

Data set used: National Pupil Database.

Frequency of reporting: Annual. Key Stage 2 data will be available from November.

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

Both of the following indicators on progression are not applicable beyond 2008 because data on outcomes at the end of Key Stage 3 will no longer be available to measure performance. Instead there will be a new measure based on improving the proportion of pupils making expected progress in English and in mathematics between Key Stage 2 and Key Stage 4 by 12 percentage points from the 2006 baseline. Expected progress means, for example, pupils achieving a level 4 at the end of Key Stage 2 should achieve at least a grade C at GCSE. In 2006, 57 per cent of pupils made expected progress in English and 52 per cent did so in mathematics.

Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 3¹ (elements 3 and 4)

National target: Increase the proportion of pupils progression by 2 levels in English and mathematics at Key Stage 3 by: English 16 percentage points; mathematics 12 percentage points; by 2011.

Baseline: English – 30% and mathematics – 63% in 2006.

Latest outturn against trend: English – 27% and mathematics – 59% in 2007.

Performance: In 2007, 27% of pupils made two levels of progress in English at Key Stage 3, three percentage points lower than the 2006 baseline of 30%.

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

In 2007, 59% of pupils made two levels of progress in mathematics at Key Stage 3, four percentage points lower than the 2006 baseline of 63%. The percentage of boys making two levels of progress in mathematics in 2007 was 59% compared with 58% of girls.

1. This indicator does not exist beyond 2008.

Proportion of pupils progressing by 2 levels in English and mathematics at Key Stage 4¹ (elements 5 and 6)

National target: Increase the proportion of pupils progression by 2 levels in English and mathematics at Key Stage 4 by: English 15 percentage points; mathematics 13 percentage points; by 2011.

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

Latest outturn against trend: English – 58% and mathematics – 23% in 2008.

Performance: In 2008, 58% of pupils made two levels of progress in English at Key Stage 4, two percentage points higher than the 2006 baseline of 56%. The percentage of boys making two levels of progress in English in 2008 was 55% compared with 62% of girls.

In 2008, 23% of pupils made two levels of progress in mathematics at Key Stage 4, four percentage points lower than the 2006 baseline of 27%. The percentage of boys making two levels of progress in mathematics in 2008 was 21% compared with 25% of girls.

Data provider: Key Stage 4 data are the examination results data provided by Awarding Bodies.

Data set used: National Pupil Database.

Frequency of reporting: Annual. Key Stage 4 data will be available from November.

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

1. This indicator does not exist beyond 2008.

Achievement of Children in Care

Raising the educational attainment of children in care is a key measure of success in raising aspirations and narrowing achievement gaps.

Some of the measures which have been introduced to support children in care achieve their potential are:

- A statutory requirement for all schools to have a designated teacher for children in care.
- Personal Education Allowances for all children in care not reaching expected levels of attainment.
- A 'Virtual School Head' in each local authority to take responsibility for the educational outcomes for all children in the care of the local authority.
- A new requirement to ensure that crucial stages of education are not disrupted through changes to care placements.

All programmes that focus on raising the attainment of under achieving groups include a focus on the needs of children in care.

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 achieving Level 4 in English to 60% by 2011 and Level 4 in mathematics to 55% by 2011.

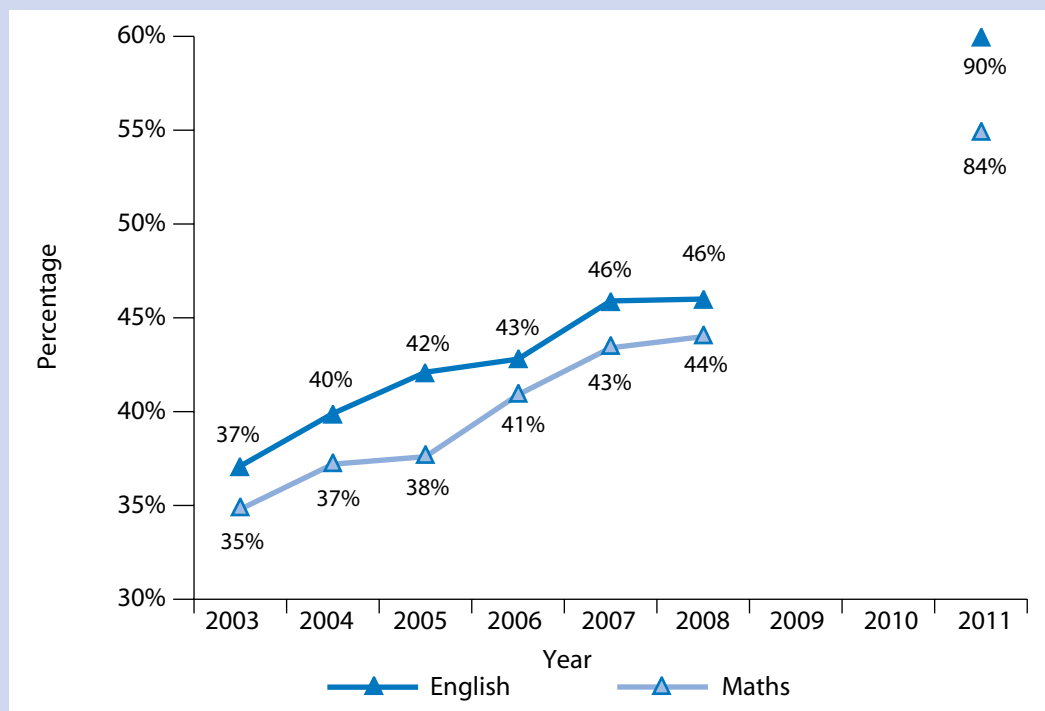
Baseline: English – 46% and mathematics – 43% in 2007.

Latest outturn against trend: English – 46% and mathematics – 44% in 2008.

Performance: In 2008, 46% of children in care achieved level 4 in English at Key Stage 2, unchanged from the 2007 baseline figure of 46%.

In 2008, 44% of children in care achieved level 4 in English at Key Stage 2, an increase of one percentage point from the 2007 baseline figure of 43%.

Figure 4.3: Proportion of children in care achieving Level 4 in English and Level 4 in mathematics, at Key Stage 2



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. The OC2 data is published in April relating to the previous academic year.

95% 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.

Proportion of children in care achieving 5 A*-C GCSEs (and equivalent) at Key Stage 4

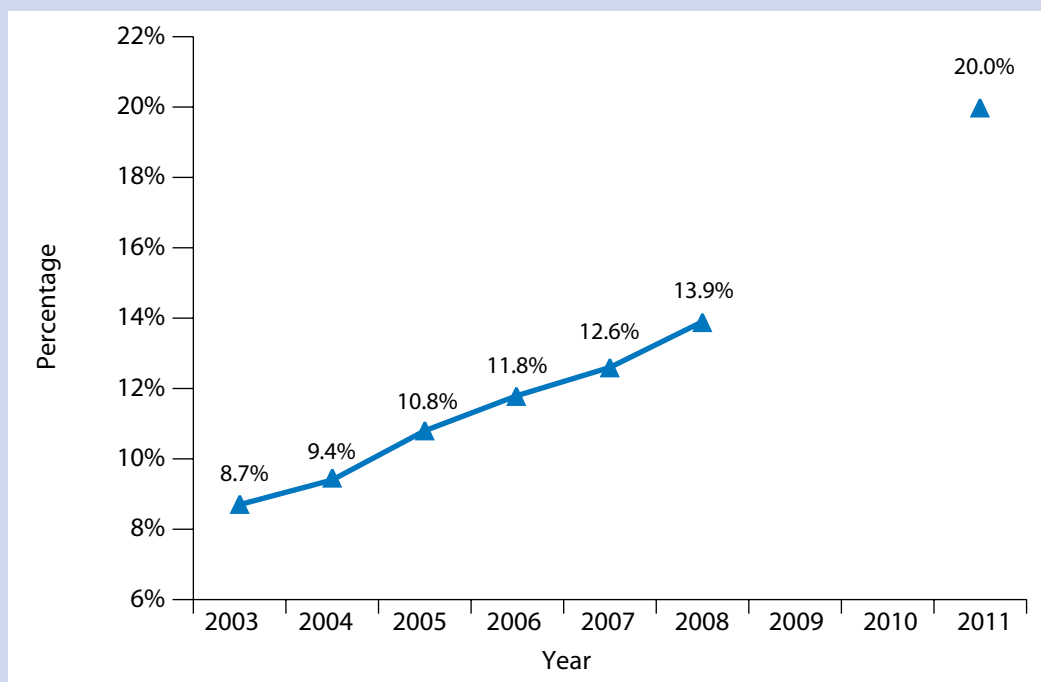
National target: Increase the proportion of children in care achieving 5 A*-C (and equivalent) at Key stage 4 to 20% by 2011.

Baseline: 12.6% of children in care achieving 5 A*-C at Key stage 4 in 2007.

Latest outturn against trend: 13.9% of children in care achieving 5 A*-C at Key stage 4 in 2008.

Performance: In 2008, 13.9% of children in care achieved level 4 in English at Key Stage 2, an increase of 1.3 percentage points from the 2007 baseline figure of 12.6%.

Figure 4.4: Proportion of children in care achieving 5 A*-C GCSEs at Key Stage 4¹



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. The OC2 data is published in April relating to the previous academic year.

95% 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.

1. Figures in graph do not yet include equivalents.

Participation

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

Raising aspirations can be a significant motivator in raising attainment. Efforts to raise aspirations will promote the motivation and engagement of all children and young people and the development of a better equipped workforce. Higher education is a key partner in raising ambition and aspiration working collaboratively with schools. Higher education institutions already work in partnership with schools through successful programmes such as the Aimhigher programme.

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

Baseline: 22.9% in 2005/06.

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

Performance: The proportion of UK-domiciled young full-time first degree entrants to UK higher education institutions from low socio-economic classes increased from 27.9% in 2002/03 to 29.8% in 2006/07 (Higher Education Statistics Agency (HESA) Performance Indicators in Higher Education).

The proportion of English-domiciled acceptances to higher education from lower socio-economic classes increased from 30.2% in 2002/03 to 32.1% in 2007/08 (Universities & Colleges Admissions Service). Figures for 2008/09 only cover those aged 18 and under, but for this group the proportion of lower socio economic groups rose from 28.0% to 28.9% between 2007/08 and 2008/09.

Overall higher education applicant numbers for 2009/10 entry remain at record levels.

Data provider: Department for Innovation, Universities and Skills.

Data set used: Full-time Young Participation by socio-economic Class: based on 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 in May.

95% confidence interval at last outturn: Not applicable.

In addition to the six DSO 4 indicators that underpin PSA 11, there are a further seven indicators that contribute to DSO 4 (see Table 4.2).

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.

Providing high quality integrated services through Sure Start Children's Centres is key to 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.

The Department is legislating to establish Sure Start Children's Centres on a statutory legal basis as part of the Apprenticeships, Skills, Children and Learning Bill which was introduced to Parliament on 4 February 2009. Legislation will ensure local authorities have clear duties to make arrangements for there to be sufficient Sure Start Children's Centres to meet local needs. It will enable best practice identified from successive evaluations to be required nationally.

Number of Sure Start Children's Centres

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

Latest outturn against trend: 3,018 Sure Start Children's Centres designated by end April 2009.

Performance: The Department is on course to meet the 2010 target for 3,500 Sure Start Children's Centres. At end April 2009, there were 3,018 designated Sure Start Children's Centres, offering services to almost 2.4 million children under five and their families.

Childcare

Next Steps for Early Learning and Childcare: Building on the 10-Year Strategy, a joint strategy document between the Department for Children, Schools and Families, HM Treasury, Department for Work and Pensions and Cabinet Office, was published alongside the *Child Poverty Bill* in January 2009. Half way into the *10 Year Childcare Strategy*, which was published in December 2004, the Department wanted to take stock of progress, refresh plans and begin a wider conversation with the sector, families and local government about how to address the challenges ahead. The objectives for early learning and childcare remain the same as they were in 2004: promoting child development, supporting employment and recognising families' preferences.

New announcements in *Next Steps for Early Learning and Childcare: Building on the 10-Year Strategy*, include:

- A comprehensive assessment on parental leave policies.
- Proposals to ensure parents have the choice to stretch the free offer for 3- and 4-year-olds (and 2-year-olds where available) over more than 38 weeks.
- A new focus on 5-14s provision from local government.
- A new pilot programme to attract top graduates.
- An expansion of Every Child a Talker in the most disadvantaged areas.
- A new childcare price comparison website for parents.
- Piloting raising the tax credit limit for families in London and those with disabled children as part of the Childcare Affordability Pilot.

It also gives more detail on how the government will implement the commitment to providing places to 15 per cent of the most disadvantaged 2-year-olds set out in the White Paper *New Opportunities: Fair chances for the future*.

Take-up of formal childcare by low income families

Baseline: 17% in 2006/07.

Latest outturn against trend: 2007/08 data due in August 2009.

Performance: The indicator is measured through numbers benefiting from the childcare element of tax credits (finalised annual data). 2006/07 data of 17% has been set as the baseline with annual finalised data to be received from HMRC in May each year. Snapshot data for April 2009 shows a figure of 18.9% indicating good progress being made towards the target. This is also supported by the numbers of families taking up the childcare element of tax credits which is steadily increasing (470,000 at April 2009).

The *2007 Parents Childcare Survey* suggests a 5.2% increase in take-up between 2004/05 and 2007. Further survey results for 2008 are due in July 2009.

A survey of over 7,000 parents with children aged 14 and under shows that overall take-up of childcare has levelled, and remains lower than average amongst low income families, lone parents and ethnic minority groups. Since 2004, parents' views on the affordability and availability of local childcare have improved, but cost is said to remain a barrier to take-up, with the average cost of childcare increasing since 2004.

Data provider: HMRC.

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

Frequency of reporting: Annual in May. (Delayed to August in 2009)

95% confidence interval at last outturn: Not applicable.

Special Educational Needs

In the *Children's Plan*, the Government recognised that more needs to be done to improve outcomes and provision for children with special educational needs (SEN) and disabled children and to increase parental confidence that children's individual needs are being met. Between 2008-11, £18 million will be spent to:

- Improve workforce knowledge, skills and understanding of SEN and disability through better initial teacher training and continuing professional development.
- Develop better data for schools on how well children with SEN are progressing, and guidance for schools on what constitutes good progress.
- Continue strengthening the position of SEN co-ordinators in schools, who are now required to be qualified teachers and working towards introducing

nationally accredited training arrangements for those new to the role from September 2009.

- Fund additional dyslexia pilots through Dyslexia Action and the development of British Dyslexia Association's helpline which provides information and advice on best practice. Sir Jim Rose has been asked to make recommendations on the identification and teaching of children with dyslexia.

More children and young people with SEN are achieving the expected level in English and mathematics at the end of primary school and five A*-C GCSEs including English and mathematics than ever before. However, those children and young people without SEN are improving at a faster rate meaning that the gap between those with SEN and their peers is widening.

The *Children's Plan One Year On: a progress report* committed an additional £31 million over the next two years for a new project to improve outcomes for children with SEN. 'Achievement for All' aims to improve the outcomes of children and young people with special educational needs and disabilities. It also announced £7 million to:

- Work with the National College for School Leadership to embed high aspirations for children with SEN in school leadership training.
- Take forward with Becta, online reporting to parents of information on SEN.
- Further support schools in assessing what constitutes good progress for children with SEN.

The Government welcomed the publication of the *Bercow Report* following John Bercow MP's review of services for Children and Young People with Speech, Language and Communication Needs (SLCN) in July 2008. In December 2008, the Department for Children Schools and Families and Department of Health (DH) published *Better Communication*, the SLCN action plan providing a full response to the Bercow Report. It sets out plans for a series of initiatives to improve services for children and young people with SLCN culminating in the National Year of Speech, Language and Communication starting in 2011.

This Department and DH will together invest up to £12 million between 2009-12 on new initiatives set out in *Better Communication*, including SLCN commissioning pathfinders; a cost-effectiveness research programme; and grants provided by Becta to organisations supporting children with alternative and augmentative communication needs.

SEN Statements issued within 26 weeks

Baseline: Measurement of this indicator will begin in 2008/09 when the first data becomes available.

Performance: Although most have, not all local authorities have returned data for this indicator and not all of the returned data has been approved by CLG and so it is not possible to give a national figure yet.

However approved data returned so far show that the percentage of statements local authorities completed within 26 weeks excluding statutory exceptions (103A) ranges from 100 to 54.9% and including exceptions (103B) ranges from 100 to 30.2%.

The SEN/non-SEN gap achieving Key Stage 2 English and mathematics threshold

Baseline: 53 percentage point gap in 2005/06.

Latest outturn against trend: 52 percentage point gap in 2006/07.

Performance: The gap closed by one percentage point compared with 2005/06.

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

Baseline: 43.3 percentage point gap in 2005/06.

Latest outturn against trend: 45.3 percentage point gap in 2007/08.

Performance: In 2007/08, the gap was 45.3 percentage points compared with 44.4 percentage points in 2006/07 and 43.3 percentage points in 2005/06, the target's baseline.

Achievement Gap at levels 2 and 3

Reducing the achievement gap at levels 2 and 3 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.

The action to achieve this is based on having a comprehensive and coherent system for young people which, has at its heart:

- 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.

- Provision that is 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.
- The right support so that every young person can access and make the most of their choice through high quality information, advice and guidance, personal and financial support.
- Strong collaboration to improve educational opportunities for all young people.

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

Baseline: 27.4 percentage point gap in 2005-06.

Latest outturn against trend: 23.7 percentage point gap in 2008.

Performance: The gap closed by 2.1 percentage points compared with the cohort aged 19 in 2007.

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

Baseline: 26.1 percentage point gap in 2005-06.

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

Performance: The gap closed by 0.4 percentage points compared with the cohort aged 19 in 2007.

Table 4.2: DSO 4 indicators: lead and contributing departments and details of the corresponding Local Government National Indicator Set.

DSO 4 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09
Achievement gap at Early Years Foundation Stage (PSA 11)	Department for Children, Schools and Families (DCSF)		92	150
Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4 (PSA 11)	DCSF		102	23
Proportion of pupils progressing by 2 levels in English and mathematics at each of Key Stages 2, 3 and 4 (six elements) (PSA 11)	DCSF			
a) Proportion of pupils progressing by 2 levels in English at Key Stage 2	DCSF		93	150

DSO 4 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09
b) Proportion of pupils progressing by 2 levels in mathematics at Key Stage 2	DCSF		94	150
c) Proportion of pupils progressing by 2 levels in English at Key Stage 3 ¹ 1. This indicator will not exist beyond 2008	DCSF		95	Not applicable This indicator will not exist beyond 2008
d) Proportion of pupils progressing by 2 levels in mathematics at Key Stage 3 ¹ 1. This indicator will not exist beyond 2008	DCSF		96	Not applicable This indicator will not exist beyond 2008
e) Proportion of pupils progressing by 2 levels in English at Key Stage 4 ¹ 1. This indicator will not exist beyond 2008	DCSF		97	Not applicable This indicator will not exist beyond 2008

DSO 4 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09
f) Proportion of pupils progressing by 2 levels in mathematics at Key Stage 4' 1. This indicator will not exist beyond 2008	DCSF		98	Not applicable This indicator will not exist beyond 2008
Proportion of children in care achieving Level 4 in English and Level 4 in mathematics at Key Stage 2 (two elements) (PSA 11)	DCSF			
a) Proportion of children in care achieving Level 4 in English at Key Stage 2	DCSF		99	150
b) Proportion of children in care achieving Level 4 in mathematics at Key Stage 2	DCSF		100	150

DSO 4 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09
Proportion of children in care achieving 5 A*-C GCSEs (or equivalent) at Key Stage 4 (PSA 11)	DCSF		101	150
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 (supporting PSA 11)	DIUS		106	9
Inequality gap in the achievement of Level 3 qualification by the age of 19	DCSF		81	5
Inequality gap in the achievement of Level 2 qualification by the age of 19	DCSF		82	3

DSO 4 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09
SEN statements issued within 26 weeks	DCSF		103	0
The SEN/non SEN gap achieving Key Stage 2 English and mathematics threshold	DCSF		104	1
The SEN/non SEN gap achieving 5 A*-C GCSEs including English and mathematics	DCSF		105	3
Number of Sure Start Childrens Centres	DCSF		109	1
Take-up of formal childcare by low income families	DCSF		118	12

Chapter 5

Departmental Strategic

Objective (DSO) 5:

Ensure young people are participating and achieving their potential to 18 and beyond

DSO 5: Ensure young people are participating and achieving their potential to 18 and beyond drives forward cross-government Public Service Agreement (PSA) 10: Raise the educational achievement of all children and young people.

It also represents the Department's contribution to the Every Child Matters outcomes: 'Enjoy and Achieve', 'Make a Positive Contribution' and 'Achieve Economic Wellbeing'.

Table 5.1 shows the relationship and links between the Children's Plan 2020 Goals, Every Child Matters outcomes, PSAs, supporting DSOs and National Indicators. At the end of this Chapter, Table 5.2 shows: the indicators underpinning DSO 5; lead and contributing departments; and details of the corresponding Local Government National Indicator Set.

Table 5.1: Every Child Matters: Outcomes Framework (shortened version)

Children's Plan 2020 Goals	Ready for secondary school Skills for adult life	Positive contribution Reduce the number of young offenders	Eradicate child poverty Satisfied employers
Every Child Matters outcomes	'Enjoy and Achieve', 'Make a Positive Contribution' and 'Achieve Economic Wellbeing'		
Public Service Agreements (PSAs) and DCSF Departmental Strategic Objectives (DSOs)	Public Service Agreement (PSA) 10: To raise the educational achievement of all children and young people supported by DSO 5: Ensure young people are participating and achieving their potential to 18 and beyond		
National Indicators	Quality of life Quality of service		

Parents want their children to grow up learning the skills needed to succeed in life and get a good job. Succeeding as adults in a competitive global market means having the right skills and opportunities to participate in further and higher education, training and work. Working with the Department's partners, 14-19 education is being transformed to provide opportunities for all young people to participate in education and training to 18 and beyond.

In 2008, the Department published its 14-19 Qualifications Strategy which sets out the vision for a more streamlined qualification offer for young people with clearer progression routes. The expectation is that by 2013 the majority of young people aged 14-19 will be following one of four national routes: Diplomas; GCSEs/A levels; Apprenticeships and; for those working at entry and level 1, the Foundation Learning Tier Progression Pathways. A new committee, the Joint Advisory Committee on Qualifications Approval (JACQA), was established in December 2008 to make recommendations to the Secretary of State on which qualifications should be eligible for public funding for 14-19 year olds.

Since the launch of the *Children's Plan* and as reported in the *Children's Plan One Year On: a progress report* published in December 2008:

- New Diplomas have been introduced as have new A-levels and GCSEs, providing a wider range of relevant opportunities for young people to stay engaged in learning.
- In 2008, the highest ever number of 16- to 19-year-olds continued in education and training and through Budget 2009, the Department

announced additional funding to support even more young people to participate in 2009.

- Parliament has passed historic legislation to raise the age of compulsory participation to 17 in 2013 and 18 in 2015 so that every young person has the opportunity to build the skills they need to succeed.
- The proportion of 19-year-olds qualified to Level 2 in 2008 rose to 76.7 per cent, and the proportion qualified to Level 3 rose to 49.8 per cent, the highest ever rates.

The *Children's Plan One Year On: a progress report* also published the Department's DSO 5 priorities for 2009 which included:

- Introducing five more Diplomas and a national apprenticeships service to double the number of apprenticeships.

Progress has already been made with:

- Extensive preparation for September 2009 to secure successful first teaching of the next five Diplomas and wider availability and uptake of the first five.
- The National Apprenticeship Service was officially launched in April 2009 and is working across the country to increase the number of employers and young people involved in apprenticeships.

The Department needs strong leadership at a local level for 0-19 learners, a national body capable of supporting local decision making for 0-19 learners and a streamlined agency for post-19 learners. The 16-18 transfer and the creation of the Young People's Learning Agency (YPLA) and Skills Funding Agency (SFA) will enable the education and training system to deliver the Department's ambitions. This will ensure coherence of planning, commissioning and budget control for around £7 billion for 16-19 provision (and for 19-25 year olds with an assessed learning difficulty or disability) and for a budget of approximately £4 billion for post-19 provision.

This transfer is crucial to the successful delivery of the raising of the participation age to 17 by 2013 and 18 by 2015. It will put in place the infrastructure to enable every young person to access the most individually appropriate, engaging and high quality provision, and will give local authorities the tools they need to deliver the raised participation age.

Local authorities are the best people to secure the best services for their communities – they are close to their communities, have experience of strategic local leadership and are democratically accountable to local people. Giving them responsibility for all education and other services for 0-19 will allow joining up between education and training for young people and youth services. This will

mean improved delivery for young people, and better targeted provision at some of the most vulnerable young people. In the new system, funding will follow learner choice, enabling them to choose from a selection of high quality provision in a variety of settings, and supported by excellent information, advice and guidance.

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

PSA 10 sets out the responsibility of the Department for Children, Schools and Families to raise the educational achievement of all children and the Government has committed to six priorities over the next three years using mutually reinforcing indicators to monitor developments that impact on all children and young people's educational achievement. Two of these priorities underpin DSO 5 and the remaining four underpin DSO 3 (see Chapter 3).

The two priority indicators underpinning DSO 5 are:

- Proportion of young people achieving Level 2 at age 19 by 2011.
- Proportion of young people achieving Level 3 at age 19 by 2011.

PSA 10 is currently rated as strong progress – improvement against 4/6 indicators (also see Chapter 3) and DSO 5 some progress – improvement against 2/4 indicators.

Level 2 and 3 achievement at age 19

Increasing the number of young people achieving levels 2 and 3 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* published in December 2006 predicted an expansion in jobs for those qualified to Level 3 and a large reduction in lower skilled jobs in the future.

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 2 A levels by age 19

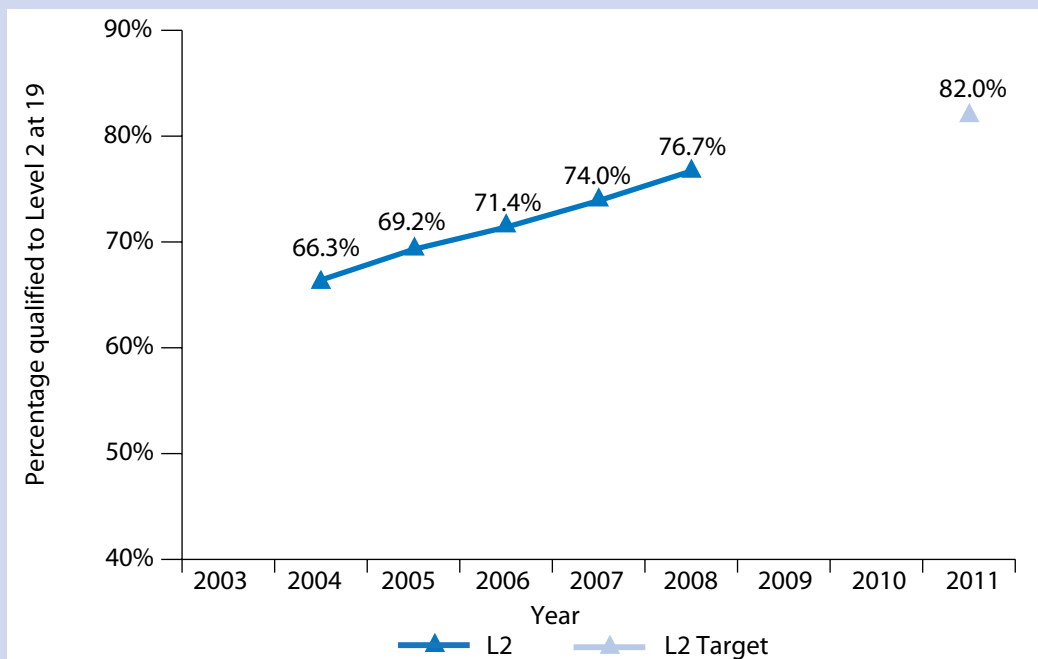
National target: Increase the proportion of young people achieving Level 2 at age 19 to 82% by 2011.

Baseline: 74.0% 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.

Figure 5.1: Percentage of young people achieving Level 2 at age 19 (2004 to 2008)



Data provider: DCSF Statistical First Release 04/2009; 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. Estimates become available in February of the following year. 2008/09 data will be available in February 2010.

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

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 2 A levels by age 19

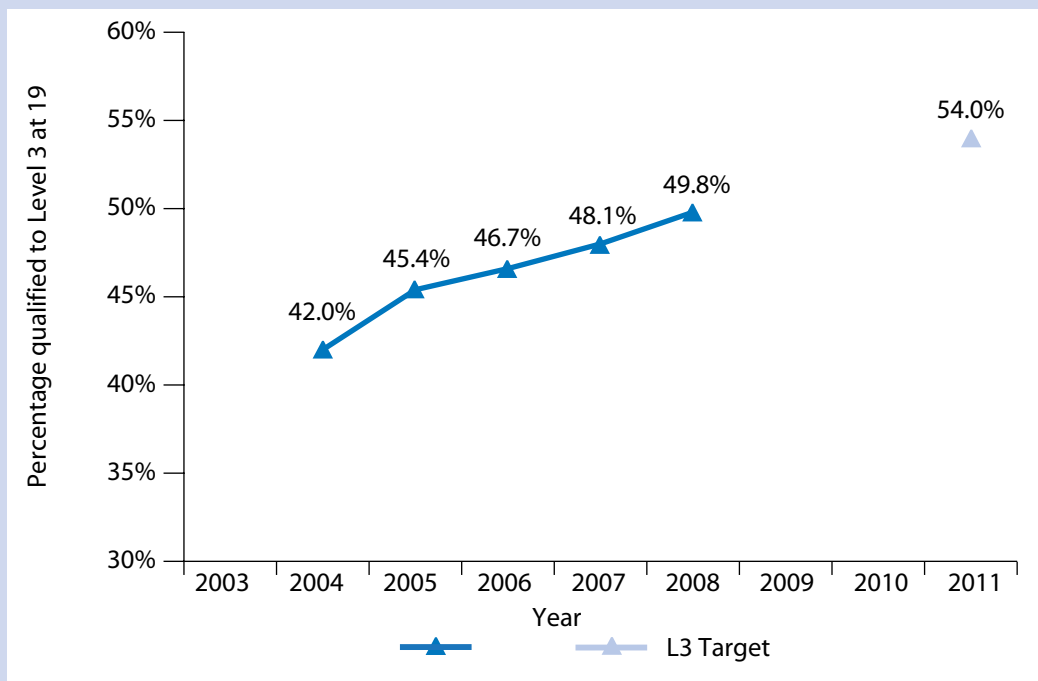
National target: Increase the proportion of young people achieving Level 3 at age 19 to 54% by 2011.

Baseline: 48.1% 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). Compared with 2004, 63,000 more 19-year-olds now achieve a Level 3.

Figure 5.2: Percentage of young people achieving Level 3 at age 19 (2004 to 2008)



Data provider: DCSF Statistical First Release 04/2009: '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. Estimates become available in February of the following year. 2008/09 data will be available in February 2010.

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

In addition to the two DSO 5 indicators underpinning PSA 10, there are a further three indicators that contribute to DSO 5 (see Table 5.2). One of these contributes to a PSA led by another government department and will be reported on fully in their Departmental Report. The remaining two are reported below.

14-19 Diplomas

The Diploma is a qualification for students aged 14-19 and is set to become one of four main education choices – alongside GCSEs/A levels, Foundation Learning Tier and Apprenticeships. It combines theory and practice to equip students with the skills, knowledge and experience they need for success at college, university and work.

Diploma students will acquire the skills and knowledge which are essential for success in employment and higher education.

In relation to higher education, all UK universities have stated that an Advanced Diploma holder can access undergraduate courses at their institution. Of course that does not mean they can access any course, just as few students with humanities A levels will be allowed on to science degrees. But overall, 80 per cent of undergraduate courses can be accessed with the right grades in the right Diploma from the first five lines.

Take-up of 14-19 diplomas

Latest outturn against trend: In September 2008, 12,072 learners started Diploma courses.

Performance: The first Diplomas were taught for the first time from September 2008 with learners in almost 900 schools and colleges around the country. 72% of secondary schools and 88% of colleges are part of the consortia that will be delivering Diplomas from September 2009.

Participation of 17-year-olds in Education and Training

Increasing post-16 participation in education and work-based learning supports crucial social and economic aims. Young people who continue to participate in education or training gain the knowledge and skills that will help them to achieve in life. By the age of 21, they are more likely to be employed, and earning more, and less likely to have a criminal record or suffer poor health or depression.

The Department introduced the September Guarantee to ensure that all young people leaving compulsory education receive a suitable offer of a place in learning by the end of September. In 2008, 94.2 per cent of 16-year-olds said that they wanted to continue in learning and received an offer under the Guarantee, up from 91.8 per cent in 2007. The Department has also extended the September Guarantee to 17-year-olds to ensure that young people on short courses or who dropped out during the year have an opportunity to re-engage. In 2008, the first year of operation, almost 80 per cent of 17-year-olds in these groups received an offer under the Guarantee.

Increasing the skill levels of the workforce is also necessary to allow us to compete globally and participation is a pre-requisite to securing further increases in Level 2 and Level 3 attainment by 19.

Participation of 17-year-olds in education or training

Baseline: 78.4 per cent of 17-year-olds were participating in education or work-based learning at the end of 2007.

Latest outturn against trend: 2008 data will not be available until 16 June 2009.

Performance: 78.4 per cent of 17-year-olds were participating in education or work-based learning at the end of 2007, up from 76.9 per cent at end 2006.

The Government has legislated to raise the participation age to 17 from September 2013 and to 18 from September 2015 which will increase the numbers of 17-year-olds participating in education or training.

Apprenticeships

The Government is committed to a significant growth in Apprenticeships for young people and adults. Progress over the past few years has been significant. The number of people starting an Apprenticeship has increased from 65,000 in 1996/97 to 224,800 in 2007/08; 107,000 of whom were aged 16-18; completion rates have improved from 48 per cent in 2005/06 to 64 per cent in 2007/08 and there are around 130,000 employers involved nationally.

In 2008-09, the Department has continued to make good progress in offering high quality places in both the public and private sector. Apprenticeship starts are at their highest ever level, with an increase of almost 20 per cent from August 2008-January 2009 over the same period in 2007. The National Apprenticeship Service became fully operational in April 2009, and will help to expand apprenticeships and provide a single point of contact for employers and apprentices.

However, within the 16-18 age group there are particular challenges to be faced this year in order to deliver the additional growth that the Department has committed to in the economic downturn.

The Department is addressing this in a number of ways: in January 2009 the Prime Minister announced a £140 million package for 35,000 additional all-age apprenticeship places over the coming year; measures have been introduced to make greater use of public procurement to encourage suppliers to invest in skills and Apprenticeships; expanding opportunities in the public sector is continuing; and funding is being provided to enable large employers to train extra apprentices for small businesses within their supply chain. With the launch of the new online Apprenticeships vacancy matching service, young people are now able, for the first time, to search and apply for vacancies quickly and easily from one national website.

Education Maintenance Allowance

Education Maintenance Allowance (EMA) was introduced to incentivise more 16-19 year olds from low income households to participate in post compulsory learning. It is an income-assessed allowance paid direct to young people. There are three EMA weekly payment bands based on household income. Currently around 45 per cent of 16-18 year old learners in full-time education receive it and the majority of these receive the maximum weekly rate of £30. In 2007/08, there were 546,472 individuals who successfully claimed EMA and the total expenditure on EMA in 2007/08 was £532.9 million.

EMA has been the subject of one of the most extensive and robust independent evaluations of an education initiative ever undertaken in England. That evaluation showed that EMA led to increases in participation nationally by 3.8 percentage points for 16-year-olds and 4.1 percentage points for 17-year-olds. Since then this increase in participation has been sustained. Evaluation evidence also shows EMA has significant positive impacts on the overall attainment of young people taking Level 2 and Level 3 qualifications. The impact of EMA on attainment at Levels 2 and 3 was found to be seven percentage points for female EMA recipients and five percentage points for male EMA recipients. These positive impacts have been particularly strong among more disadvantaged groups such as those from the most deprived neighbourhoods and those who had previously achieved less well academically.

Employer Engagement

Employers continue to play an essential role in supporting delivery of all the Departmental Strategic Objectives. Work-related learning has been a statutory part of the curriculum since 2004 and almost all young people take part in work experience. These activities help young people connect their learning with the future world of work and to develop the employability skills that employers value.

Employers engagement is also becoming more important in terms of delivering a world class education system. They are essential to the delivery of the new Diplomas, Apprenticeships and, in the future, to Raising the Participation Age.

In 2008, the National Council for Educational Excellence published its recommendations, including those of its business strand to mobilise employer support for a new national framework. To help deliver these recommendations, the Department published the *Building Stronger Partnerships* document in December 2008 to show how schools and employers can work together. At the same time a new employer-led Task Force was announced and, with support from the Department, the process of establishing the Task Force as a legal entity was well advanced by March 2009.

The Department is also pleased to support the creation of a new Institute for Educational Business Excellence, led by the National Education Business Partnership Network, which was announced in December 2008. The Institute will be a professional body for the organisations and people that work to help business and schools come together to deliver better learning outcomes for young people.

These achievements represent real progress to prepare the way for and underpin future employer engagement with education to secure the opportunities that young people need if they are to be given best preparation possible for their future working lives.

Table 5.2: DSO 5 indicators: lead and contributing departments and details of the corresponding Local Government National Indicator Set.

DSO 5 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09
Proportion of young people achieving Level 2 at age 19 by 2011 (PSA 10)	Department for Children, Schools and Families (DCSF)	Department for Innovation, Universities and Skills (DIUS)	79	36
Proportion of young people achieving Level 3 at age 19 by 2011 (PSA 10)	DCSF	DIUS	80	22
Post-16 participation in physical sciences (A level physics, chemistry and mathematics) (PSA 4)	DIUS	DCSF	85	
Take-up of 14-19 learning diplomas	DCSF		90	5
Participation of 17-year-olds in education or training	DCSF		91	8

Chapter 6

Departmental Strategic

Objective (DSO) 6:

Keep children and young people on the path to success

DSO 6: Keep children and young people on the path to success drives forward cross-government Public Service Agreement (PSA) 14: Increase the number of children and young people on the path to success.

It also represents the Department's contribution to the Every Child Matters outcomes: 'Enjoy and Achieve', 'Make a Positive Contribution' and 'Achieve Economic Wellbeing'.

Table 6.1 shows the relationship and links between the Children's Plan 2020 Goals, Every Child Matters outcomes, PSAs, supporting DSOs and National Indicators. At the end of this Chapter, Table 6.2 shows: the indicators underpinning DSO 6; lead and contributing departments; and details of the corresponding Local Government National Indicator Set.

Table 6.1: Every Child Matters: Outcomes Framework (shortened version)

Children's Plan 2020 Goals	Wellbeing Health	Positive contribution Reduce the number of young offenders	Eradicate child poverty Satisfied employers
Every Child Matters outcomes	'Be healthy', 'Make a Positive Contribution' and 'Achieve Economic Wellbeing'		
Public Service Agreements (PSAs) and DCSF Departmental Strategic Objectives (DSOs)	Public Service Agreement (PSA) 14: To 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		
National Indicators	Quality of life Quality of service		

The Government's ambition is both to give young people a first class education that enables them to develop their individual skills and talents, and to provide support and opportunities they need to set them firmly on the path.

Since the launch of the *Children's Plan* and as reported in the *Children's Plan One Year On: a progress report* the following have been completed:

- The *Youth Alcohol Action Plan* was published in June 2008 and committed to a campaign to make young people think more about the consequences of drinking too much alcohol.
- **myplace**, a multi million pound government programme to deliver world class places for young people to go, was launched.
- The *Youth Crime Action Plan* was published in July 2008 setting out a triple track approach to reducing youth crime and re-offending: firm enforcement; non-negotiable support for young people who offend and their families; and early intervention to prevent offending behaviour.

The *Children's Plan One Year On: a progress report* also published the Department's DSO 6 priorities for 2009 which included:

- Publishing guidelines on young people's alcohol consumption to help parents help their children to make sensible decisions about the amount they drink.
- Ensure more youth facilities are open on Friday and Saturday evenings.

Progress has already been made in these areas with:

- Widespread consultation to help develop alcohol information and advice for parents and young people based on guidelines from the Chief Medical Officer.
- The launch of the OPEN campaign ensuring local authorities prioritise the availability of positive activities on Friday and Saturday evenings, especially those targeted at disadvantaged young people and in areas of concern for anti-social behaviour and youth crime.

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

PSA 14 sets out the responsibility of the Department for Children, Schools and Families to increase the number of children and young people on the path to success and the Government has committed to five priorities through to 2011 using mutually reinforcing indicators to monitor developments that impact on all children and young people.

These priority indicators are:

- Reduce the proportion of 16-18 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.

PSA 14 and DSO 6 are currently rated as not yet assessed. This is because most of the indicator performance data for 2008-09 (i.e. the first year of the 2007 Comprehensive Spending Review period) is not yet available. The majority of the PSA 14 and DSO 6 indicators are newly developed.

Young People Not in Education, Employment or Training (NEET)

Reducing the proportion of 16- to 18-year-olds not in education, employment or training (NEET) is a priority for the Government. Not only are young people who are NEET failing to get the skills and qualifications they need to prepare for sustainable employment, being NEET between 16 and 18 is also a major predictor of later unemployment, low income, teenage motherhood, depression and poor physical health.

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

Local authorities are accountable for reducing NEET in their local areas, working closely with schools, youth support services and the Learning and Skills Council. The importance they attach to this is reflected in 117 local areas choosing NEET as one of their Local Area Agreement priorities (see table 6.2).

The proportion of young people in education and training reached its highest level ever in 2007, supported by the successful implementation of the September Guarantee. The economic downturn is presenting new challenges for young people as fewer jobs become available, but the Department is determined to ensure that this does not prevent young people from having the opportunity to stay in learning, remain motivated, and gain the skills and qualifications they need to succeed. An additional £655 million was announced in the 2009 Budget to help tackle youth unemployment and to ensure investment in skills by creating additional post-16 learning places, so that more young people aged 16-18 than ever can participate in education and training. The announcement means that the September Guarantee of a place in education and training for every 16- and 17-year-old who wants one, will be met. In addition, a further 17,500 apprenticeship places are being made available to young people to strengthen the country's competitiveness and help beat the downturn. Current indications are that these measures are proving effective – young people are not more proportionately adversely affected by the effects of the downturn.

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

National target: Reduce the proportion of young people, not in education, employment or training (NEET).

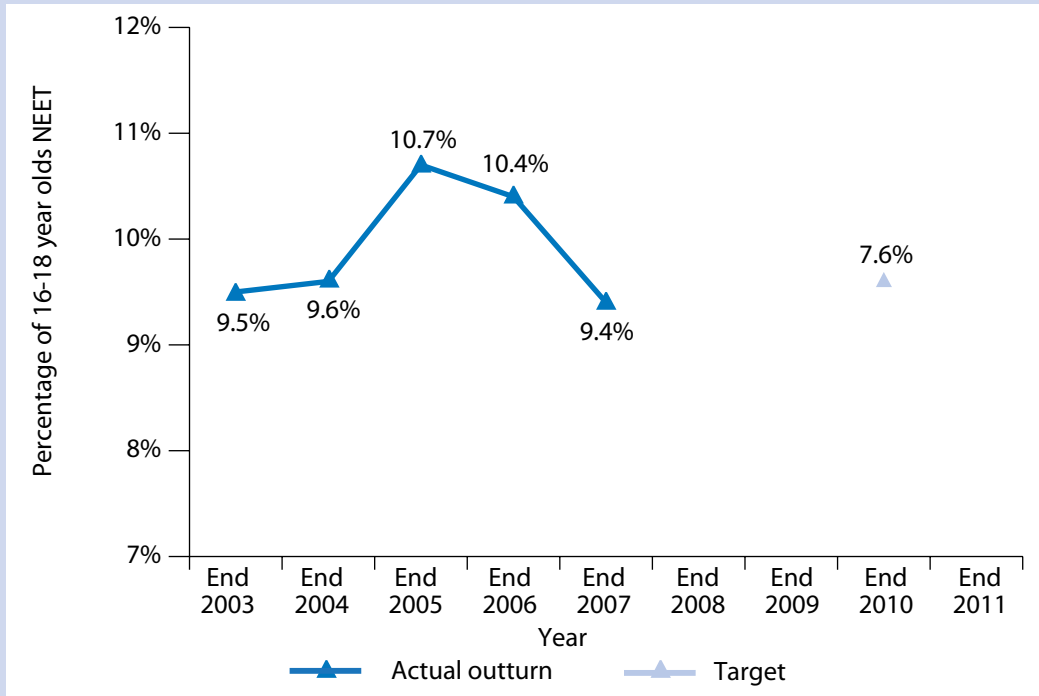
2010 target level: Two percentage point reduction since 2004 (7.6%).

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

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

Performance: The proportion of 16-18 year olds NEET rose in 2005, the first year of the PSAS target. Significant progress has been made since then with a 1 percentage point reduction between 2006 and 2007. Whilst the most progress has been made amongst 16- and 17-year-olds, there was also a fall in the proportion of 18-year-olds NEET in 2007, the first for 3 years. However, there have been more recent indications that youth unemployment is rising due to the current economic circumstances.

Figure 6.1: Percentage of 16- to 18-year-olds who are not in education, employment or training (NEET)



Data provider: DCSF and Office for National Statistics (ONS).

Data set used: Population estimates for 16- to 18-year-olds collected through ONS population estimates¹. Administrative data about those who are participating in education and training in schools – collected through the Annual Schools Census; further education – collected through the Individualised Learner Record; higher education – collected through the Higher Education Statistics Agency; and Learning and Skills Council funded work-based learning – collected through the Individualised Learner Record. Figures for those in non-government supported training, in employment, and those who are NEET are estimated using proportions from the Labour Force Survey.

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

95% 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.

Positive Activities

Participating in high quality structured activities is a key element in improving the prospects of all young people. *Aiming High for Young People: a ten year strategy for positive activities* (DCSF-HMT, July 2007) set out the Government's long-term vision to help all young people, particularly those from disadvantaged backgrounds, to take part in enjoyable and purposeful activities in their free time. The strategy focuses on improving the quality of provision, improving access to provision, and on increasing young people's influence over services, in order to increase participation in positive activities. During 2008-09, the Department increased investment in the Youth Opportunity and Capital Funds and in the Positive Activities for Young People programme, with additional investment in the most deprived areas. The *myplace* programme has begun to provide world class youth facilities driven by active participation of young people and third sector organisations are being supported to deliver services for young people more effectively through the Youth Sector Development Fund. The importance of participation in positive activities is reflected in just over half of 150 areas choosing this as one of their Local Area Agreement priorities (see Table 6.2). The strategy is supported by an investment of £679 million over 2008-11 and a further £160 million through the *Children's Plan*.

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 as per Tellus3 survey results.

Latest outturn against trend: 69.5% in 2008 as per Tellus3 survey results.

Performance: Tellus3 survey results show improvements from the 2007 results (although direct comparisons are being used with some caution due to an element of risk regarding the 2007 sample size and range).

Data provider: DCSF.

Data set used: Participation measured using the Tellus survey.

Frequency of reporting: Annual – in January.

95% 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 be considered separately.

Alcohol and Drug Use

Drug and alcohol misuse amongst young people is linked with crime, disorder, absence from school, school failure, physical and mental health problems and other poor outcomes. The Drug Strategy, *Drugs: protecting families and communities* published in February 2008 and the *Youth Alcohol Action Plan*

published in June 2008 address these issues by outlining the key actions that need to be taken to have a long-term impact on reducing the misuse of substances by young people.

Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances

Baseline: 10.9% in 2008 as per Tellus3 survey results.

Latest outturn against trend: 10.9% in 2008 as per Tellus3 survey results.

Performance: *Tellus3* survey results show improvements from the 2007 results (although direct comparisons are being used with some caution due to an element of risk regarding the 2007 sample size and range).

The *Smoking, Drinking and Drug Use* Survey figures for 11-15s (to 2007), show consistent reductions in both drug and alcohol use since 2001 (with use ever and frequent use both down). Levels of Volatile Substance Abuse are more varied over this period although 2007 levels are still lower than 2003.

British Crime Survey figures published from the 2007/08 survey show a continued decline in drug use for 16-24s, including for Class A use.

Data provider: DCSF.

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 baselines and progress.

Frequency of reporting: Annual – in January.

95% 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.

Teenage Pregnancy

The Government's Teenage Pregnancy Strategy launched in 1999 was the first co-ordinated attempt to tackle both the causes and consequences of teenage pregnancy. All local areas have a ten-year strategy in place, with local under-18 conception rate reduction targets of between 40 per cent and 60 per cent which underpin the national 50 per cent target.

To successfully reduce teenage pregnancy rates a range of factors need to be in place including: engagement of delivery partners; senior champions in the local authority and primary care trust; effective contraception/sexual health advice services; prioritisation of sex and relationships education in schools; targeted interventions for young people most at risk; training on sex and relationships

education for partner organisations; effective use of local data; and a well-resourced youth service.

All local authorities and primary care trusts have received guidance and support to implement these measures. The importance of tackling teenage pregnancy is reflected in 106 local areas choosing this as one of their Local Area Agreement priorities (see Table 6.2).

Local delivery is also supported by two national media campaigns; RU Thinking and Want Respect? Use a Condom.

Reduce the under-18 conception rate

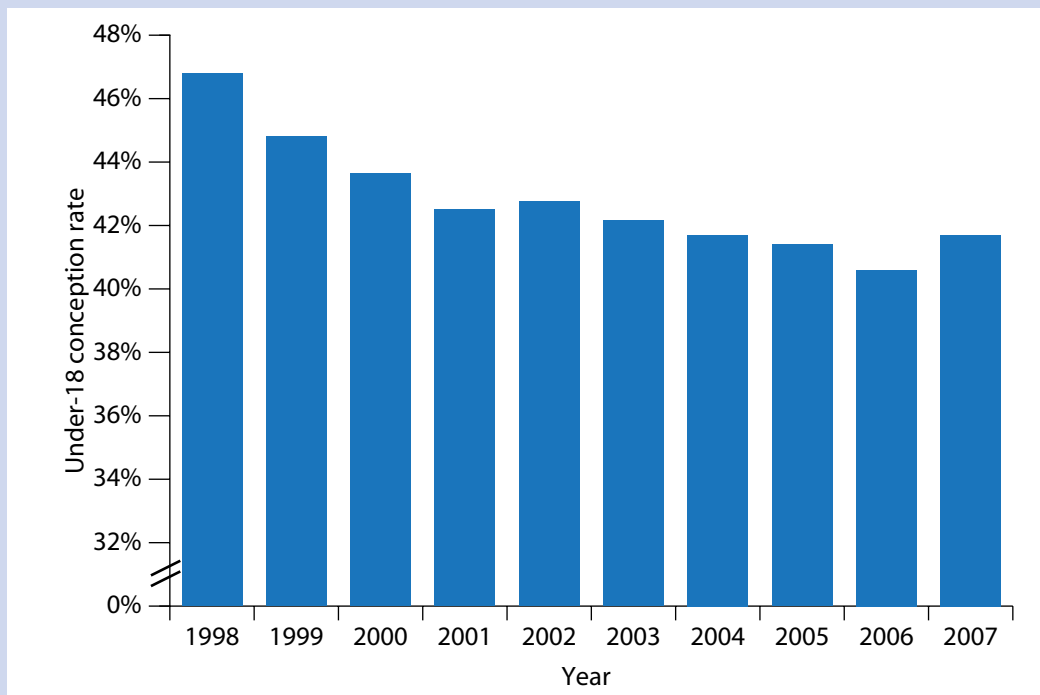
National target: Reduce the under-18 conception rate by 50% by 2010 as part of a broader strategy to improve sexual health.

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 (provisional).

Performance: Provisional 2007 data shows the under-18 conception rate for England is 41.7 conceptions per 1,000 females aged 15-17 in 2007, representing a 10.7% reduction from the 1998 baseline.

Figure 6.2: Under-18 conception rate for England: 1998-2007



Source: Office for National Statistics and Teenage Pregnancy Unit, 2009
 Rate per thousand females aged 15-17
 2007 data are provisional

Despite the rise in national figures in the last year the long-term trend is still downward and overall there has been a 10.7 per cent reduction in under-18 conceptions and a 23.3 per cent decline in teenage births since the baseline year for the Government's strategy in 1998. In 2006, the rates dropped to their lowest level in 20 years.

Whilst conception rates in 2007 overall were higher than in 2006, the fourth quarter of 2007 was 2% lower than the corresponding quarter in 2006, and the first quarter of 2008 was 1.9% lower than the corresponding quarter in 2007. Annual abortion data for 2008 also shows a 4.5% reduction on 2007.

Taken together this suggests that in keeping with the long-term trend, conception rates may show a decline again in 2008.

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 in-year monitoring¹.

95% 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).

First Time Entrants to the Criminal Justice System

The *Youth Crime Action Plan* (YCAP) published in July 2008, articulates a cross-government approach for dealing with the full range of issues around youth crime, from prevention and early intervention through to offender resettlement. The Youth Taskforce (which was set up to help meet the *Children's Plan* commitment to improve outcomes for some of the most at risk and challenging young people) is the principal vehicle through which the Government will seek to deliver tangible difference on the ground and ultimately reduce the number of first time entrants to the criminal justice system aged 0-17.

In order to fulfil this role of supporting delivery of YCAP, the Taskforce is helping local authorities to implement the intensive package of measures targeted on areas facing higher levels of crime, anti-social behaviour and deprivation. This complements the Taskforce's work to ensure that there are positive activities for young people on Friday and Saturday nights in neighbourhoods with high crime, and projects to prevent youth anti-social behaviour by intervening early when young people show signs of problem behaviour.

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

Performance: The 2007/08 figures show a decline from 2006/07 when the number of first time entrants was a rate of 2,031 per 100,000.

Data set used: Police force data, provided through the Police National Computer (PNC).¹

Frequency of reporting: Quarterly.

95% 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.

In addition to the five DSO 6 indicators underpinning PSA 14 reported above, there are a further thirteen indicators that contribute to DSO 6 (see Table 6.2).

Young offenders

Children and young people who receive community or custodial sentences tend to be disengaged from mainstream services and lack positive links to their communities. They frequently have a history of involvement with social services through instability at home or in education and have needs that have not been met earlier. The social context of these young people needs to change if they are not to re-offend. Significant progress has already been made in improving outcomes for young offenders including:

- Increasing the provision of education and training for young people in custody.
- Introducing case management approaches to rehabilitation with personalised support to young offenders through models such as the Resettlement and Aftercare Provision programme.
- Implementing Targeted Youth Support arrangements in local areas which aim to secure consistency of targeted and specialised support before, during and after young people have completed their sentences.

The *Youth Crime Action Plan* made further commitments to:

- Improve education and training for young offenders by placing local authorities in the lead for education and training in custody. The current Apprenticeships, Skills, Children and Learning Bill contains clauses to place new duties on local authorities to secure suitable education and training for children and young people in juvenile custody and to promote the fulfilment of their learning potential whilst in custody and on their release.
- Reinforce the role of Children's Services in overseeing resettlement provision.
- Expand resettlement and aftercare provision.

Rate of re-offending by young offenders

2011 target: 10% reduction from 2005 baseline.

Baseline: 125.0 re-offences per 100 offenders (2005).

Latest outturn against trend: 115.7 re-offences per 100 offenders (2007).

Performance: The frequency rate fell by 7.5% (from 125.0 to 115.7 re-offences per 100 offenders) between 2005 and 2007.

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

Latest outturn against trend: 5.7% of court disposals in 2007/08.

Performance: The use of custodial sentences is slowly decreasing. It fell by 0.2 percentage points in 2007/08 from 5.9% in 2006/07 and has fallen by 1.7 percentage points from 2004-05.

Ethnic composition of offenders on Youth Justice disposals

Performance: 2007-08 data shows the Black ethnic group is the most over-represented ethnic group in the youth justice system. Black young people account for 2.9% of the 10-17 year old general population, but 5.9% of the 10-17 year old population in the youth justice system.

Asian young people are the most under-represented in the youth justice system. Asian young people account for 6.1% of the 10-17 year old general population, compared to 3.6% of the youth justice system.

Mixed race young people were also over-represented accounting for 2.9% of the 10-17 year old population, compared to 3.1% of the youth justice system.

Young offenders engagement in suitable education, employment or training

Latest outturn against trend: 71% in education, training or employment in 2007/08.

Performance: The percentage in education, training or employment in 2007/08 rose by two percentage points from 69% in 2006/07.

Young offenders access to suitable accommodation

Latest outturn against trend: 94.8% of young offenders had access to suitable accommodation in 2007/08.

Performance: The percentage of young offenders having access to suitable accommodation in 2007/08 rose by 1.1 percentage points from 93.7% in 2006/07.

Family and Parenting Support

In recent years, government policy (including the contents of the *Children's Plan*) has highlighted the need to provide more parenting support to help prevent a range of negative outcomes for children. The Government has asked local authorities to plan a range of services to provide support to parents and to encourage them to take responsibility for the behaviour of their children. These range from support for parents through universal services aimed at all parents such as extended services provided through schools, Sure Start Children's Centres and Families Information Services, through to more targeted support to support families experiencing problems.

From April 2009, all local authorities will receive a single grant covering targeted support for parents and families and to improve the way children's parenting and adult services work together to support families experiencing problems. Funding for this (Think Family Grant) is confirmed as a ring-fenced grant up to 2010-11 and includes provision for funding the following three developments.

The *Children's Plan* announced funding to enable every local authority to employ at least two parenting practitioners to target the parents of children and young people who local agencies agree to be at risk.

The *Children's Plan One Year On: a progress report* announced the Government's plans to expand the Parenting Early Intervention Programme to all local authorities. This will provide resources to train a range of local practitioners to deliver the programmes shown to make the most difference to children, to parents of children and young people (aged 8-13) at risk of involvement in anti-social behaviour, crime or other poor outcomes.

Through the *Youth Crime Action Plan* all local authorities are being provided with extra resource to develop targeted interventions for families at risk. This includes the development of Family Intervention Projects (FIPs) to target families with complex needs who require support for a range of issues. From April 2009, all local authorities will receive new funding for the national roll-out of FIPs to support the most high risk families with children and young people at risk of offending. In addition, all local authorities are being funded to implement the 'Think Family' reforms to improve identification, assessment and interventions for families where young people are at risk of offending and other poor outcomes.

Perceptions that people in their area treat one another with respect and consideration

Baseline: Data for the indicator's baseline will be collected through the Place Survey, administered by local authorities. Communities and Local Government is currently taking forward a review to ensure Place Survey data meets sufficient quality standards in line with the *Statistics Act*. A decision on the publication of the Place Survey results will be made once the review has been completed.

Performance: Data from the Local Government Best Value Performance Indicators Survey 2006 showed that 54% of people thought that it is a problem in their area that people do not treat one another with respect and consideration. Implementation of the Home Office led strategy to tackle anti-social behaviour, supported by the Youth Taskforce work on tackling and preventing youth anti-social behaviour, is likely to impact positively on this indicator.

Perceptions of parents taking responsibility for the behaviour of their children

Baseline: Data for the indicator's baseline will be collected through the Place Survey, administered by local authorities. Communities and Local Government is currently taking forward a review to ensure Place Survey data meets sufficient quality standards in line with the *Statistics Act*. A decision on the publication of the Place Survey results will be made once the review has been completed.

Performance: The increased investment in services supporting parents through Family Intervention Pilots, Family Pathfinders, Parenting Early Intervention Programme, Parenting Practitioners and Think Family reforms are expected to deliver improvements against this indicator. Improved local authority planning and delivery of both parenting support and family support, are also expected to contribute to these improvements.

Permanent Exclusions from School

The overwhelming majority of schools are orderly places. Behaviour is at least satisfactory in over 99 per cent of primary and 98 per cent of secondary schools (Ofsted). The Department has now implemented a comprehensive national programme to strengthen schools' capacity to manage behaviour. The programme includes specialist training and advice, strengthening schools' disciplinary powers, reinforcing parental responsibility and helping schools develop pupils' social and emotional skills, improving the ability of young people to manage their own behaviour.

The Department has encouraged schools to join behaviour and attendance partnerships, and 98 per cent of secondary schools are in such partnerships. These partnerships have shown success in reducing the need for exclusion, through greater co-operation between schools, more early intervention, more on-site provision to help pupils manage their behaviour and more managed moves. Government has brought forward legislation in the *Apprenticeships, Skills, Children and Learning Bill* to make secondary school and Academy participation in these partnerships mandatory.

Sir Alan Steer's report on behaviour published in April 2009, recommended that the Department should consider how best to support and challenge those local authorities with disproportionately high exclusion levels. In 2009, the Government will act on this by commissioning National Strategies to support and challenge the highest excluding authorities to reduce the need for exclusion, and to spread good practice from lower excluding authorities.

Rate of permanent exclusions

Baseline: 8,680 in 2006/07.

Latest outturn against trend: 8,680 in 2006/07.

Performance: Whilst the rate of permanent exclusions has remained relatively flat, the absolute number has fallen in recent years (from 9,990 in 2003/04, to 9,570 in 2004/05, to 9,330 in 2005/06, and 8,680 in 2006/07), although this represents a largely demographic effect with several areas having a very low permanent exclusion rate. 2007/08 data is expected in July 2009.

Care Leavers in Suitable Accommodation, Employment, Education or Training

The implementation of the *Children and Young Persons Bill* and the commitment set out in *Care Matters: Time for Change* offers looked after children more settled and stable placements and supports much better preparation for young people before they are expected to move on from their final care placement, putting

them on the path to success so they are better supported to benefit from education, training and employment opportunities as care leavers.

The *New Opportunities* White Paper launched in January 2009 announced government funding for the National Care Advisory Service, supported by the young people's charity Catch 22, for the next two years until 2010-11, to work with nine local authorities in 2009-10 and half of all local authorities in 2010-11. The purpose of this will be to develop and test models of support into employment with a view to a phased national roll out from 2010-11. National and regional employers alongside local authorities have already made commitments to providing this opportunity for care leavers.

Also in support of PSA 16: Increase the proportion of socially excluded adults in settled accommodation and employment, education or training, work has started in order to audit accommodation strategies for care leavers in selected local authorities to further improve their access to suitable accommodation.

Care leavers in suitable accommodation

Latest outturn against trend: 88% in 2008.

Performance: The percentage in suitable accommodation has increased from 75% in 2003 to 88% in 2008. The implementation of the *Children and Young Persons Act*, which received Royal Assent in November 2008 (and the associated upcoming new regulations about support for looked after children and care leavers) are designed to lead to better matching between care leaver needs and available 'move on' accommodation. However, it will take time to evaluate the impact of these reforms and assess how much further they could improve performance.

Care leavers in employment, education or training

Latest outturn against trend: 64.9% in 2008.

Performance: The percentage in employment, education or training has increased from 55.4% in 2004 to 64.9% in 2008. The implementation of the *Children and Young Persons Act*, will deliver more stability to looked after children, building the basis for much improved achievement for care leavers at age 19. Through stakeholders and partners, evidence will be gathered to gauge how the Department's initiatives are helping to improve the achievement of care leavers in employment, education or training.

Targeted Youth Support

Targeted youth support (TYS) is a key part of the Government's integrated approach to reforming young people's services. Effective TYS arrangements are aimed at supporting vulnerable young people and helping them to realise their full potential.

It is about local agencies working together, focusing on early intervention and prevention. The seven key delivery elements are:

- Strengthen the influence of vulnerable young people, their families and communities and their ability to create positive change.
- Identify vulnerable young people early, in the context of their everyday lives.
- Build a clear picture of individual needs (to be shared by young people and the agencies working with them) using the Common Assessment Framework.
- Enable vulnerable young people to receive early support in universal settings; help all agencies draw in extra help on behalf of young people through better links with other agencies and organisations.
- Ensure vulnerable young people receive a personalised package of support, information, advice and guidance, and learning and development opportunities, with support for their parents or carers as appropriate; this should be organised by a trusted lead professional and delivered by agencies working together.
- Provide support for vulnerable young people across transitions, for example, moving on from school or from the support of one service to another as needs change.
- Make services more accessible, attractive and relevant for vulnerable young people.

Implementation of targeted youth support in local authorities

Latest outturn against trend: All but a very small minority of local authorities have now successfully implemented the targeted youth support reforms in their area.

Performance: With planned activities and additional support, it is expected that all local authorities will achieve full delivery by the end of 2009.

Prevalence of Chlamydia in under 25-year-olds

Chlamydia trachomatis is the most common sexually transmitted infection in England and can have serious consequences if left untreated. Most men and women don't have any obvious signs or symptoms, or these are so mild they are not noticed.

Prevalence of chlamydia in under 25-year-olds is measured by a proxy of the percentage of the population aged 15 to 24 accepting a test/screen for chlamydia.

The National Chlamydia Screening Programme in England targets those at highest risk of infection – young people under 25.

The Chlamydia indicator is primarily owned by the Department of Health (DH), but is included in this report because of the importance the Department for Children, Schools and Families and DH place on supporting young people in the complimentary aims of looking after their sexual health and preventing teenage pregnancy.

Prevalence of Chlamydia in under 25-year-olds

National target: Primary Care Trusts (PCTs) 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: The Department of Health are seeking to establish a baseline for prevalence (as opposed to screening) in 2010 with performance data available from 2011.

Performance: For the first quarter of 2008/09, there were 123,183 National Chlamydia Screening Programme (NCSP) tests completed i.e. 1.8% of 15-24 year olds.

Data for the second quarter showed 135,674 NCSP tests completed i.e. 2.0% of 15-24 year olds, representing a 10% increase over the previous quarter.

Data for the third quarter showed 184,944 NCSP tests completed i.e. 2.8% of 15-24 year olds representing a 36% increase over the previous quarter.

However, over the last three quarters of 2008/09, 192,322 tests were done in the community, but outside the NCSP i.e. 2.9% of 15-24 year olds. This additional data brings the cumulative total of testing recorded in the first three quarters to 636,123 tests i.e. 9.5% of 15-24 year olds (April – December 2008).

Sex and Relationships Education in Schools

Effective sex and relationship education (SRE) is essential if young people are to make responsible and well informed decisions about their lives. There is no evidence that comprehensive SRE encourages early sexual experimentation.

The *Children's Plan* set out the Department's commitment to review sex and relationships education (SRE) in schools. In October 2008, Ministers announced that, subject to consultation, Personal Social and Health Education (PSHE) would become a compulsory part of the curriculum from Key Stages 1 to 4. Sir Alasdair MacDonald was asked to undertake a review to establish how best to turn the decision to make PSHE statutory into a practical way forward. Sir Alasdair's report was published on 27 April 2009. The key recommendations were:

- PSHE education should become part of the statutory National Curriculum, in both primary and secondary phases.
- At secondary level, the existing non-statutory programmes of study for economic and personal wellbeing should form the basis for public consultation on the core entitlement. At primary level the proposed new programme of learning 'Understanding Physical Development, Health and Wellbeing' should form the basis for public consultation on the core entitlement.
- Governing bodies should retain the duty to maintain an up-to-date SRE policy, which is made available to inspectors, parents and young people. Moreover, governing bodies should involve parents and young people (in the secondary phase) in developing their SRE policy to ensure that this meets the needs of their pupils, and reflects parents' wishes and the culture of the communities they serve.
- The existing right of parental withdrawal from SRE should be maintained. Where parents do choose to withdraw, schools should make it clear to them that in doing so they are taking responsibility for ensuring that their child receives their entitlement to SRE through alternative means.
- All Initial Teacher Training (ITT) courses should include some focus on PSHE education and the Department should work with the Training and Development Agency for Schools (TDA) to investigate a dedicated route for ITT that will, in time, create a cohort of specialist PSHE teachers.

The Department is now consulting on these recommendations, with a view to legislating to make PSHE statutory within a 5th Session Bill.

Sex and relationships education in schools

Baseline: The Department will set a baseline during 2009-10 using data from the Tellus4 survey to be carried out in autumn 2009.

Performance: There is no numerical target for the proportion of young people reporting that the sex and relationships education they receive is meeting their need. The Department will consider whether a numerical target is appropriate once baseline data is available on young people's perceptions of SRE delivery from the Tellus4 survey.

Table 6.2: DSO 6 indicators: lead and contributing departments

DSO 6 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09	NHS Vital Signs Indicator Set
Reduce the proportion of 16-18 year olds who are not in education, employment or training (PSA 14)	Department for Children, Schools and Families (DCSF)	Department for Innovation, Universities and Skills (DIUS) Department for Work and Pensions (DWP)	117	115	
More participation in positive activities (PSA 14)	DCSF	Department of Communities and Local Government (DCLG)	110	77	
Reduce the proportion of young people frequently using illicit drugs, alcohol or volatile substances (PSA 14) – contributes to PSA 25	DCSF	Department of Health (DH) Home Office (HO)	115	36	

DSO 6 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09	NHS Vital Signs Indicator Set
Reduce the under 18 conception rate (PSA 14)	DCSF	DH DCLG	112	106	VSB08
Reduce the number of first time entrants to the criminal justice system aged 10-17 (PSA 14)	DCSF	HO Ministry of Justice (MoJ)	111	74	
Rate and severity of proven re-offending by young offenders	DCSF/MoJ		19	49	
Perceptions of parents taking responsibility for the behaviour of their children	DCSF	HO	22	2	
Perceptions that people in their area treat one another with respect and dignity	HO	DCSF	23	6	

DSO 6 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09	NHS Vital Signs Indicator Set
Young people receiving a conviction in court who are sentenced to custody	DCSF/MoJ		43	0	
Ethnic composition of offenders on Youth Justice disposals	DCSF	MoJ	44	1	
Young offenders engagement in suitable education, employment or training	DCSF	MoJ	45	20	
Young offenders access to suitable accommodation	DCSF	MoJ	46	0	
Prevalence of Chlamydia in under 25- year-olds	DH	DCSF	113	6	VSB13
Rate of permanent exclusions from school	DCSF		114	14	

DSO 6 Indicators	Lead Department	Contributing Departments	Local Government National Indicator Set	Number of Local Area Agreements with improvement target in 2008-09	NHS Vital Signs Indicator Set
Care leavers in suitable accommodation (PSA 16 – Cabinet Office led)	DCSF		147	1	
Care leavers in employment, education or training (PSA 16 – Cabinet Office led)	DCSF		148	8	
Implementation of targeted youth support in local authorities	DCSF		No	Not applicable	
Young peoples perceptions of whether the sex and relationships education they received fully met their needs	DCSF		No	Not applicable	

Chapter 7

Lead and manage the system

About the Department

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

Children's Plan

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

Five principles underpin the plan:

- Government does not bring up children – parents do – so government needs to do more to back parents and families.
- All children have the potential to succeed and should go as far as their talents can take them.
- Children and young people need to enjoy their childhood as well as grow up prepared for adult life.
- Services need to be shaped by and responsive to children, young people and families, not designed around professional boundaries.
- It is always better to prevent failure than tackle a crisis later.

The *Children's Plan* set out plans for the next ten years and included a commitment to publish a progress report in a year's time. In December 2008, the Department published *The Children's Plan One Year On: a progress report* which reported the progress made during 2008. Future progress will be reported in spring Departmental Reports and Autumn Performance Reports.

Corporate Governance

Corporate governance is the way in which organisations are directed and controlled. It defines the distribution of rights and responsibilities among the different participants in the organisation, determines the rules and procedures for making decisions on corporate affairs including the process through which the

organisation's objectives are set, and provides the means of attaining those objectives and monitoring performance.

The Secretary of State has overall responsibility for the Department and has accountability, for the delivery of the Department's five Public Service Agreements (PSAs) and twelve cross-cutting PSAs to Parliament.

Within the framework of collective decision making, outlined below, the Secretary of State:

- Defines the Department's aims, objectives, roles and strategy in support of the delivery of its objectives, regarding children, young people and families.
- Agrees the Department's high level outcome and output targets.
- Provides the resources to deliver them and determines the Department's policies.

The Permanent Secretary is responsible for the effectiveness and efficiency of all aspects of the Department's work in support of its Ministerial objectives and policies. As the Principal Accounting Officer (a HM Treasury directed appointment), the Permanent Secretary is also personally responsible for the propriety and regularity of the expenditure of the Department and the prudent, economical, efficient and effective use of available resources.

The Permanent Secretary heads the Department's Board which consists of five members who lead the five directorates. Executive Board members are appointed by the Permanent Secretary (with the approval of the Senior Appointments Selection Committee where appropriate).

The Secretary of State and Permanent Secretary are supported in their direction and management of departmental accountabilities by the Board. Within the Board, two non-executive Board members offer independent constructive challenge and act as 'critical friends'. Figure 7.1 shows Board members and their responsibilities.

Figure 7.1: Board Responsibilities

Permanent Secretary: David Bell

Directorate	Director/Director General	Departmental Strategic Objective
Children and Families	Tom Jeffery	1 & 2
Schools	Jon Coles	3 & 4
Young People	Lesley Longstone	5 & 6
Communications	Caroline Wright	Supports all DSOs
Corporate Services	Michael Hearty (acting)	Lead and manage the system
Non-executive Board members	Philip Augar Katherine Kerswell	

The Board provides collective leadership to the department and has overall responsibility for its performance.

The Board regularly reviews its ways of working, and a comprehensive governance framework review of the high level governance arrangements has been conducted during 2008-09 to ensure that the governance control and assurance arrangements remain fit for purpose to meet the challenges of the changing environment. Implementation of the new governance arrangements have begun and will continue to develop and mature during 2009-10.

The Board have put in place the following corporate governance committee structure to support them.

Figure 7.2: Corporate Governance Committee Structure



Delivery Assurance Board (DAB)

Chair: Permanent Secretary

Purpose: To provide both better oversight of, and assurance on, the management and delivery of the Department’s Portfolio of key delivery initiatives including those delivered by others on the Department’s behalf, as well as considering any significant issues arising relating to other mission-critical operational business delivery systems or services.

Finance Strategy Board (FSB)

Chair: Director General Corporate Services

Purpose: The role of the FSB is to take decisions on behalf of the Board and make recommendations to the Board concerning the financial strategy of the Department. It will also assist the Board in the performance of its responsibilities in the areas of financial and asset management within the context of the DCSF strategic business plan.

Risk Committee (RC)

Chair: Director General Corporate Services

Purpose: To assist the Departmental Board to discharge its responsibilities regarding the management of high-level risks which may jeopardise the achievement of the Department's strategic business objectives, and/or severely damage the Department's reputation, by identifying and assessing high-level risks, and by ensuring such risks are effectively managed.

Audit and Risk Assurance Committee (ARAC)

Chair: Non-Executive Board member

Purpose: To advise the Accounting Officer and DCSF Board on audit, risk and control issues which may jeopardise the achievement of the Department's objectives.

Culture Programme Board (CPB)

Chair: Director General Young People

Purpose: To lead development of a Departmental culture fit for delivery of our world class ambitions.

Policy Delivery Board (PDB)

Chair: Director General Schools

Purpose: To drive action to enhance and strengthen the Department's capacity for policy delivery.

Joint Delivery Forum (JDF)

Chair: Director General Schools

Purpose: To review cross-cutting policies and efficiencies.

People Strategy and Delivery Board (PSDB)

Chair: Director General Children and Families

Purpose: To lead the implementation and communication of the Department's People Strategy to deliver its three priorities:

- Consistently Good People Management.
- Right Skills, Right Place, Right Time.
- Flexible and Timely Resourcing in the Department.

Departmental Action Plan

To deliver world class services, the Department needs to be a world class organisation. The Department's first action plan (launched in December 2007) helped focus on the improvements needed to be made in the transition from the Department for Education and Skills (DfES) to the Department for Children, Schools and Families. The Capability Re-review in June 2008 confirmed good progress had been made in both closing the gaps the original DfES 2006 Capability Review had identified and in the transition to DCSF, but there is still more to do.

The Departmental *Action Plan* launched in January 2009 is the framework for internal improvements supporting the delivery of the Departmental Strategic Objectives (DSOs) and the *Children's Plan*. Within the plan, areas for improvement are structured around four themes:

Our Delivery – strengthening the Department's capacity for policy delivery and improving our ability to lead partner organisations such as non-departmental public bodies, government offices and local authorities.

Our Culture – developing the behaviours and instilling the values to work by.

Our People – improving the quality of management and leadership and ensuring that right skills are deployed flexibly.

Our Systems – ensuring that all the Department's processes and business systems are efficient and responsive.

Reporting against each of these four themes is included in this Chapter.

Our Delivery

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

Policy Delivery Board

A Policy Delivery Board was set up in March 2009, chaired by the Director General for Schools with representation from across the Department. This Board leads action to strengthen internal capacity in using evidence and analysis in order to develop and implement policies to improve outcomes for children, young people and families. The Board's current focus is on: developing individual skill and competence; enhancing the quality and use of evidence and analysis; and improving internal processes and tools.

Non-Departmental Public Bodies

Non-departmental public bodies are arms length bodies which assist Ministers and the Department in the making or delivery of its policies, particularly in areas where the expertise and understanding of lay persons (including specialists) is needed. They can be statutory or non-statutory bodies which have been formed to carry out duties and functions in which the Department has a public interest, including:

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

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

Details of current public appointment vacancies can be found at <http://www.publicappts-vacs.gov.uk>

Details of the Department for Children, Schools and Families Public Bodies 2008 directory can be found at <http://www.dcsf.gov.uk/ndpb/>

The administration costs of the Department's executive non-departmental bodies is shown in Chapter 8 Table 8.12.

Learning and Skills Council

The Learning and Skills Council (LSC) has helped to drive significant progress towards its goal of improving the skills of England's young people and adults. Together with schools, colleges and other providers, the LSC has delivered year-on-year improvements in participation and attainment, with more young people than ever before gaining the skills and qualifications that employers need and value.

As we move towards full implementation of the Raising of Participation Age legislation, given Royal Assent in 2008, the Department must reform the system to ensure that local authorities and local areas have the responsibility and accountability for outcomes for all children and young people aged 0-19. The LSC

continues to play a major and pivotal role in the transfer of the planning, funding and commissioning of 16-19 provision from the LSC to local authorities.

Over the past year, the Department has made significant progress in establishing the React programme and building capacity in 152 local authorities; establishing the 43 sub-regional groupings that will take on the planning of provision across local areas; in securing the expertise and skills of LSC staff both within local authorities and as part of the creation of a new slim line non-departmental public body, the Young People's Learning Agency. There remains a significant challenge but the engagement by the LSC and local authorities, as well as the many representative bodies for the provider base has been very welcome and positive.

Qualifications and Curriculum Authority

The Qualifications and Curriculum Authority (QCA) is the Government's principal adviser on the curriculum, examinations and assessments, and qualifications. The QCA is also responsible for the delivery of National Curriculum tests.

Since April 2008, the functions of the QCA relating to the regulation of qualifications and assessments have been carried out by the new independent regulator, Ofqual. On an interim basis, Ofqual is operating within the existing legal framework, still part of the QCA but acting with as much independence of the QCA and Ministers as the law allows. Provisions for setting Ofqual up as non-ministerial government department reporting directly to Parliament and with enhanced powers are part of the *Apprenticeships, Skills, Children and Learning Bill* that is currently before Parliament. These reforms strengthen the system for regulating qualifications and assessments and to make regulation more clearly independent of Ministers, thereby enhancing confidence in the regulator's judgements on standards.

Ofsted

Ofsted is a non-ministerial government department accountable to Parliament. The new Office for Standards in Education, Children's Services and Skills (Ofsted) came into being on 1 April 2007 bringing together the wide experience of four inspectorates to make a greater difference for every child, and for all young people and adult learners, in England.

Ofsted carries out hundreds of inspections and regulatory visits each week and publish findings on their website <http://www.ofsted.gov.uk>

Ofsted publish their Departmental Report CM 7597 on 9 June 2009.

Government Offices (GOs)

There are nine Government Offices, one in each of the nine regions of England (see list below). GOs represent 11 Departments, including the Department for Children, Schools and Families (DCSF) and they bring together Departments' interests in the regions, joining up social, economic and environmental goals and making national policy and targets meaningful at a regional and local level. DCSF has a children and learners team in each Government Office, headed by (see Table 7.1) and working to improve the lives of children and young people in their region by agreeing suitable targets with local authorities and their Children's Trust partners and managing performance through dissemination of best practice.

Table 7.1: Directors for Children and Learners

Government Office	Director for Children and Learners
East of England	Clare Barham (Hannah Woodhouse post August 2009)
East Midlands	Hâf Merrifield
London	Jacky Tiotto
North East	Jackie Doughty
North West	Deborah Brownlee
South East	Helen Bennett
South West	Peter Cloke
West Midlands	Clive Wilkinson
Yorkshire and the Humber	Helen McMullen

Regional Development Agencies (RDAs)

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

RDAs are helping to create prosperity across England. They are strategic leaders, bringing together views of the people who live and work in each region, and combining these with a unique set of business and economic insights to make the most of the opportunities globalisation brings.

To do this, they are strengthening and growing regional economies, guided by the principles of sustainability to ensure a healthy long-term future for everyone.

Each RDA is working with partners to build on their region's natural assets, develop the knowledge-based economy, revitalise places and meet the needs of regional businesses.

More information can be found at <http://www.englishsrda.com>

Local Authorities (LAs)

Local authorities are the Department's key strategic partners for delivering the *Children's Plan* at local level. In particular, they have a duty to promote co-operation between local partner agencies to improve outcomes for all children and young people in the local area. This includes establishing Children's Trusts which assess needs, set targets, pool resources, prioritise action and review performance. Local authorities are directly responsible for the education and social care of children and young people and have a wider responsibility for all services as strategic leaders, commissioners and champion of parents, children, young people and families.

New legislation currently going through Parliament will strengthen Children's Trusts and place local authorities in a leading role to expand the existing partnership arrangements to include a wider range of statutory partners, including schools and colleges. Local authorities will also be responsible for setting up a new statutory Children's Trust Board and responsibility for producing, publishing and reviewing the *Children and Young People's Plan* will then pass from the local authority to the Children's Trust Board.

The local authority's role in delivering the *Children's Plan* goals is set in the context of the local performance framework announced in the 2006 Local Government White Paper *Strong and Prosperous Communities*. This cross-government framework allows local authorities flexibility to focus on the issues that really matter in their local area, while at the same time ensuring that national goals are addressed. The key elements of the performance framework are:

- a National Indicator Set (NIS) of 188 outcome focused indicators (originally 198, but ten have been dropped, including the seven Key Stage 3 indicators) for local partners to deliver;
- statutory Local Area Agreements (LAAs) which set out how local and national priorities will be delivered containing up to 35 targets agreed with government, drawn from NIS;
- a new risk-based assessment framework of local public services in England, which replaces area inspection and assessment of children's services such as Joint Area Reviews and Annual Performance Assessments from 2009-10;
- support and challenge for local authorities and partners, led by Government Offices within the framework of the National Improvement & Efficiency Strategy (NIES); and

- more funding freedoms, many grants are now paid on an unringfenced basis through Formula Grant or the new Area Based Grant.

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

Third sector

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

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

The third sector encompasses both voluntary and community organisations, charities, social enterprises, co-operatives and mutuals. Organisations range in size from large, national household names such as the National Society for the Prevention of Cruelty to Children (NSPCC) or Relate, to small providers offering very niche services to local communities.

The Department values the role of the third sector in designing and delivering innovative services, often for the most vulnerable and most hard-to-reach individuals and groups. A new Third Sector Strategy is being written in 2009 to reinforce the Department's continuing support and recognition of the sector, especially in these difficult economic times. Further details will be available at <http://www.everychildmatters.gov.uk/strategy/voluntaryandcommunity/>

As part of the Cabinet Office, the Office of the Third Sector leads work across government to support the environment for a thriving third sector, enabling the sector to campaign for change, deliver public services, promote social enterprise and strengthen communities.

More information can be found at http://www.cabinetoffice.gov.uk/third_sector

Employer Engagement

To help ensure the Department deliver the employer engagement described in Chapter 5, a new Employer Engagement Board has been established chaired at Director General level. It operated across the Department and increasingly across Government as it aims to co-ordinate the employer engagement activities that are essential to achieving Departmental Strategic Objectives and Every Child Matters outcomes. Looking forward into 2009-10, a new Employer Partnership

Division is to be created to support the Employer Engagement Board and to act as a focal point for employer engagement activities in the Department.

Joint International Unit

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

The Department has continued to promote international work in schools.

Key activities have included:

- The Global Gateway: the Department's international website available to all schools and colleges. This provides an online school partner finding facility, links to sources of funding and professional development opportunities, and case studies of best practice in joint curriculum projects. During 2008-09, 4,500 schools in England registered with the Global Gateway bringing the total of registered schools in England to over 9,000, and around 1,000 additional school partnerships brokered during the year.
- The Teachers International Professional Development programme. This programme enables nearly 2,600 teachers per annum to develop skills and school links through short-term (1-2 week) study visits to schools in other countries. The themes for study visits are chosen by the relevant local authority and participating schools in support of the *Children's Plan* outcomes.
- The International School Award. This recognises the contribution schools make to equipping children, young people and adults for life in a global society and work in a global economy. The award scheme provides a framework for schools within which they form and develop international partnerships through curriculum-based international work, and imbed the global dimension in the curriculum. Schools incorporating the global dimension are in a good position to help foster community cohesion, and contribute to the prevention of violent extremism. Over 10,000 schools are engaged in the scheme and nearly 600 schools in England received the full award in 2009-10.

The development of education and school links plays an important part in cementing bilateral relations with key emerging and developing countries and regions.

During 2008-09, the Department has continued to be effectively engaged in the European Union (EU) with Ministers attending the Education and Youth Councils. New EU activities for education and training (Lifelong Learning Programme) and

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

The Department is also engaged in shaping and influencing the terms of debate and defending UK interests in the work of the Organisation for Economic Co-operation and Development (OECD) and has continued to play a full part in influencing the work of that organisation both to benchmark performance and gather evidence to inform policy and practice in relation to the development of the Department's policies for children's services, education and youth. The Department has also worked closely with other multilateral organisations including: G8; Council of Europe; United Nations Educational, Scientific and Cultural Organisation (UNESCO) and the Commonwealth in order to promote and defend the Department's international and domestic priorities and share policy experience.

Children and Young People's Workforce

An estimated 2.6 million people make up the children and young people's workforce. This includes people who work in: health, early years, youth, justice & crime prevention, sport and culture and education. The workforce is very diverse with varying types of job, levels of qualification, employment arrangements and pay and conditions in different sectors.

The *Children's Plan* set out new and demanding ambitions for children and young people by 2020, identifying a world class children's workforce as the single most important factor in delivering them.

The 2020 *Children and Young People's Workforce Strategy* published in December 2008 sets out a vision for everyone who works with children and young people and describes how Government will work with partners to ensure that everyone in the workforce receives the support and development they need to achieve this vision. In developing this long-term strategy, the Department worked closely with an 'Expert Group' which brought together professionals and leaders from different parts of the children and young people's workforce. The strategy was developed collaboratively by all the key government departments with responsibility for improving services for children and young people.

Specific proposals include:

- Comprehensive reform of children and families social work, building on the £73 million the Department is investing over the next three years to 2010-11 to improve social work training, induction, practice and recruitment. A long-term programme of reform is needed to reform initial training; to improve the quality of professional practice; and to attract and retain the brightest and best people in social work.

- To support this programme of reform, the Department established a 'Social Work Taskforce' to support this programme of reform. This has started by taking forward a 'nuts and bolts' review of frontline social work practice. This looks at: how frontline social workers currently spend their time; what actions by them make the most difference to children and young people; the support and supervision social workers need to do their jobs better; and how many social workers are needed on the frontline to ensure high quality support.
- The National College for School Leadership (NCSL), in partnership with the Association of Directors of Children's Services and the Children's Workforce Development Council will develop a programme to offer structured training and support to Directors of Children's Services. The programme will have a particular focus on leading integrated services and to equip leaders with the skills to lead partnerships; deliver results such as safeguarding through integrated services; and manage different professional groups. The new programme is due to start before the end of 2009, with an initial intake of 24 Directors. Leadership provision for aspirant Directors will also be developed. The Department has also asked NCSL to chair a group to develop proposals for a more coherent offer of support for senior and middle managers throughout the workforce. This work will build on *Leading and managing children's services in England: a national professional development framework* published in April 2008 to provide a basis for nationally and locally delivered training and development for leaders and managers.
- Clear priorities for development in every part of the children and young people's workforce, including long-term commitments in youth, and early years and childcare.
- To support implementation a National Children's Workforce Partnership has been set up which will drive change across the children's workforce through advising on the development and delivery of national workforce policy and securing commitment to workforce reform.

Early Years Workforce

In order to deliver the best possible outcomes for young children, the early years workforce needs to be high quality and highly skilled. The Ten Year Childcare Strategy and the *Children's Plan* set out the Department's ambition to drive up qualification levels in the early years workforce by creating a cadre of graduate leaders supported by skilled practitioners qualified to at least level three.

In order to make a reality of this vision, the Government has made a significant investment in the 2007 Spending Review period to support the drive to improve qualification levels. This includes the £305 million Graduate Leader Fund, focused specifically on increasing the number of graduate early years professionals by supporting the training, recruitment and retention of staff, and the £440 million

Outcomes Quality and Inclusion block of the Sure Start Early Years and Childcare Grant, which covers training at levels three to five.

The Children's Workforce Development Council is leading the delivery of the programme of early years workforce reform, which includes delivering, in partnership with local authorities, the Department's aim for all full daycare settings to be graduate led by 2015, and for all practitioners working in the early years workforce to be qualified to at least level three, by the same date.

School Workforce

Recruitment and retention of excellent school teachers

The *Children's Plan* sets out the aim to make England the best place in the world for children and young people to grow up, with world class schools providing excellent, personalised teaching and learning. It identifies the provision of a world class workforce as the single most important factor in delivering the Department's aspirations for children.

There are currently 450,000 teachers working in maintained schools in England and with an annual teacher turnover of around 20 per cent. Nearly 100,000 teaching vacancies are advertised each year. With the quality of entrants into teaching improving over the last decade, more than 100,000 people will be recruited to train as teachers over the next three years. A growing number of these people will be changing careers and many will bring managerial and leadership skills to the classroom.

The postgraduate certificate in education (PGCE), is the most popular route into teaching, but in addition there are undergraduate courses and on the job training such as the Graduate Teacher Programme and Teach First (now available in London, Manchester, the Midlands, Liverpool and Yorkshire and due to double its number of trainees per year by 2012-13).

The *Children's Plan* contained a commitment 'to make teaching a Masters level profession by working with the social partnership to introduce a new qualification'. The aim is to build on the talents of teachers by making teaching a Masters level profession, boosting the status of the profession further and creating a world class teaching workforce.

The Masters in Teaching and Learning (MTL) programme will be focused initially on teachers in their first five years of teaching but over time will be available to all teachers. The Training and Development Agency for Schools are currently developing the MTL programme and will be rolling it out from September 2009 to Newly Qualified Teachers (NQTs) in schools in the North West region of England. NQTs in National Challenge Schools will also be prioritised in the roll out of MTL in September 2009. New Heads of Department who start teaching in National

Challenge Schools in September 2009 will be able to access MTL from September 2010.

New Opportunities: Fair chances for the future, published in January 2009, extends the MTL offer to NQTs (from September 2009) and new Heads of Department (from September 2010) in National Challenge schools and in secondary schools where 30 per cent or more of pupils are eligible for free school meals, as long as the quality of leadership is good. This is part of a new package of incentives to encourage more teachers to work in challenging schools, and also includes a 'golden handcuff' of £10,000 paid over three years and the creation of more Advanced Skills Teachers places.

School Support staff

Reforms to the school workforce are all about freeing up teachers to do what they do best, teach. To improve standards in our schools still further, teachers need time and support to offer a more personalised approach to the needs of individual pupils and to concentrate on those professional activities that directly support pupil attainment.

The number of support staff employed in our schools has more than doubled, with the latest figures showing that 326,600 full-time equivalent school support staff employed in local authority maintained schools, Academies and City Technology Colleges in England in January 2008. This represents a rise of 193,000 since 1997. This new workforce has freed up teacher time, allowing them to concentrate on the classroom.

School Leaders

There is a link between the overall effectiveness of schools of all types and the quality of leadership and management. The aim of school leadership policy is to ensure that there are sufficient numbers of high quality school leaders, both serving and coming through the system.

The National College for School Leadership (NCSL) provides a single national focus for school leadership training, development and research. It is the Government's main delivery agent for equipping current and aspiring school leaders with the support, challenge and inspiration they need to achieve transformation in their schools.

Attracting and retaining high quality school leaders remains high on the agenda to ensure delivery of the Department's vision for the 21st century school. The 21st century school, will require leaders to have a broader range of skills which is why the redesigned National Professional Qualification for Headship (NPQH) was launched nationally in September 2008 and from 1 April 2009, it became

mandatory for all first time heads, in the maintained sector, to hold this qualification prior to their appointment.

However, some of our schools continue to face significant challenges. The National Leaders of Education/National Support Schools programme allows leading professionals to reach outside their own institutions by pairing up a supporting school with one that needs support, and drive up standards in both. Evidence shows that the National Leaders of Education programme is having a positive impact with encouraging Ofsted reports, schools being brought out of special measures and sustainable long-term improvement strategies being put in place. National Leaders of Education will be targeted at supporting under-performing primary and secondary schools, which includes many of the secondary schools that are being supported through the National Challenge.

Continuing professional development

Continuing professional development is key to maintaining and improving the quality of the teacher workforce and enabling that workforce to have the capacity and capability to respond to policy developments. To make further progress in improving standards, it is essential that teachers continue to further develop their expertise, both as leaders and managers of teaching and learning for each child and as experts in their own subject area or other specialism.

Youth Workforce

The Government's ten-year strategy for young people, Aiming High for Young People set out the case for the reform of the youth support workforce and the Government's ambitions to develop a skilled and confident workforce who can work to deliver the best possible outcomes for young people. These commitments were affirmed in the 2020 Children and Young People's Workforce Strategy.

To support the reform of the youth support workforce the Children's Workforce Development Council in partnership with the Children's Workforce Network, has established a Youth Workforce Reform Programme Board with the task of delivering a programme of youth workforce reform over three years which will improve the quality and capacity of the workforce.

Work is taking place in three broad areas to drive forward an ambitious change agenda focused at supporting delivery of PSA 14.

- Providing support to strengthen leadership and management across the youth support workforce through a development programme targeted at around 5,000 strategic leaders and managers of integrated youth support services including third sector organisations.
- Further improving the skills of the third sector youth workforce through a capacity building programme to ensure they can make the most effective use of their of their expertise within integrated youth support services.

- Developing a range of measures to increase the skills, knowledge and competences across all levels of the youth support workforce. A key component of this is the creation of a Youth Professional Status which will be underpinned by a Skills Development Framework designed to drive up standards and make working with young people a career of choice for committed and talented professionals.

Our Culture

Culture Programme Board

The *Children's Plan* aims to make this country the best place in the world for children and young people to grow up. To achieve this, the Department needs to be world class in all that it does, with a culture that supports its aspirations. Our vision of a world class department is of a hugely competent organisation that:

- Ensures strategic focus and relentless delivery of the *Children's Plan*
 - underpinned by a commitment to innovation
 - and implementation driven policy
 - with a strong customer focus
 - and engagement of our delivery partners

A confident, ambitious organisation where:

- there is a visible commitment to people
- with good employee engagement
- and a genuine team culture
- underpinned by shared values

To help achieve this vision, a Culture Programme Board was set up in March 2009 with representation from across the Department.

Staff Survey

A Staff Survey took place during April 2008 and the results were published in July 2008. A further survey was carried out in early 2009 as part of a pilot to introduce a common Civil Service Engagement Survey.

Early results show an increase in the number of staff responding to the survey (82 per cent in 2008 to 86 per cent in 2009); improvements in staff engagement (53 per cent in 2008 to 56 per cent in 2009); and a very strong performance against the Civil Service benchmark group.

This information will be used to support development of the Department's strategies and continually improve the way the Department manages its people.

Equality and Diversity as an Employer

The Department aspires to be an exemplar equal opportunities employer and to create a workplace which values diversity and is free from any form of unfair discrimination.

As part of the Department's People Strategy and vision to build a diverse department with a culture that enables all our people to be the best they can be and succeed in adult life, the Diversity Delivery Plan consultation with staff was launched in July 2008. Targets to be achieved by 2013 have been set for women, disabled, and Black and Minority Ethnic (BME) staff (targets for Lesbian, Gay, and Bi-sexual staff) are being considered, and discussed with our people. The Department has already met its targets for women.

The plan focuses on four key objectives which are:

- changing behaviour to create an inclusive culture;
- strong leadership and clear accountability;
- creating development opportunities; and a talent management process to support delivery of a diverse workforce; and
- measuring and communicating impact and success.

This consultation with our people continues until August 2009 and the refreshed Plan will be published in September 2009.

Table 7.2 shows the Department's progress towards its Equality and Diversity targets.

Table 7.2: Equality and Diversity targets

	DCSF targets for 2013 (%)	Position at 31 March 2009 (%)
Women in the SCS	50	51
Women in top jobs – Directors and above	50	50
Black and ethnic minority staff in the SCS	8	2
Disabled staff in the SCS	6	3
Women in the SCS feeder grades – 6/7	50	53
Black and ethnic minority staff in the SCS feeder grades	10	7
Disabled staff in the feeder grades	8	6

Table 7.3 shows an analysis of the Department's HQ staffing by gender, ethnicity, disability and age.

Table 7.3: Analysis of Departmental HQ Staffing at 31 March 2009

Grade	Total Staff	Female (%)	Male (%)	Black & minority ethnic (%)	Disabled (%)	Aged under 24 (%)	Aged 50 and over (%)
Executive Asst (EA) ¹	341	67.74	32.26	11.14	8.80	7.04	5.87
Executive Officer (EO)	540	68.33	31.67	18.89	6.85	5.19	24.81
Higher Executive Officer (HEO)	642	57.48	42.52	15.11	7.01	5.14	19.16
Senior Executive Officer (SEO)	518	58.49	41.51	10.23	5.60	–	23.94
Grade 6/7	683	52.71	47.29	7.17	6.30	0.44	31.63
Senior Civil Service (SCS)	118	50.85	49.15	1.69	2.54	–	33.05
Total	2,842	59.54	40.46	12.00	6.58	3.10	26.60

1. Executive Asst = Admin Asst and Admin Officer.

Better Regulation

Work within the Department and with its regulators to simplify and modernise existing regulations

The Department has taken practical action to remove unnecessary bureaucracy imposed on private businesses and third sector organisations that deliver education and care. The Department has amended legislation that required independent schools to send out information to parents in hard copy; these schools can now post the information on their websites. This simplification measure will save the sector £18.1 million per annum. In the area of early education and childcare, the Department has introduced child-level data, which means that nursery and pre-school providers no longer have to separately notify the relevant local authority should they discover that a child is receiving free sessions at more than one provider. This simplification measure will save the sector £9.8 million per annum.

The Department has also carried out a comprehensive review of the information that it requests from frontline staff in the public sector, and in so doing, has identified compliance savings of about £1.89 million per annum (about 30 per cent of the £6.4 million per annum 2007-08 baseline) of data requests on the public sector frontline. These savings will be staged: £620,000 per annum in 2009-10; increasing to £1.3 million per annum in 2010-11; and building to the full saving of £1.89 million per annum in 2011-12. The Better Regulation Executive has quoted the Department as an exemplar for its handling of this project. These, and other achievements, will be reported in the Department's December 2009 Simplification Plan.

Examples of simplification measures that have already been delivered

Some of the main simplification measures that have already been delivered can be found at <http://www.teachernet.gov.uk/teachingandlearning/>

These include: exams modernisation; improvements to inspection arrangements; school trips – health and safety and paperwork; reduction in surveys; school improvement partners; and the Schools Email.

Examples of reforms to help small businesses

The Department is helping small businesses by putting in place measures to take specific account of the impact of new policies on this sector when preparing legislation. For secondary legislation laid from the beginning of the Parliamentary session 2008/09, officials have set out in the Explanatory Memorandum to Parliament:

- if and why the legislation applies to small businesses;
- what consideration has been given to minimise the impact of the requirements on small businesses (e.g. exemptions, simplified inspection, less frequent reporting, etc); and
- the basis for the final decision on what action to take to assist small businesses, and how it was reached.

These changes will also apply to primary legislation, but changes to the Explanatory Notes will come into effect from the Parliamentary session starting in 2009/10.

A summary of the Government's commitment to small businesses through the Enterprise Strategy (published in 2008) can be found at: <http://www.berr.gov.uk/files/file44993.pdf>

More general information on small business support can also be obtained from the Department for Business, Enterprise and Regulatory Reform (BERR) at: <http://www.berr.gov.uk/>

The Department's involvement with small businesses is mainly through early years provision. The Department will continue to ensure that small businesses are part of the policy development and Impact Assessment discussions through its communications channels with stakeholders.

Improving the design of new regulations, and how they are communicated

The Department has improved its policy making framework to assist its officials to consider, develop, implement, communicate, and review policy proposals, for the Department's Ministers and Board Members, so that the policies are customer-focused and, evidence- and risk-based. In consulting carefully with those likely to

be affected by the Department's actions, full consideration will be given to any likely impact that new policies will have on the delivery of existing policies, programmes and rules. Where it is appropriate to do so, a policy will be accompanied by an Impact Assessment that will assess the costs and benefits of the intervention. The new policy development framework will assist in improving the quality of Impact Assessments by making sure that policies have input from professional analysts at the earliest opportunity, and that policy officials consider carefully the views from stakeholders likely to be affected by the policy.

Effective consultation (including the total number of formal consultations started during the year in line with the Government's Code of Practice on Consultation)

The Department carried out 46 consultations (including calls for evidence), in the time frame covered by this report. Within these consultations, the Department has sought to be innovative in its approach to consultation, so as to ensure that views are gathered from those most affected by its proposals.

The 'Fair Play – Have Your Say' consultation was aimed at children and young people, and used a variety of innovative methods to engage this audience. An online interactive game, for example, attracted over 9,000 responses to the consultation from the target group of 8-11 year olds.

The 21st Century Schools consultation included a series of nine regional events for members of the children and young people's workforce, parents, governors and representatives from local authorities. The events enabled those attending to explore further the consultation questions and contribute their views and ideas. The regional events were followed by a national event, attended by the Secretary of State, where the regional feedback was brought together and discussed with key stakeholders and representative groups. The findings, along with responses to the online consultation, will contribute to the development of the 21st Century Schools White Paper.

Our People

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

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

Bullying, harassment or any form of unfair discrimination are not tolerated.

People Strategy

To support the delivery of the *Children's Plan* and to build a world class Department, a People Strategy was launched in January 2009 setting out the priorities on which the Department needs to focus.

The strategy reflects discussions with staff, the outcomes of the Capability Review and Staff Survey, and best practice in other organisations.

The Strategy has three priorities:

- Consistently Good People Management.
- Right Skills, Right Place, Right Time.
- Flexible and Timely Resourcing.

The People Strategy and Delivery Board will lead the Strategy's implementation; communicating; evaluating progress; and involving people everywhere in the Department at every stage. To ensure a coherent approach to developing both the Department's people and a culture that will support the delivery of the *Children's Plan*, the People Strategy and Delivery Board will work closely with the Culture Board.

Skills Strategy

As part of the Right Skills, Right Place, Right Time priority, the People Strategy and Delivery Board will drive the Department's Skills Strategy. This strategy sets out the six skills development priorities that will provide the basis to aim for excellence across the Department: These are:

- Policy delivery.
- Leadership and people management.
- The basics.
- Communications.
- Financial and procurement management.
- Programme and project management.

These priorities result from extensive research; the findings from the 2007 and 2008 Departmental Skills Audits; the 2008 Staff Survey; and the Capability Review Progress Report. A project is underway to develop staff capability in these areas.

Investors in People

Following the Machinery of Government changes in June 2007, the new Department for Children, Schools and Families rescinded its liP status. Alongside the People Strategy work, an liP health check and formal assessment are planned toward achieving the liP standard during 2010.

Flexible Working

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

Sickness Absence

The Department has agreed a goal with Cabinet Office to reduce sickness absence levels to seven average working days lost (AWDL) per full-time equivalent member of staff by 2010 with an interim target of eight AWDL by April 2009. Latest internal data shows the Department at 7.9 AWDL for the rolling year end of March 2009. The latest figure is a 1.7 AWDL reduction since March 2008 and indicates that the Department is on track to meet the 2010 target. The downward trend is reflected on all Head Office sites and work is continuing on each site to improve the focus on attendance management.

Recruitment

Recruitment is carried out in accordance with the *Civil Service Commissioners' Recruitment Code*. The Department's approach to recruitment reflects its commitment to equal and fair opportunity for all. This includes adherence to the *Civil Service Code of Practice on the Employment of Disabled People*. Table 7.6 shows the recruitment undertaken in 2008.

Table 7.4: External Recruitment 2008¹

Grade (including grade equivalent)	No of posts	Successful female applicants	Successful disabled applicants	Successful black and minority ethnic applicants
EA	31	21	1	6
EO	28	18		1
HEO	46	30	1	3
SEO	28	17		1
G7	72	42	3	6
G6	4	4		
CSA	2	2		
SCS	2	2		
Others	29	17		
Total	242	153	5	17

1. The data for disabled and black and minority ethnic applicants is only applicable where their status has been declared.

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

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

Exceptions to Fair and Open Competition

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

Inward and Outward Secondments

Inward and outward exchanges bring a greater diversity of staff background, outlook and experience to the Department's policy making and services. In 2008, the number of inward secondees at Grade 6 and below, including loans from other government departments has increased from 111 (March 2008) to 147 (March 2009), and the numbers seconded to outside organisations has remained unchanged at 76 (March 2009).

The number of Senior Civil Service level secondees to outside organisations and other government departments was 13 (March 2009) and the number seconded into the Department was five (March 2009).

Senior Civil Service (SCS)

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

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

Table 7.5 shows the salaries of SCS members reflecting staff numbers at 1 April 2009. It includes staff on loan from other government departments and those on secondment to other organisations who are covered by the Department's pay arrangements. It does not include staff on loan to other government departments or those on temporary promotion into SCS posts.

Table 7.5: Salaries of Senior Civil Servants at 1 April 2009

Salary range (£s)	Number	Salary range (£s)	Number	Salary range (£s)	Number
55,000 to 64,999	26	85,000 to 94,999	8	115,000 to 124,999	2
65,000 to 74,999	40	95,000 to 104,999	5	125,000 to 134,999	4

Salary range (£s)	Number	Salary range (£s)	Number	Salary range (£s)	Number
75,000 to 84,999	24	105,000 to 114,999	6	Above this level	3

Health & Safety

The Department for Children, Schools and Families remains committed to providing a healthy and safe working environment for all staff and others who work in or visit its premises. Health and safety continues to be incorporated into every level of business operation and planning. In 2008-09, the Department has introduced a programme of health and safety objectives in the form of an Action Plan and planning cycle which address policy, planning and implementation and operation. These elements now form the central core of the Department's health and safety activity by providing a framework for monitoring and reporting progress against objectives.

The Action Plan gives specific priority to:

- complying with all statutory health and safety requirements;
- providing appropriate resources;
- maintaining effective management arrangements;
- defining health and safety responsibilities and competences;
- assessing and controlling health and safety risks;
- providing competent advice on all health and safety issues to staff, visitors and contractors; and
- reporting annually on performance.

Our Systems

Corporate Services Programme

Corporate Services Directorate (CSD) is transforming in order to provide more coherent and efficient support and services to the Department. The Corporate Transformation Programme (CTP) will not just change the way CSD works but will also change and improve the ways of working for everyone in the Department. The shared service element of the programme is due to go live in autumn 2009.

A key part of CTP will be the introduction of an Oracle enterprise resource planning system (bringing together on one system all of the Department's human resource, finance and procurement data), as part of a shared services agreement with the Department for Work and Pensions (DWP). The partnership with DWP reflects the broader government-wide agenda for finding more cost-effective ways of sourcing corporate services. In addition, it will help everyone to do their jobs better due to more online access to information and services, relating to how resources are managed, both in terms of people and money.

Analysis and Research

Analysis of the costs and benefits of policies, sectors and programmes relies on understanding and insight distilled from a high-quality evidence base, including internal analysis and modelling, national and international statistics, research and evaluation studies, monitoring information and customer insight and feedback. The Department has a strategic approach to developing the evidence base to support policy and strategy development. The recent work by the Department, and its priorities for the year ahead, are set out in a comprehensive annual Analysis and Evidence Strategy. The 2009 Strategy is due for publication in the summer. Priorities are informed by discussion with key stakeholders. The strategy also sets out the Department's commitment to put research and analysis into the public domain.

The 2009 strategy builds on many years of investment in research, data-collection and analysis. This has already provided us, for example, with much analysis and understanding of children's progress through the National Pupil Database, our longitudinal studies, international benchmarking through studies like the Programme for International Student Assessment (PISA), and analyses from research centres covering the Wider Benefits of Learning and the Economics of Education. As a result, the Department has a good understanding of the influence of pre-school, families and home environments relative to the role of schools and teachers on children's development, behaviour, aspirations, attainment and pathways beyond the end of compulsory schooling.

For 2009-10, the Department's externally-commissioned programme of research and evaluation studies will be bigger than ever before, with commitments of about £39 million. This will address gaps in the Department's knowledge about the factors influencing the wellbeing of children and families as well as the effectiveness of some key educational programmes and policies. Proposals for this programme are developed and refined in discussion with stakeholders, then rigorously scrutinised to ensure they can answer high-priority research questions in a cost-effective manner. The Department's externally commissioned programme complements a wide range of internal economic and statistical analysis, data-collection, modelling and synthesis, all aimed to increase insight and understanding, and the appraisal of policy. Some examples of externally commissioned assessments of the value of policies planned for 2009-10 include evaluations of Diplomas and Family Intervention Pilots, and scrutiny of the costs and benefits of school class-sizes. All funded work is published on the Department's website, on the last Thursday of each month or to coincide with a related policy announcement.

In addition to investing in specific projects, over the last ten years the Department have invested in the capacity of the academic sector to deliver high-quality analysis of its policies through funding research centres. Existing centres are

ending as the focus of our research efforts has changed but three new centres are being commissioned which reflect future research priorities. Their remits will include developing both our evidence-base and our cost-benefit and cost-effectiveness analyses, on the themes of understanding behaviour change, childhood wellbeing, and youth development and transitions.

The Department continuously strives to increase the impact of spending and policies through using our evidence-base to examine efficiency and effectiveness and has a strong track record of delivering substantial value for money savings.

The Department continues to work on developing better measures of the overall productivity of education in the UK. It is a complex issue, but much progress has already been made measuring education output and productivity for use in national accounting, with the Office for National Statistics.

Risk Management

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

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

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

- The proactive identification and assessment of potential threats and risks.
- The proactive anticipation and management of identified risks.
- The active monitoring and reviewing on progress of risk, in order to establish whether or not any further mitigation or contingency action may be necessary.

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

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

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

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

The above system of risk management is subject to routine scrutiny by the Department's Audit and Risk Assurance Committee.

Equality and Diversity in Policy Making

The Department for Children, Schools and Families is required, as a public authority under equality legislation, to address discrimination and disadvantage as well as to promote equality of opportunity and good relations between different groups of people.

Tackling inequality and disadvantage is fundamental to the success of the Department's policies to promote the wellbeing of children, young people and families. The Department is responsible for conducting Equality Impact Assessments on policy areas to ensure that discrimination is avoided and to identify the potential for positive outcomes for different groups of children, young people and families. The Department has an online Equality Impact Assessment workbook for staff to use. This forms part of a wider suite of tools to support evidence-based policy making and delivery.

The Department's Single Equality Scheme identifies the priorities for action and progress made so far. It looks at disability, ethnicity and gender in particular, and also touches on class, sexual identity, and religion and belief. It also touches on Human Rights. It is updated annually using the Department's corporate performance reporting arrangements and the results of Equality Impact Assessments, together with the involvement of equality experts, frontline colleagues, and children and families from a range of backgrounds.

In 2008, the Department published its first *Secretary of State Report on sector progress towards disability equality*. These reports are a requirement for the 11 government departments whose responsibilities have the greatest potential to deliver improvements in disability equality. The report celebrates success in the sector since the introduction of the Disability Equality Duty, as well as identifying remaining gaps and barriers and explaining how the Department will work with

partners in non-departmental public bodies and other government departments to address these.

Departmental Correspondence

All Whitehall Departments and Agencies have published targets for answering correspondence. The Department's target is to reply to 95 per cent of all correspondence within 15 working days. In 2008-09, replies were sent to 93 per cent within the deadline. This is three percentage points lower than the Department's performance in 2007-08 but reflects the increasing sensitivity and complexity of the Department's correspondence on issues such as safeguarding children.

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

Members of the public are entitled to complain if they do not receive a reply within 15 working days or if they consider their correspondence has not been dealt with correctly. In these cases, they have the right to ask their Member of Parliament to raise the matter with the Independent Parliamentary Commissioner for Administration (Ombudsman) who will review the complaint and how it has been handled.

Complaints to the Department

The Department is committed to providing a quality service and achieving the highest standards of conduct. The Department treats as a complaint any clear expression of dissatisfaction with its service which calls for a response. The Department will respond promptly and politely, with an explanation or apology as appropriate. The Department aims to learn from complaints, using them to improve its service.

The Department's complaint policy and guidance on how to make a complaint is at: <http://www.dcsf.gov.uk/contactus/complaints/howto.shtml>

Complaints to the Parliamentary Ombudsman

The Parliamentary Ombudsman can look into complaints about a service provided by a government department, agency or other organisation acting on their behalf providing that the body falls within its jurisdiction. The Department and most of its non-departmental public bodies are included within the Ombudsman's jurisdiction, but there are few cases that are taken to a full investigation. Partly, this is because cases which relate to local authorities and schools, where most of the services are delivered to the public, are outside the jurisdiction of the Parliamentary Ombudsman.

In the Parliamentary Ombudsman's *Annual Report 2007-08: Bringing wider public benefit from individual complaints* published in October 2008, the Ombudsman records that there was one case under investigation in April 2007 concerning the Children and Family Court Advisory and Support Service, which was upheld.

http://www.ombudsman.org.uk/improving_services/annual_reports/ar08/fig_19.html

Freedom of Information

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

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

A request for information can be made by any person, organisation, company or group. They do not have to say why they want the information, or their reason or motivation. The enquirer does not have to be a UK national or resident and can live anywhere in the world. The Act provides for responses to requests for information to be given within 20 working days, and allows for the possibility of extending this deadline if the public authority requires more time to balance the public interest in release against that in withholding the information.

Table 7.6: Freedom of Information Requests Completed Within Deadline

Year	Freedom of Information requests	Within deadline (%)
2006	546	81
2007	502	91
2008	554	91

Data Breaches

Notification of personal data-related incidents will be reported in the Department's *2008-09 Resource Accounts* which are due to be published in July 2009.

Data Protection

The *Data Protection Act 1998* came into force on 1 March 2000. It superseded the *Data Protection Act 1984* from that date.

Data protection is the regulation of the processing of information about individuals so as to safeguard their right to the privacy of their information. The *Data Protection Act 1998* imposes obligations on those responsible for the processing of personal data and confers rights on individuals to access their information and be given assurances about the processing of it. It provides for responses to requests for personal information by data subjects (subject access requests) to be given within 40 calendar days.

Table 7.7: Data Protection Requests Completed Within Deadline

Year	Subject access requests	Within deadline (%)
2006	27	67
2007	28	77
2008	51	93

Advertising and Publicity

Communication is central to the successful delivery of all the Department's programmes and initiatives. In order to achieve this, Communications Directorate works closely with policy Directorates.

Coherent storylines are developed about the strategic direction of children, schools and families policy for providers, to ensure a clear understanding of the Department's aims and achievements among all audiences.

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

- Affordable Childcare Campaigns.
- Child Home Safety Campaign.
- National Year of Reading – demonstrating the benefits of reading to parents and the wider public.
- Modern Languages (Year 1 or 3) – encouraging 11-14 year olds to take Modern Languages at GCSE.
- Science and Maths (Year 1 or 3) – encouraging 11-16 year olds to take STEM subjects post 16.
- Apprenticeship campaign – dispelling the myths that surround apprenticeships and the types of young people who opt to take them. Encouraging employers from SMEs across a range of sectors to offer apprenticeships despite the economic downturn.
- City Challenge/London Challenge (ongoing) – highlighting the successes of state schools in London/Manchester/Birmingham.
- Language Ladder – PR campaign highlighting the Language Ladder to parents, pupils and schools workforce.

- Teenage pregnancy campaign.
- Frank campaign (substance misuse).
- The Diploma campaign to increase awareness and understanding of the Diploma.

Public Accounts Committee

The Public Accounts Committee is the Parliamentary committee that examines how well government has used its resources. In the period from August 2008 to 28 February 2009, one Treasury Minute was published replying to reports concerning the Department and its associated bodies (see Annex J).

Sponsorship

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

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

Business Continuity Management

Business Continuity Management is concerned with planning and preparing a response to incidents or disruptions (such as power failure, fire, flooding or terrorist attack) so as to limit the effect of such disruptions and ensure the continued existence of an organisation and its ability to continue to carry out the business and services offered to at least a pre-determined level.

The Department is a complex organisation with a wide range of services to deliver. Each of these services requires an appropriate level of resilience to be implemented so that they can continue to be delivered even in the event of a significant disruption. The key to effective planning is to ensure that the Department's business processes are restored in order of business priority.

To this end, the Departmental Security Unit works very closely with designated Business Continuity Co-ordinators to identify business critical processes and a sequence of recovery options reflecting the times of the year that these processes and their supporting IT systems and applications are most needed to continue normal working.

In line with Cabinet Office's recommendation, the Department is working towards aligning its Business Continuity arrangements with BS 25999, the British Standard for Business Continuity Management.

Information Assurance

The Department has continued to ensure that Information Assurance (encompassing data security) is a priority area both in the Department and in its NDPBs, and is receiving all the necessary attention. To build on the effective baseline of Information Assurance practice that has already been established the Departmental Security Unit are undertaking an assessment (facilitated by CESG (The National Technical Authority for Information Assurance)) of the Department's position in relation to the Information Assurance Maturity Model developed by Cabinet Office. The outputs from this maturity assessment will be used to inform plans to further enhance the Department's maturity in this area during 2009-10.

Improving Information Sharing and Management (ISaM) Programme

The *Children's Plan* and 2020 Children and Young People's Workforce Strategy (see Children and Young People's Workforce) describe a vision for everyone who works with children and young people, in which services are shaped by and responsive to the needs of children, young people and their families.

Organisations involved in providing services for children (from hospitals and schools to police and voluntary groups) are teaming up in new ways, sharing information and working together to protect children and young people from harm and help them achieve what they want in life. More integrated children's services mean children and young people should be: safeguarded from harm; have better opportunities to develop and reach their full potential; receive effective support earlier if they are experiencing difficulties; and be better able to access targeted services faster and with fewer stigmas as a result of closer links between targeted services and universal services.

All of this is part of the Department's response to the *Children Act 2004*, which obliges practitioners to co-operate to improve the wellbeing and to safeguard and promote the welfare of children and young people. The Department recognises and is responding to the new and greater demands on a wide range of practitioners who, to work effectively, need to understand the risk and challenges children and young people face today.

The 2020 Children and Young People's Workforce Strategy describes how the Government will work with partners to ensure the workforce receives the support needed to deliver the vision. Part of this support is providing tools and guidance to support the development of collaborative ways of working that ensure early identification of children's additional needs, and faster and better co-ordinated delivery of services.

The IISaM Programme was established in December 2007 to oversee information sharing policy and the delivery of IT tools, which support collaborative working and integrated services: ContactPoint, the electronic enablement of the Common Assessment Framework (National eCAF), the integrated Children's System (ICS) and the Connexions Client Caseload Information System (CCIS). The programme's focus is on supporting people who work with children to communicate and collaborate appropriately, quicker and more effectively.

Summary of projects covered by the IISaM Programme:

Information Sharing: The purpose of the Information Sharing project is to identify the key remaining barriers and challenges to information sharing and to work with relevant partners to manage or undertake activities to address them. On behalf of the Government, the project has produced and published *Information Sharing: Guidance for practitioners and managers* in October 2008. This is for frontline service staff and their managers, and offers clarity on when and how information can be shared legally and professionally.

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

- **ContactPoint (*implementation during 2009-10*):** This will be the quick way for a practitioner to find out who else is working with the same child or young person, making it easier to deliver more co-ordinated support. It will not hold case data.
- **National eCAF (*implementation to commence during 2009-10*):** The Common Assessment Framework (CAF) is a standardised approach to conducting an assessment of a child or young person's additional needs and deciding how those needs should be met, with the consent of the child, young person or family. National eCAF will be a single, national IT system for electronically creating, storing and sharing CAF information securely, and will enable practitioners to work together more effectively across geographic and organisational boundaries.
- **ICS (*operational*):** ICS deals exclusively with children in need, including looked after children. It is not in itself a computer system, but a set of requirements. When local authorities' own IT follows these requirements, it provides a tool for managing detailed case information securely and efficiently.
- **CCIS (*operational*):** CCIS will support the work of the Connexions Service to provide a joined-up service to young people aged 13- to 19-years-old by improving the information that is held, used and shared about them.

Procurement and Partnerships

The Department for Children, Schools and Families spends significant sums each year on third party goods, services and works, which make a key contribution to policy delivery and the Department's operations.

Departmental Procurement policy provides those responsible for spending departmental money with clear guidance on procurement. This ensures goods and services are sustainably procured at optimal value for money, whilst adhering to all legal and regulatory requirements.

It actively supports schools and colleges with their procurement activity, notably winning the 2008 Civil Service Procurement Award after delivering savings of around £73 million in its work supporting the 14-19 sector with procurement activities.

The Educational Procurement Centre (EPC) is providing schools in England with an innovative, e-procurement system, OPEN. Online market place OPEN has been designed specifically for schools to make the process of buying goods and services faster, easier and simpler. The EPC also provides schools with hands on support through procurement healthchecks, training and guidance in procurement expertise, enabling them to search out the best deals when buying goods and services.

Procurement support is also provided to schools in a key area of school spend – recruitment, and e-procurement solutions for the recruitment of both temporary and permanent school workers are being developed. This will help schools to save time and money on their recruitment activity. Both solutions are on course to be delivered by autumn 2009.

The Department is fully engaged with the Office of Government Commerce's collaborative procurement programme, ensuring that schools and colleges benefit fully from government's combined purchasing power and expertise. In particular, the Department is leading the cross-governmental Collaborative Food Procurement project, and working with partners across government to implement a new collaborative deal for energy.

Savings of around £4 million have been made against the Department's own procurement spend in 2008-09. In addition, in 2006 the Department developed a programme in response to the National Audit Office report about the procurement of consultancy services and 2008-09 saw the achievement of key milestones in this programme. The Department is procuring its consultancy services effectively and spend is being very closely monitored.

Sustainable Development

The Department has made significant progress in 2008-09 with the publication of the Sustainable Development Action Plan (SDAP) *Brighter Futures – Greener Lives* in May 2008, and the underpinning delivery plans, with a raft of commitments covering all areas of the Department's work.

A Sustainable Development Programme Board has been established to oversee progress on the SDAP and its delivery plans. This Board is chaired by the Director General for Corporate Services. It includes Director level representation from each area of the Department, membership from the Sustainable Development Commission (SDC), the Centre of Expertise in Sustainable Procurement and Partnership for Schools. Policy teams are more aware of the impact of their policies on UK sustainable development and are exploring options for improving their sustainability. These are then developed into commitments in their delivery plans.

Like all government departments, the Department has to improve the operation of its estate and reach the Sustainable Operation of the Government Estate (SOGE) targets by 2010-11. Operation of the Department's on estate has improved and trajectories have been established to monitor progress to the SOGE targets. The position in 2008-09 was improved and the Department was placed 13th out of 21 departments. The Department also successfully reached level 3 on the Sustainable Procurement Flexible Framework in February 2009.

Non-departmental public bodies (NDPBs) are encouraged to supply data on their performances against the SOGE targets. In 2007-08, four of the Department's nine NDPBs did so: Qualification and Curriculum Authority (QCA), British Educational Communications and Technology Agency (Becta), School Food Trust (SFT) and the Training and Development Agency for Schools (TDA).

The Department currently has an uncertified environmental management system (EMS) through which it controls the activities, products and processes that cause, or could cause, environmental impacts. The EMS is based on ISO14001:2004, and the Department is working to attain ISO certification during 2009-10. As part of this, an Environmental Policy Statement has been published, endorsed by the Secretary of State, setting out what the Department is doing to minimise the environmental impact of its operations.

From earlier work with the SDC, the Department knows that the English school system is responsible for around 15 per cent of public sector carbon emissions. These emissions arise mainly through procurement of goods and services, the use of energy and power in buildings, and school travel and transport. Further analysis is being undertaken to identify specific actions that can be taken to lower carbon emissions to meet the UK's target of 80 per cent reduction in emissions by 2050.

Chapter 8

Spending to Deliver

Overview

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

The Department embarked on a considerable change agenda to improve financial management across the organisation. That agenda has gained pace over the last twelve months; the revisions to working processes and practices have been operating in tandem with the Corporate Transformation Programme to achieve efficiencies through better planning and allocation of resources, to ultimately deliver better outcomes for young people through supporting the *Children's Plan*. Monthly accrual accounting, greater emphasis on financial capability (particularly in financial forecasting) and improvements to management information for decision making (arising from the strengthening of existing internal controls) has all served to bolster the transparency and accuracy of financial data reported by the Department.

DCSF has also made significant strides in expanding the finance community's capability and knowledge at all levels, through increasing the number of qualified accountants. The department will look to build upon these improvements over the coming twelve months in striding towards achieving its goal of providing a world class finance service for departmental stakeholders.

Overall Departmental Spending

Table 8.1 (and Annexes A, B and C) shows spending on programmes which are within DCSF's Departmental Expenditure Limit (DEL). For 2008-09, the forecast outturn is £52.3 billion. By 2010-11, planned expenditure within the Department's DEL will have risen by £5.5 billion to £57.8 billion.

The 2010-11 figure reflects both an advancement of £968 million from 2010-11 to 2009-10, to support the Government in providing a fiscal stimulus to the economy, and a removal of £650 million from baselines to reflect an addition to our existing efficiency programme.

Table 8.1: Summary of Resource and Capital Tables, 2003-04 to 2010-11 (£ million)^{1,2}

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
Consumption of resources:								
Schools	9,141	10,078	11,130	38,016	41,138	42,817	45,971	46,501
Young People	4,393	4,722	5,388	5,724	5,896	5,810	6,155	6,414
Children and Families ^{3,4}	1,464	1,360	1,735	1,965	2,671	2,202	2,613	3,344
Area Based Grants	-	-	-	-	-	1,176	1,302	1,166
Activities to support all functions	168	247	221	245	213	277	340	350
Total Department for Children, Schools and Families	15,166	16,406	18,477	45,950	49,919	52,282	56,381	57,775

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

Spending by Departmental Strategic Objective

Table 8.2 shows spending on programmes which are within the Department's DEL by Departmental Strategic Objective (DSO). The DSOs are a framework reflecting the Department's operating environment, and serve to support the Department in focusing on activities and achievements against spending and efficiency plans over the last year.

Table 8.2: Expenditure by Departmental Strategic Objective, 2008-09 to 2010-11 (£ million)

Departmental Strategic Objective	2008-09	2009-10	2010-11
DSO 1: Secure the wellbeing and health of children and young people	635	685	702
DSO 2: Safeguard the young and vulnerable	162	175	179
DSO 3: Achieve world class standards in education ¹	38,691	41,726	42,757
DSO 4: Close the gap in educational achievement for children from disadvantaged backgrounds	7,764	8,373	8,580
DSO 5: Ensure young people are participating and achieving their potential to 18 and beyond	4,046	4,364	4,472
DSO 6: Keep children and young people on the path to success	739	797	816
Lead and manage the system	244	263	269
Total	52,282	56,381	57,775

1. Includes Dedicated Schools Grant.

Spending on Education

Table 8.3 shows spending on education in England. This is set to rise to £74.2 billion in 2010-11. The proportion of gross domestic product (GDP) spent on education will be 6.1 per cent in 2010-11 compared to the 1996-97 inherited level of GDP spent on education of 4.7 per cent.

Table 8.3: Total Education Spending in England, 1997-98 to 2010-11 (£ million)

	1997-98 Outturn	1998-99 Outturn	1999-00 Outturn	2000-01 Outturn	2001-02 Outturn	2002-03 Outturn	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
Total Education Expenditure in England	29,704	31,023	32,860	35,922	39,779	42,743	50,227	53,607	57,530	59,901	64,433	68,590	73,300	74,200
<i>of which:</i>														
DCSF											47,324	50,518	54,317	55,646
DIUS											13,618	14,599	15,174	15,746
Real Total Education Expenditure	37,649	38,502	39,995	43,156	46,748	48,662	55,598	57,768	60,751	61,569	64,433	66,917	70,804	70,614
Year-on-Year Real Term rises		2.3%	3.9%	7.9%	8.3%	4.1%	14.3%	3.9%	5.2%	1.3%	4.7%	3.9%	5.8%	-0.3%

1. Total education spending in England includes DCSF and DIUS DEL and AME spending on schools, further and higher education (including the student loan resource budget charge), plus New Deal for Schools capital, the Childrens Fund and Sure Start. It also includes local government formula and self-financed expenditure.
2. The total education expenditure in England figures for 2009-10 and 2010-11 are projections based upon the best information available at the time of Budget 2009 for the purposes of estimating total education expenditure in line with the UN Classification Of the Functions Of Government framework. They are not therefore spending plans. These projections also make further assumptions about local government spending decisions.

Table 8.3 shows that DCSF's planned expenditure has been affected by the advancement of £968 million from 2010-11 to 2009-10 (to support the government in providing a fiscal stimulus to the economy) and the £650 million baseline reduction in 2010-11 (reflecting the additional efficiency target agreed at Budget 2009).

Had these changes not taken place, total planned expenditure for the two years would be £72,320 million and £75,830 million, equating to £69,858 million and £72,166 million in real terms, and reflecting year-on-year real term rises of 4.4 per cent and 3.3 per cent. Changes outside DCSF – in DIUS and Ofsted particularly, will also have impacted upon these figures but will not be commented on here.

Spending by Function

Table 8.4 provides a more detailed breakdown of departmental expenditure. Spending on children and families, schools and young people will all rise over the next three years. Spending on administration costs will continue the trend of previous years, falling as a reflection of efficiency gains by the Department in its core services through the Corporate Transformation Programme and through better planning and allocation of resources.

Table 8.4 shows that:

- Capital investment has risen considerably since 1997-98. Capital investment in schools will rise from £1 billion in 1997-98 to £5.8 billion in 2010-11, whilst £6.5 billion will be spent in 2009-10, following the advancement of a number of programmes to support the Government's fiscal stimulus to the wider economy.
- In 2008-09, approximately £2.2 billion was spent on children and families. This will rise to over £3.3 billion by 2010-11. Over two thirds of the budget will go on Sure Start, where spending has risen from £721 million in 2003-04 to nearly £1.7 billion in 2008-09. It will increase to over £2.4 billion in 2010-11.
- Spending on schools was £42.8 billion in 2008-09. This is set to increase to £46.5 billion in 2010-11. The vast majority of schools funding goes through the Dedicated Schools Grant, which in 2008-09 equated to £29 billion.
- Spending on young people will increase to £6.4 billion in 2010-11 compared to £4.4 billion in 2003-04. The bulk of the £5.8 billion spent in 2008-09 supported 16-19 further education, delivered through the Learning and Skills Council (LSC). A further £525 million was spent on Education Maintenance Allowances to support young people in education.
- Almost £1.2 billion was spent in 2008-09 through Area Based Grants (ABGs). The ABGs comprise a number of departmental funding streams, covering a range of departmental activities previously paid as ring-fenced grants to

local authorities. Local areas have much greater freedom to spend this money in a way that suits their particular local circumstances and priorities.

- Administration costs of the Department will reduce from £189 million in 2008-09 to £177 million in 2010-11, reflecting planned efficiency gains in the way the Department delivers its business.

Table 8.4: Detailed Breakdown of Expenditure by Function within DEL, 2003-04 to 2010-11 (£ million)¹

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
Schools	9,141	10,078	11,130	38,016	41,138	42,817	45,971	46,501
<i>of which:</i>								
Investment in School Buildings ²	3,291	3,808	4,059	3,652	4,630	4,894	6,549	5,840
<i>of which:</i>								
Devolved Programmes	1,685	1,860	2,024	1,601	1,896	1,581	2,286	1,837
Targeted Programmes	412	475	370	530	900	938	975	744
BSF and Academies	179	260	274	482	778	1,186	1,640	2,447
Primary Capital programme	16	15	16	18	25	144	703	267
Credit Approvals	1,000	1,198	1,375	1,022	1,032	1,045	945	545
Dedicated Schools Grant ³				26,576	28,049	28,947	30,486	31,893
Other Standards Funds	1,615	1,594	2,033	2,955	2,803	2,861	2,368	2,213
School Standards Grant	847	928	923	1,217	1,530	1,545	1,629	1,666
Schools Sixth Form Funding (through Learning Skills Council)	1,525	1,655	1,783	1,944	2,040	2,116	2,096	2,101
Technologies Future Unit/Becta	12	12	22	20	48	51	51	20
Modernising the Teaching Profession	818	905	992	40	44	41	56	142
Academies	132	175	219	332	514	852	264	284
Specialist Schools/ City and National Challenge/Interventions	87	73	36	48	72	72	252	132
Support for School Meals/School Food Trust				6	7	12	7	6
National Strategies/Curriculum/ Behaviour/Gifted and Talented	157	225	264	319	355	436	1,244	1,388
Training and Development Agency	514	567	668	739	788	735	708	593
National College for School Leadership	81	97	87	91	103	106	86	83
Partnership for Schools		4	5	5	7	9	21	1
Other miscellaneous programmes	62	36	39	72	148	140	154	138
Area Based Grants						1,176	1,302	1,166
Children and Families	1,464	1,360	1,735	1,965	2,671	2,202	2,613	3,344
<i>of which:</i>								
Sure Start ⁴	721	935	1,308	1,347	1,611	1,683	1,908	2,427
Parenting and Families	2	11	16	210	756	93	63	54
Cafcass	93	107	99	109	109	115	124	133
Safeguarding	6	10	8	9	10	10	6	11
Special Educational Needs / Disabilities	25	68	13	18	17	22	107	258
Building Capacity	1		36	29	16	12	19	22
Child Wellbeing	583	203	242	184	53	90	65	383
Improved Information Sharing and Management	1			40	72	83	106	31

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
Office of the Children's Commissioner			3	4	3	3	3	3
Children's Workforce Development Council						79	70	1
Other miscellaneous programmes	34	25	11	15	24	13	141	21
Young People	4,393	4,722	5,388	5,724	5,896	5,810	6,155	6,414
<i>of which:</i>								
Learning and Skills Council (excluding Sixth Form Funding and Education Maintenance Allowances)	3,255	3,439	3,953	4,250	4,468	4,742	4,941	5,175
14-19 Development	13	13	16	7	29	140	192	174
Qualifications and Curriculum	8	10	8	19	6	15	42	92
Qualifications and Curriculum Authority	92	123	143	152	175	152	132	108
Offenders' Learning and Skills	12	17	19	22	22	23	26	24
Education Maintenance Allowances	142	260	407	503	544	525	529	530
Children's Fund	257	222	169	143	123			
Connexions Service	492	503	554	520	434	60	59	24
Youth Task Force				17		13	12	7
Youth Programmes	104	107	103	78	98	141	222	281
Other miscellaneous programmes	18	28	17	13	-3			
Central Activities to support all functions	168	247	221	245	213	277	340	350
<i>of which:</i>								
Communications	32	33	28	39	43	42	34	34
Corporate Services	23	-5	3	14	13	46	16	16
Reserve							108	124
Administration Costs	175	220	193	194	191	189	182	177
Other miscellaneous programmes	-62	-1	-2	-3	-34			
Total DCSF DEL	15,166	16,406	18,474	45,950	49,919	52,282	56,381	57,775

1. The 2009-10 and 2010-11 figures exclude planned additional expenditure that will be funded from previous years' underspends.
2. Figures do not include Public Finance Initiative Credit Approvals as only DEL is shown.
3. From 2006-07 schools budget expenditure is funded through the Dedicated Schools Grant.
4. From 2003-04 the funding for Childcare and Nursery Education has been merged with that of Sure Start.

Expenditure on Education by Sector

Table 8.5 provides a breakdown of education expenditure by sector. Figures cover both DCSF and DIUS, together with any contributions that local authorities have chosen to make to education above and beyond their funding. All sectors have increased their expenditure on education since 1997-98. The largest increase is in the schools sector where expenditure has increased by £20.3 billion since 1997-98. Large increases have also been seen in further education, adult and community learning and higher education.

Table 8.5: Education Expenditure¹ by Central and Local Government² by Sector in Real Terms³ in England, 1997-98 to 2008-09 (£ million)

	1997-98 Outturn	1998-99 Outturn	1999-00 Outturn	2000-01 Outturn	2001-02 Outturn	2002-03 Outturn	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Provisional Outturn	2008-09 Estimated Outturn
Schools												
Capital ⁴	1,359	1,493	1,618	1,973	2,286	2,766	3,354	3,840	4,094	4,114	4,233	5,181
Current⁵	23,113	23,694	25,436	27,651	30,333	31,272	34,406	35,490	37,189	37,639	39,129	39,592
of which:												
Under Fives ⁶	2,219	2,273	2,531	2,832	3,392	3,439	3,839	4,085	4,213	3,934	4,081	4,256
Primary	8,291	8,445	8,778	9,522	10,299	10,748	11,390	11,528	11,985	12,148	12,573	12,580
Secondary	10,333	10,576	11,150	11,981	13,184	13,656	15,099	15,712	16,322	16,703	17,432	17,668
Other ⁷	2,270	2,400	2,977	3,316	3,458	3,429	4,078	4,166	4,668	4,853	5,043	5,089
Further Education (FE) and Adult and Community Learning^{8,9}	4,226	4,158	4,274	4,637	5,508	5,804	8,514	8,725	9,516	9,030	9,437	9,601
of which:												
FE and other lifelong learning	#	#	#	#	5,328	5,563	8,220	8,418	9,229	8,772	9,193	9,378
Adult and Community Learning Recurrent	#	#	#	#	180	220	249	255	241	228	223	209
Adult and Community Learning Capital	#	#	#	#		21	44	52	45	30	20	14
Higher Education¹⁰	5,698	5,673	6,038	5,604	5,983	5,958	6,398	6,636	7,134	7,110	7,438	7,654
Higher Education Student Support^{11,12}	1,625	1,621	1,456	1,373	978	775	739	1,067	1,015	1,220	1,544	1,710
Administration, inspection costs and miscellaneous services	1,621	1,724	1,143	1,202	1,354	1,493	1,558	1,721	1,770	1,708	1,829	1,994

	1997-98 Outturn	1998-99 Outturn	1999-00 Outturn	2000-01 Outturn	2001-02 Outturn	2002-03 Outturn	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Provisional Outturn	2008-09 Estimated Outturn
Total Real Terms	37,642	38,363	39,965	42,440	46,442	48,069	54,970	57,480	60,717	60,820	63,610	65,732
Total Nominal	29,699	30,911	32,835	35,327	39,519	42,393	49,632	53,327	57,489	59,298	63,610	67,376
Other expenditure included in Table 8.3 (nominal) ¹³												
Ofsted					161	223	233	252	257	209	213	200
Departmental Admin					240	229	237	248	229	251	252	290
Capital Receipts					-146	-234	-221	-210	-217	-261	-272	-512
Other ¹⁴					6	131	346	-11	-228	404	630	1,235
Total Education Spending in England (nominal)¹³					39,779	42,743	50,227	53,607	57,530	59,901	64,433	68,590

1. Figures within Departmental Expenditure Limits (DEL). Excludes DCSF administration costs and expenditure on other areas than education, for instance on children and families and on skills.
2. The recurrent local authority figures in this table are drawn from Table 8.6; the footnotes to that table set out the underlying data sources. The dotted lines denote the changes from the Department of Environment, Transport and the Regions education Revenue Outturn return (the 'RO1') to Section 52 Outturn Statements in 1999-00 and arising from the review of the Section 52 categories in 2002-03 following the introduction of Consistent Financial Reporting to schools. Central Government figures are drawn from the Combined Online Information System (COINS).
3. All figures have been converted to 2007-08 price levels using the March 2009 Gross Domestic Product (GDP) deflators.
4. Excludes Private Finance Initiative (PFI) credits (£35 million in 1997-98, £130 million in 1998-99, £350 million in each of 1999-00 and 2000-01, £450 million in 2001-02, £850 million in 2002-03 and 2003-04, £1,050 million in 2004-05, £1,200 million in 2005-06 and £1,250 million in 2006-07).
5. Figures from 2003-04 onwards reflect the transfer of responsibility from the Department to LAs of costs relating to teachers' pensions.
6. Under Five figures include Central Government Sure Start expenditure and exclude Local Authority Sure Start expenditure. From 2006-07, funding for Sure Start Local Programmes was paid through Local Authorities rather than from Central Government accounting for the fall in under 5's expenditure from that year.
7. Includes local authority services to schools, expenditure on City Academies, small remodelling programmes and on teacher training.
8. This line now includes FE Student Support (previously a separate line). The figures include Education Maintenance Allowances (EMAs) and other support for students in further education and school sixth forms. EMAs were re-classified as being within DEL rather than AME (Annually Managed Expenditure) in 2007, hence their re-introduction back into this table.
9. Adult and Community learning covers Learning and Skills Council (LSC) funding for ACL from 2001-02. Prior to 2001-02 reliable and consistent disaggregation of expenditure on ACL from local authority budgets is not available.
10. The expenditure data in this table and those used in the calculation of funding per student in FE in table 8.11 are not directly comparable.
11. HE Support includes Student Loans RAB charge, but not management of student loans provisions; all grants paid by the Student Loans Company (FT and PT Maintenance grants, HE grant and grants for vulnerable students): Access Funds; Postgraduate Awards; EUI Bursaries; Discretionary Awards; Mandatory and Student Support Awards.
12. The Student Loans RAB Charge estimates the future cost to government of subsidising and writing off the student loans issued in that year. It does not represent the amount of cash lent to students, which has risen each year since the introduction of student loans.
13. As recorded in the Total Education Spending in England line of Table 8.3.
14. The 2008-09 Education Spending figure in Table 8.3 is Planned Spend, the figures in Table 8.5 are Estimated Outturn. Other differences include timing differences and other small expenditure programmes which have not been included in this table.

	1997-98 Outturn	1998-99 Outturn	1999-00 Outturn	2000-01 Outturn	2001-02 Outturn	2002-03 Outturn	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Provisional Outturn	2008-09 Estimated Outturn
Work-related further education ¹³	54	60	59	77	0	0	0	0	0	0	0	0
Receipts from HEFCE ¹⁴	11	11	11	12	12	#	#	#	#	#	#	#
HE Student Support ¹⁵	1,982	1,877	796	318	127	81	61	20	0	0	0	0
Total current expenditure including grants outside AEF	20,472	21,947	22,136	23,635	25,872	27,401	30,527	32,321	34,458	36,040	38,261	39,372
Capital Spending^{16,17}												
Gross capital spending on education (excluding New Deal for Schools) ¹⁸	1,037	1,027	1,184	1,016	1,746	2,286	2,778	3,086	3,491	3,439	3,671	4,476
Local Authority receipts	-133	-82	-102	-119	-146	-225	-221	-210	-216	-261	-271	-518
Total net capital spending on education	904	945	1,082	897	1,600	2,061	2,557	2,876	3,275	3,178	3,400	3,959
New Deal for Schools	78	224	207	702	316	0	0	0	0	0	0	0
Total net authority capital spending	982	1,169	1,289	1,599	1,916	2,061	2,557	2,876	3,275	3,178	3,400	3,959
Total local authority expenditure on education	21,454	23,116	23,425	25,234	27,778	29,462	33,083	35,196	37,733	39,218	41,660	43,331

Sources:

1998-99 LEAs' education Revenue Outturn Statements to the Department of Environment, Transport and the Regions

Section 52 Outturn statements to the Department

Capital Outturn Returns (COR) to the Department for Communities and Local Government

1. This covers expenditure funded from revenue raised locally through Council Tax and from central government support such as Revenue Support Grant and grants from the Department to LAs. Outturn data up to 1998-99 was drawn from education Revenue Outturn Statements which LAs submitted to the Department of Environment, Transport and the Regions. Figures for 1999-00 to 2001-02 were drawn from Section 52 (Table 3) outturn statements which LAs submitted to the DfES. Figures for 2002-03 onwards are taken from Section 52 (Table A) outturn statements. The change in sources is shown by the dotted lines. Figures within Departmental Expenditure Limits (DEL).
2. The introduction of Consistent Financial Reporting (CFR) in schools in 2002-03 led to a review of the Section 52 categories. As a result the figures in some lines are not reported on a consistent basis with earlier years. This applies in particular to teacher development, other support services and central administration. The 2007-08 figures are provisional and may change.
3. Includes expenditure on under fives in nursery schools, in primary schools and in the private, voluntary and independent sectors. 1997-98 outturn expenditure reflects the transfer of £527 million from local government to central government for the nursery voucher scheme. Sure Start expenditure is not included in this table.
4. Figures from 2003-04 onwards reflect the transfer of responsibility from the Department to LAs of costs relating to teachers' pensions.
5. Includes from 2002-03 onwards, for comparative purposes, expenditure funded by the LSC grant outside Aggregate External Finance (AEF) to school sixth forms.

6. Mainly for pupils with special educational needs (SEN). Excludes expenditure on under fives in the private, voluntary and independent sectors.
7. Following the introduction of CFR in 2002-03 expenditure on teacher development met by schools is no longer recorded separately.
8. Includes services such as the assessment of pupils with special educational needs, improvement in school standards, management of LAs' capital programme, the planning and supply of school places and the Educational Welfare Service.
9. Adult and Community Learning expenditure for 2001-02 onwards has been removed from this table as it is mostly funded by the Learning and Skills Council (LSC).
10. Education Maintenance Allowances (EMA) payments to LAs. These were distributed through the Standards Fund prior to 2001-02. EMAs were re-classified as being within DEL rather than AME (Annually Managed Expenditure) in 2007, hence their re-introduction back into this table.
11. Up to 1998-99 included administration and inspection costs some of which are included within other categories from 1999-00. From 2002-03 includes some expenditure previously reported under Other support services.
12. Grants outside Aggregate External Finance (AEF) are funded almost wholly by central government.
13. Work-related further education funded by the Further Education Funding Council (FEFC). This was transferred to the LSC in 2001-02.
14. Expenditure funded by receipts from the Higher Education Funding Council for England in respect of prescribed courses of higher education in LA institutions. Expenditure data from 2002-03 onwards not available.
15. Includes expenditure by Welsh local authorities. Student Support payments were made by the Student Loans Company (SLC) from 2004-05 onwards.
16. Includes expenditure from the education component of the Urban and Regeneration Programme.
17. 2008-09 estimated outturn for capital spending is based on budget information supplied by HMT.
18. Gross education capital spending includes schools, youth and other education services.

Schools Funding

In November 2007, the Department announced, for the first time, a three year funding settlement for schools. This included indicative DSG allocations for 2008-2011 based on a guaranteed unit of funding per pupil for each authority, for each of the three years, and estimates of pupil numbers for 2008-2011. The aim is to allow local authorities and schools to take a longer term, more strategic approach to their financial planning.

Final allocations of DSG for 2009-10, will be made once January 2009 pupil number data has been fully validated; allocations will be based on the guaranteed unit of funding multiplied by the validated pupil numbers.

The main points of the three year settlement for schools are:

- DSG will increase by an average of 13.1 per cent per pupil over the three years.
- A Minimum Funding Guarantee (MFG) set at 2.1 per cent in each of the three years of the settlement, which includes an assumed efficiency gain of one per cent for each of the next three years.
- School Standards Grant and School Development Grants increased by the level of the MFG each year.
- Better targeting of funding for deprivation, including £41 million through the DSG for pockets of deprivation, targeting support to children from deprived backgrounds who attend schools in local authority areas with low deprivation.

Table 8.7 shows that total funding per pupil (capital and revenue) increased by £2,910 (98 per cent) in real terms between 1997-98 and 2008-09.

Table 8.7: Revenue^{1,2,4,6} and capital funding⁷ per school pupil³, 1997-98 to 2010-11 (excluding LA block funding⁵)

Funding per pupil	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Actual	2001-02 Actual	2002-03 Actual	2003-04 Actual	2004-05 Actual	2005-06 Actual	2006-07 Actual	2007-08 Actual	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans ¹⁰
Real Terms														
Revenue only ³	2,840	2,930	3,060	3,380	3,560	3,670	3,920	4,050	4,280	4,530	4,720	5,010	5,180	5,250
Year-on-year change		90	130	320	180	110	250	130	230	250	190	290	170	70
Real terms Index ⁹	100	103	108	119	125	129	138	143	151	160	166	176	182	185
Revenue and Capital⁸	2,960	3,100	3,290	3,730	3,920	4,180	4,500	4,720	5,000	5,190	5,500	5,870	6,190	6,160
Year-on-year change		140	190	440	190	260	320	220	280	190	310	370	320	-30
Real terms Index ⁹	100	105	111	126	132	141	152	159	169	175	186	198	209	208

Notes

- Figures are rounded to nearest £10.
- Funding consistent with Education Standard Spending/ Education Formula Spending and Dedicated Schools Grant from 2006-07 plus all schools-related revenue grants in DCSF's Departmental Expenditure Limit which are relevant to pupils aged 3-19. Funding excludes Childcare and Sure Start.
- Calculations are based on publicly funded full-time equivalent pupils aged 3-19 in England. Taken from the PLASC dataset as at Jan 2008, Alternative Provision and Early Years census. This includes estimated numbers of 3-year-olds funded through state support in maintained and other educational establishments.
- Includes funding for Academies and Specialist schools but excludes City Technology Colleges.
- Due to the introduction of the Dedicated Schools Grant (DSG) in 2006-07 the LA block moved to CLG, so this has been removed from the earlier years 1997-98 to 2005-06.
- Pensions transfers to Education Formula Spending and the Learning and Skills Council are now included from 2003-04 onwards.
- Includes capital budgets (drawn from Annex C of 2009 Departmental Report) and PFI funding streams.
- Real terms figures have been calculated using the March 2009 gross domestic product deflators with 2007-08 as the base year.
- The real terms funding index has been based with 1997-98 as 100.
- The apparent drop in funding between 2009-10 and 2010-11 in the Revenue & Capital series is caused by the fiscal stimulus of £800 million of capital funding being brought forward from 2010-11 to 2009-10. It does not change the planned spend across the whole 2007 CSR period - the principle effect of the change is that children will receive the benefits of higher spending on school buildings earlier.

Table 8.8 shows total capital funding per pupil. Between 1997-98 and 2008-09 real terms funding has increased by £750 per pupil (577 per cent).

Table 8.8: Capital^{1,3} only Funding per Maintained School Pupil, 1997-98 to 2010-11 (including Academies)²

Funding per Maintained pupil (£)	1997-98 Actual	1998-99 Actual	1999-00 Actual	2000-01 Actual	2001-02 Actual	2002-03 Actual	2003-04 Actual	2004-05 Actual	2005-06 Actual ⁶	2006-07 Actual	2007-08 Actual	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans ⁷
Real Terms ⁴	130	180	230	360	370	520	600	690	740	670	800	880	1,050	950
Real Terms year-on-year change	–	50	50	130	10	150	80	90	50	-70	130	80	170	-100
Real terms Index ⁵	–	138	177	277	285	400	462	531	569	515	615	677	808	731

Notes

1. Figures are rounded to nearest £10.
2. Calculations are based on maintained sector full-time equivalent pupils (including Academy pupils) aged 3-19 in England. Taken from the PLASC dataset as at Jan 2008.
3. Includes capital budgets (drawn from Annex C of 2009 Departmental Report) and PFI funding streams.
4. Real terms figures have been calculated using the March 2009 gross domestic product deflators with 2007-08 as the base year.
5. The real terms funding index has been based on 1997-98 as 100.
6. The apparent drop in funding per pupil between 2005-06 and 2006-07 is caused by the transitional effect of a change in the funding mechanism for the Building Schools for the Future (BSF) programme. This involves the re-phasing of payments to local authorities to better reflect the actual pattern of delivery on the ground. Any unspent capital will be rolled forward to be used in future years, thereby ensuring that the BSF programme is fully delivered. This also applies to unspent capital in 2008-09, where End Year Flexibility funds can be brought forward to 2009-11.
7. The second apparent drop in funding between 2009-10 and 2010-11 is caused by the fiscal stimulus of £800 million of capital funding being brought forward from 2010-11 to 2009-10. It does not change the planned spend across the whole 2007 CSR period – the principle effect of the change is that children will receive the benefits of higher spending on school buildings earlier.

16-19 Learning

The September Guarantee provides a place in learning for every 16- and 17-year-old who wants one.

As a first step towards full participation in education up to the age of 18, participation among 17-year-olds is expected to increase from 79 per cent in 2007/08 to 87 per cent in 2009/10. This means, as shown in table 8.9, that the total number of young people in learning in England will increase by 102,000 between 2007/08 and 2009/10 – from 1.45 million to a record 1.55 million. This is despite the 16-18 age group peaking in 2008/09 and then declining.

Table 8.9: Projected Numbers of Young People Learning in England between 2007/08 and 2009/10

	2007-08 Actual	2008-09 planned	2009-10 Budget 2009 Plan
Further education (FE)	775,000	795,500	808,000
Apprenticeships	207,000	212,000	240,500
Entry to Employment	75,000	80,000	88,400
School Sixth Forms	392,000	403,200	414,300
Maintained	384,000	388,200	391,300
Academies	8,000	15,000	23,000
Total	1,449,000	1,490,700	1,551,200

To deliver the September Guarantee, the Department must ensure that young people have access to the learning opportunities they want to do. Participation will increase on all routes to ensure young people can make the choices they want. However, there will be a particular emphasis on apprenticeships to reflect the commitment that, by 2013, all suitably qualified young people have the opportunity to undertake an apprenticeship, if they wish to do so. The Department plans to expand apprenticeship places to 240,500 by 2009/10.

Reflecting the ambition to increase the proportion of young people succeeding in learning, funding for learning for young people in England will increase from nearly £6.0 billion in 2007-08 to £6.8 billion in 2009-10 – an increase of over £780 million (Table 8.10). Funding is planned to increase on all routes though it will increase fastest on apprenticeship reflecting the planned expansion in apprenticeships.

The figures are set against academic, rather than financial years. None are as yet available for academic year 2010-11; expected numbers and therefore the financial requirement (in table 8.10) have yet to be finalised to include announcements made in Budget 2009.

Table 8.10: Funding for Learning for Young People in England between 2007-08 and 2009-10 (£ million)

	2007-08 Actual	2008-09 planned	2009-10 Budget 2009 Plan
Further Education	3,160	3,290	3,581
Apprenticeships	604	628	708
Entry to Employment	175	171	210
School Sixth Forms	2,069	2,133	2,293
Maintained	2,039	2,085	2,203
Academies	30	48	90
Total	6,008	6,222	6,792

Funding will continue to follow learner choices. Tables 8.9 and 8.10 reflect current planning assumptions. If learners' choices result in a different pattern in the mix of learning routes then funding flows will reflect this. The annual allocations process will determine the actual volumes and funding for different types of learning.

Table 8.11: Funding per Full-Time Equivalent Student in Further Education, 1997-98 to 2009-10 (£ million)

	1997-98 ³ Outturn	1998-99 Outturn	1999-00 Outturn	2000-01 Outturn	2001-02 Outturn	2002-03 Outturn	2003-04 ⁵ Outturn	2004-05 Outturn	2005-06 ⁹ Outturn	2006-07 ⁹ Outturn	2007-08 Estimated Outturn	2008-09 ¹⁰ Plans	2009-10 ¹⁰ Plans
Funding per full-time equivalent student¹													
Funding for participation (£) ^{2,4,7,8}	3,070	3,090	3,290	3,470	3,810	3,940	4,360						
Real Terms Index ⁶	100	98	102	107	114	115	123						
Total funding per full-time equivalent student all ages¹													
Funding for participation (£) ^{2,4,7,8}							4,240	4,320	4,940	5,180	5,240	5,090	5,340
Real Terms Index ⁶							100	99	111	113	112	105	109
Funding per full-time equivalent student age 16-18¹													
Funding for participation (£) ^{2,4,7,8}							4,470	4,490	5,200	5,330	5,290	5,300	5,470
Real Terms Index ⁶							100	98	111	111	107	104	105
Funding per full-time equivalent student age 19+¹													
Funding for participation (£) ^{2,4,7,8}							3,980	4,120	4,600	4,950	5,170	4,700	5,070
Real Terms Index ⁶							100	101	110	115	117	103	110

1. Full time equivalent (FTE) students funded by the LSC in further education sector colleges, external institutions, specialist designated institutions, dance and drama institutions or higher education institutions.
2. Rounded to the nearest £10.
3. 1997-98 only, includes assumed additional employer contributions.
4. From 1999/00 onwards, excludes 18,500 FTE Higher National Certificate/Diploma students and associated funding which was transferred to the Higher Education Funding Council for England.
5. A break in the series shown in 2003-04. This follows a change in the method of measurement, meaning that learners leaving between October and November are now captured by the data source, resulting in a larger estimate of full-time equivalents. Following the break the series has been split into age 16-18 and age 19+, each series is based on LSC expenditure on FE Participation on behalf of DCSF and DIUS and full-time equivalent numbers recorded by LSC for each age group.
6. The real terms funding index has been based with 1997-98 as 100, and rebased in 2003-04 as 100 due to the break in the series, and has been calculated using GDP deflators.
7. Unit funding figures from 1997-98 to 2006-07 are based on the actual expenditure by the LSC and actual full-time equivalent volumes.
8. Funding for participation includes 16-18 and 19+ Further Education and LSC Specialist Colleges For Learners With Learning Disabilities and/or Difficulties. It also includes Teachers' Pension Scheme (TPS), Teacher Pay Initiative (TPI) and some Standards Fund resources, which were consolidated in 2003-04. Funding for participation excludes LSC Ufl/learnirect or Personal Community Development learning/ Adult Community Learning.
9. The funding per FTE figures for 2006-07 has been updated with more accurate FTE and participation spend data.
10. The 16-18 funding per FTE figures for 2008-09 and 2009-10 are based on original learner volume and funding plans agreed in November 2008, i.e. do not take account of increases announced in Budget 2009, so are provisional at this stage.

Table 8.11 above sets out the unit funding per full-time equivalent student in further education between 1997-98 and 2009-10, based on DCSF and DIUS figures for FE participation budgets. Real terms variations in the unit of funding are influenced by a range of factors which are hard to predict, including fluctuations in full-time equivalent student volumes and the timing of funding being brought to account. The increase in unit funding between 2001-02 and 2003-04 reflects the consolidation of previously ring-fenced funds for pay and staff training into core participation funding, alongside the Success for All Strategy, and an increase in the numbers of adults taking short courses.

The unit funding series shows a break in 2003-04, reflecting a change in the month in which learner numbers were measured on the LSC Individualised Learner Records. The series from 2003-04 onwards has been split into three age groups: all ages, age 16-18 (DCSF budgets) and age 19+ (DIUS budgets). This approach has been introduced to more clearly illustrate the trends on those elements of FE unit funding financed separately by DCSF and DIUS since the Machinery of Government changes of 2007, following which the two departments' responsibilities were separated.

As demonstrated in earlier tables, the LSC also funds Apprenticeships and a wide range of programmes in School Sixth Forms: this detail is not captured in table 8.11. The new funding approach for 2008/09 introduced the concept of 'standard learner numbers', a measure of volume of learning which can be applied across all funding streams. The Department will continue to look at the future presentation of FE funding per full time equivalent student in this context.

Non-Departmental Public Bodies (NDPBs)

Table 8.12 shows the administration costs of all NDPBs from 1997-98 to 2010-11, including those that no longer exist or are now the responsibility of other government departments.

As part of DCSF's drive towards greater efficiency, the Department is looking to see how NDPBs might contribute further towards efficiencies to be achieved through the 2007 Comprehensive Spending Review VfM programme, the additional £650 million target and HMT's Operational Efficiency Programme in 2010-11 and beyond.

Table 8.12: Administration Costs of Non-Departmental Public Bodies, 1997-98 to 2010-11 (£ million)

	1997-98 Outturn	1998-99 Outturn	1999-00 Outturn	2000-01 Outturn	2001-02 Outturn	2002-03 Outturn	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Estimated Outturn	2008- 09 Plans	2009- 10 Plans	2010- 11 Plans
British Educational Communications and Technology Agency (Becta)	3.00	1.50	1.50	1.54	6.24	6.83	11.85	15.46	16.30	15.75	12.31	16.3	15.9	15.9
Children and Family Court Advisory and Support Service (Cafcass)							96.51	105.30	99.48	67.04	106.74	113.43	122.28	131.00
Children's Workforce Development Council (CWDC)												10.40	7.80	7.80
Funding Agency for Schools (FAS)	13.00	12.50	2.30											
National College for School Leadership (NCSL)					9.73	6.40	11.9	17.67	17.01	20.12	9.00	9.20	9.40	9.40
Office of the Children's Commissioner (OCC)									1.65	2.21	2.50	2.70	2.80	2.80
Partnership for Schools (PFS)								7.67	9.65	9.85	12.80	8.00	20.00	20.00
School Curriculum and Assessment Authority (SCAA)	5.50													
Qualifications and Curriculum Authority (QCA)	12.60	25.70	23.70	27.10	31.94	34.37	38.03	41.14	50.96	46.24	52.40	79.00	61.20	64.90
School Food Trust (SFT)										2.21	3.10	8.80	7.00	6.00
Training and Development Agency for schools (TDA)	5.00	4.90	5.90	6.80	8.77	10.44	13.35	14.48	21.75	23.81	26.20	34.02	24.30	24.30

Consultancy

Like all government departments, particularly those with broad and complicated remits such as DCSF, consultants are hired to work on projects in a number of specific situations: where the Department does not have the skills internally; where the particular requirement falls outside the core business of civil servants, or where a different, external perspective on difficult issues is needed. When used appropriately, consultancy has proven to be a cost-effective and efficient way of getting the temporary and skilled external input that the Department needs.

In 2008-09, DCSF spent £59 million on consultancy. Several new or expanding programmes required additional consultancy support, the single largest being the development of the ContactPoint system, which aims to improve information sharing among professionals working with vulnerable children. Other major new or expanding programmes that required additional consultancy support included the expansion of the Academies Programme (where, for example, consultants were providing project management support for the creation of new academies), and the Integrated Children's System (where specialist consultants were working closely with IT suppliers and local authorities on the implementation of IT products, and which would form the electronic case record management system for use by local children's social care practitioners working with children in need and looked after children). A further £11 million was spent on external experts providing expert advice. Whilst these do not fall strictly under the definition of consultancy, the figure is provided here for information, and compares to the 2007-08 figure of £10 million.

The Department is playing its full part in the Office of Government Commerce (OGC) led Consultancy Value Programme (CVP), a pan-government work programme which aims to improve the management of consultants and consultancy spend across government. The CVP has developed and sponsored a range of initiatives and tools aimed at ensuring value for money from consultancy expenditure, whilst also addressing recommendations in National Audit Office reports on central government's use of consultants.

The CVP aims to ensure that financial investment in consultancy is made in a way that ensures value for money, that the outputs from consultancy support are evaluated and that lessons learned are applied to future engagements. Evaluation of performance is essential for any commercial arrangement, to ensure that the financial investment in consultancy has been properly realised and, to this end, the OGC has developed a Consultancy Performance Review process for departments to use to collect and subsequently share consultancy performance information. Working collaboratively with the OGC, the Department will be implementing this new process as part of its revised Business Case guidance which will be introduced shortly.

The Third Sector

The Department is committed to working closely with the third sector, whose active involvement is integral to the successful implementation of many of DCSF's key initiatives (as set out in the *Children's Plan*). They help provide the voice of children, young people and families, as well as helping to shape and implement Departmental policy. Third sector organisations play a pivotal role in providing vital services, often working directly with the most marginalised and disadvantaged young people and families, helping the Department to reach out to those less inclined to engage with the statutory services.

In 2009-10, the Department will provide direct funding of over £238 million to third sector organisations for infrastructure support and for the delivery of services. This is in addition to the monies provided to the third sector by local authorities through local contracting arrangements.

Productivity of Publicly-Funded Education

The Office for National Statistics (ONS) is currently revising the methodology used to measure public sector productivity and will publish new education productivity figures later in summer 2009. These will be included in the 2010 Departmental Report.

Chapter 9

Investing to Deliver

Since the 1998 Comprehensive Spending Review, there has been significant and growing capital investment in each of the sectors for which the Department is responsible. The 2007 Comprehensive Spending Review settlement reflects the Government's continued commitment to that investment: it increases from £1 billion a year in 1997-98, rising to £7.3 billion in 2009-10, levelling at £6.7 billion in 2010-11. This includes substantial new investment to meet commitments set out in new policy areas, for example, the provision of 3,500 Sure Start Children's Centres to provide a range of childcare, health and family support for every community by 2010; substantial new investment to transform the current school estate through Building Schools for the Future, and an advancement of just under £1 billion from 2010-11 to 2009-10 to provide a fiscal stimulus to the economy.

The *Children's Plan* and *Children's Plan – One Year On* documents how this unprecedented capital investment across education and children's services in England since 1997 has already delivered a significant improvement in the quality and quantity of facilities available to children, young people and families.

A new strategic approach to investment began when Building Schools for the Future was launched in 2003 – pioneering an approach focused on area-wide education transformation, as well as on bricks and mortar. Extensive investment in early years and childcare provision including a long-term programme to establish Sure Start Children's Centres nationwide, and improve nursery provision, has supported the creation of over 2,500 Sure Start Children's Centres and more than doubled the number of registered childcare places to 1.25 million. The Primary Capital Programme, Play Capital Programme and **myplace**, the new programme for delivering world class youth facilities, are taking similar strategic approaches to underpin the investment.

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

Seeking to be responsive to local needs and the aspirations of local communities, clear local strategic leadership lies at the heart of the Department's approach to each capital investment strategy. Along with its non-departmental public bodies, the Department works closely with local authorities and their local partners to build their skills and capacity so that the investment is genuinely transformative and plans are integrated with those for the community regeneration to secure value for money. For example, during 2008-09, the Department has been working with local authorities to investigate and test further ways in which capital programmes could be integrated to enable local authorities and their partners to develop the necessary facilities for children, young people and families in a flexible and efficient manner. As a result, local areas are increasingly co-locating services, providing integrated support to children, young people and families and the success of Sure Start Children's Centres and extended schools demonstrates the benefits of this approach. The Department will be producing further guidance to encourage and help facilitate increased co-location later in 2009.

Details of the Department's capital spending for the period 2002-03 to 2007-08 and plans for 2008-09 and 2009-10 are set out in Annex C. Annex D sets out how the capital expenditure has been employed by the Department and its non-departmental public bodies from 2002-03 to 2010-11 with forecast balance sheets for 2007-08 and 2008-09 based on investment plans.

Sure Start, Early Education and Childcare

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

Local authorities are responsible for working with local partners to plan and deliver services to meet the needs of parents and children. A total of just under £1 billion capital grant has been allocated to local authorities over the 2007 Comprehensive Spending Review period through the Sure Start, Early Years and Childcare Grant and the Aiming High for Disabled Children Grant. To promote flexibility, the Department notified allocations in a single capital block for Sure Start Children's Centres, childcare and early years' provision, with a separate capital block for the Aiming High for Disabled Children Grant.

The funding for Sure Start Children's Centres is used to create new buildings, and to refurbish and extend existing premises to promote choice and to enable integrated services to be provided.

Sure Start Children's Centres are at the heart of the Every Child Matters Change for Children Programme, offering integrated support to children and their families. Sure Start Children's Centre funding is aimed at developing centres for every community by 2010. The Department is on track to reach its target of 3,500 Sure Start Children's Centres by 2010, ensuring that young children and families in every community will have access to a centre.

The early years and childcare provision is intended to improve the quality of the learning environment in early years settings; to support delivery of the Early Years Foundation Stage; to ensure all children, including disabled children, are able to access provision; and to enable the Private, Voluntary and Independent (PVI) sector providers to deliver the extension to the free offer for 3- and 4-year-olds and to do so flexibly.

It also includes funding for the seven local authorities participating in the Workplace Nurseries Capital Programme which is designed to both help families with children and work responsibilities and to contribute to sustainable employment in the participating authorities.

The funding in the Aiming High for Disabled Children Grant capital block is provided to support short breaks provision by local authorities. It will be used for equipment, building adaptations and new facilities that will be used to support local authorities and providers in providing high quality short break services for disabled children.

Play and Wellbeing

One of the principles underpinning the *Children's Plan* is that children and young people need to enjoy their childhood as well as grow up prepared for adult life. Play (what children and young people do when they follow their own ideas and interests in their own way and for their own reasons) is at the heart of this ambition.

The *Children's Plan* announced a new agenda on supporting play with the biggest ever investment in play by the Government; £225 million over three years (2009-11) In April 2008, an additional £10 million was pledged, underlining the importance of play and how it should be taken seriously by every council in the country. In December 2008, the Play Strategy was launched responding to over 9,000 consultation responses. The vast majority of which were from children and young people. This strategy sets out the Government's commitment to invest £235 million by 2011 to deliver 3,500 new or refurbished play spaces and 30 new adventure playgrounds.

An offer of capital funding has been made to every local authority in England to support the delivery of stimulating local places to play. The Department has accelerated roll-out of funding, with £30 million brought forward from 2010-2011 to 2009-10. This means funding has been offered to all remaining local authorities not already in the programme. Each is being offered £1 million on average to develop at least 22 play areas by 2011.

Schools

The Government is investing £21.9 billion capital in schools in 2008-11. This is a seven-fold increase in real terms since 1996-97. It includes £1.9 billion investment for the Primary Capital Programme and £9.3 billion for Building Schools for the Future for secondary schools. This will provide sustained capital funding for all local authorities and schools in England and will be the biggest commitment to improving schools for generations. Every single primary, secondary, academy and special school in England will benefit from this investment.

There are three main streams of capital funding:

- Strategic – for strategic renewal of the schools estate, academies, Building Schools for the Future and the Primary Capital Programme.
- Devolved – to schools and authorities by needs related formulae, to support local priorities. Programmes include devolved formula capital for schools and Modernisation, Basic Need, and School Access Initiative for local authorities.
- Targeted – to support government priorities and initiatives that might not otherwise be funded.

Since 1997, the Department's programmes have tackled the huge backlog of repair and dilapidation in almost every school from years of under funding. In addition, about 1,200 schools have been newly built or rebuilt, 27,000 classrooms built or improved, and thousands more schools have had improved science laboratories, sports facilities and other building and ICT projects. Schools opened in the last few years have also won several design awards.

In November 2008, following the *Pre Budget Report*, and in response to the credit crunch, the Department invited all authorities to bring forward £800 million 2010-11 capital grant allocations into 2009-10, where they are confident of being able to deliver school projects earlier than planned. This is not new money, but changes the balance of funding between the two years. Local authorities were informed individually what funding they could apply for and confirmed bids and advances of Devolved Formula Capital exceed £900 million, which will be paid during 2009-10.

Primary Capital Programme

The Primary Capital Programme challenges local authorities to think long-term and strategically about teaching and learning in primary schools in the 21st century and how capital investment can support wider transformation. It commits to renewing at least half of all primary school buildings by 2022-23; creating primary schools that are equipped for 21st century learning, at the heart of their communities, with children's services in reach of every family.

The programme will be kick started by £1.75 billion of new capital investment from April 2009. This represents a major injection of new capital investment that will not only benefit children and families but will also provide a welcome boost for the construction industry and local businesses who will be crucial to delivering the new and refurbished primary schools.

To access funding, local authorities prepare and agree with the Department a Primary Strategy for Change. Already, local authorities collectively have said that they are planning to start major projects at more than 1,000 schools over the three year period 2008-11. This includes over 350 new or replacement primary schools and major refurbishments/new facilities at around 850 primary schools.

Building Schools for the Future Programme

Building Schools for the Future is the biggest single government investment in improving school buildings for over 50 years. The aim is to rebuild or renew every secondary school in England that needs it over 15 waves of investment, subject to future spending review decisions.

In June 2008, it was announced that eight authorities were to be brought forward into an interim wave (6a). 80 authorities are now in the programme, and including academies around 1,000 schools are in planning or construction. The consultation on the management of Building Schools for the Future waves 7 to 15 concluded in July 2008.

In 2008-09, it is anticipated that around 35 schools will be completed – 115 in 2009-10, 165 in 2010-11 and then around 200 a year thereafter by local authorities. The first Building Schools for the Future school (Bristol Brunel Academy) was opened in September 2007. 1,000 schools and academies are in planning and 400 should be built by 2011.

Information and communications technology (ICT)

Digital technology is already changing how we do business and live our lives. Over recent years, the Government has invested significantly in ICT in every phase of education. Evidence shows that where ICT is used effectively, lessons are better taught and students get improved results.

Effective use of technology will underpin many of the activities outlined in the *Children's Plan* to help us meet the diverse needs of learners and parents. Offering them greater choice and flexibility and reducing inequality.

The Department published its e-strategy, *Harnessing Technology: Transforming Learning and Children's Services*, in March 2005. The British Educational, Communications and Technology Agency (Becta) leads the development and implementation of the strategy, and is working with partners across all sectors of education to ensure a co-ordinated approach to its delivery.

Technology has been used in education for many years. It has not yet transformed teaching and learning, but it has made a major impact in many schools, colleges and universities. It has also made information more accessible and administration more efficient.

The strategy is about making the best use of all the resources available, through effective procurement, value for money, cost modelling, and management for sustainability. The cross-cutting nature of the strategy offers potential economies of scale in combining approaches across organisations, sectors and communities.

Following consultation, the scope of the strategy was widened to include services for children and families and to encompass e-delivery as well as e-learning.

The e-strategy, *Harnessing Technology* identified six priorities:

- An integrated online information service for all citizens.
- Integrated online personal support for children and learners.
- A collaborative approach to personalised learning activities.
- A good quality ICT training and support package for practitioners.
- A leadership and development package for organisational capability in ICT.
- A common digital infrastructure to support transformation and reform.

The vision of the strategy is that individuals maximise their potential through the personalisation of their learning and development.

Supporting young people

Improving places for young people to go

Launched in April 2008, **myplace** is administered on behalf of the Department by the Big Lottery Fund, is delivering government capital investment of just over £270 million over 2009-11 through grants of between £1 million and £5 million to ambitious projects to deliver world class youth facilities driven by the active participation of young people and their views and needs.

Facilities will offer young people a safe place to go, access to exciting range of positive leisure time activities and access to support services as and when they are needed.

BIG opened the first of two funding rounds on 6th May 2008. In November 2008, the Department announced over £61 million awarded via a fast track to maximise early investment in 21 projects that were ready to go. A further £180 million of standard track investment was announced in March 2009 for 41 additional projects to deliver world class youth facilities. A further funding round of £30 million is planned for later in 2009.

A total of £115 million was made available through the Youth Opportunity Fund and the Youth Capital Fund in the programme's first two years (2006-08). In these first two years over 1.5 million young people had participated in or benefited from use of these funds. A further £220 million is being invested in the programme over the next three years (2008-2010). Young people can apply for the Youth Opportunity Fund to fund activities that they identify as most needed in their local areas. The Youth Capital Fund, which is designed to work in tandem with the Youth Opportunity Fund, may be used to provide new or improve existing youth facilities for young people in their local area. The Youth Capital Fund can also be used to purchase equipment, for example, computers. One distinctive feature of both funds is that applications are made by young people to a panel of other young people who make decisions on whether applications are appropriate and should receive funding.

Delivering Flexible Opportunities for Young People Aged 14-19

The programme of 14-19 reforms, including the introduction of new Diplomas, has already begun to transform the learning experience for every young person in England. From September 2008, the first five Diplomas have been available in over 140 consortia in around 100 local authorities. More than 300 consortia will be delivering at least one Diploma line from September 2009, and by 2010, Diplomas will be available in almost every local authority in England.

Local areas are already able to access devolved funding and to use Building Schools for the Future funding to ensure that the right facilities for Diploma delivery are in place. The 76 local authorities not yet involved in Building Schools for the Future have each been allocated £8 million in targeted capital funding (£2 million in 2009-10 and £6 million in 2010-11) to use for either 14-19 or special educational needs priorities. The Department is also investing an additional £80 million in specific 14-19 capital projects:

- £1 million in capital funding has been given to each of the consortia offering all ten available Diploma lines from September 2009.

- £1 million in capital funding has been given to each of the 20 most rural local authorities to support their 14-19 delivery (profiled over the 2007 Comprehensive Spending Review period).
- £53 million in capital funding will be used to fund a series of exemplar projects, showcasing how to deliver world class Diploma teaching in excellent facilities. The Department announced the projects in April 2009, and all exemplars will need to be completed and ready for use by September 2011.

Established in 2006, the 16-19 Capital Fund is administered by the Learning and Skills Council. It continues to support building projects for new 16-19 places and provision in schools and colleges resulting from the sixth form and further education presumptions policy that improves quality and choice for 16- to 19-year-olds. The fund also supports provision created by 16-19 competitions, including two new sixth form colleges. The 16-19 Capital Fund has £210 million/£210million/£240 million available over the 2007 Comprehensive Spending Review period (2008-11) for new 16-19 places in schools, sixth form colleges or further education settings. Thirty high performing specialist schools have expanded to create a new sixth form and more will opt to do so from those eligible under the sixth form presumption in 2008 and 2009.

Public Private Partnerships/Private Finance Initiatives

The Government remains committed to delivering educational transformation through Building Schools for the Future and is strongly supportive of the value that private finance can bring to infrastructure procurement. The Private Finance Initiative is expected to contribute a third of total Building Schools for the Future investment over the 2007 Comprehensive Spending Review period.

In March 2009, the Government announced a public sector infrastructure debt-financing unit to provide temporary support for Private Finance Initiative projects until market conditions improve, ensuring that vital projects in areas such as schools, waste and housing can proceed as planned. Projects in procurement across Whitehall with a total capital value of around £13 billion will be the immediate beneficiaries.

Private Finance Initiative projects continue to form a significant part of the Department's capital programme. It is used in capital procurement where it demonstratively provides the public sector with better value for money in procuring modern, high quality services from the private sector. There are currently 20 signed Private Finance Initiative deals as a result of the Building Schools for the Future Programme as well as 107 signed operational Private Finance Initiative contracts in the school sector involving around 845 schools.

Chapter 10

Efficiency to Deliver

This chapter sets out the final assessment for the Department for Children, Schools and Families (DCSF) element of the former Department for Education and Skills (DfES) 2004 Spending Review Efficiency target.

This Chapter also includes, for the first time, progress towards the Department for Children, Schools and Families 2007 Comprehensive Spending Review Value for Money targets.

The 2004 Spending Review Efficiency target

Final Assessment

Former DfES Spending Review 2004 Efficiency target

Element 1:

Met (over delivered) – £4.88 billion (2007-08)

The Department plans to:

- Achieve over £4.35 billion in annual efficiency gains by 2007-08, contributing towards the overall target of over £20 billion over the 2004 Spending Review period; (Element 1)
- Reduce the total number of civil service (full-time equivalent) posts by 1,960 (comprising 1,460 department posts and 500 in the Office for Standards in Education by 2008 from a baseline at October 2003; and (Element 2)
- Be on course to relocate around 800 posts from the Department and its partner organisations out of London and the South East by 2010. (Element 3)

Element 2:

Met (over delivered) – 2,208 posts (2008)

Element 3:

Met (over delivered) – 892 posts (March 2009)

Element 1:

Baseline: See *Efficiency Technical Note*.

Latest outturn against trend: £4.88 billion achieved by end March 2008.

Performance:

Against the DfES legacy target of £4.35 billion, £4.88 billion of efficiency gains have been achieved by the end of March 2008. Against the DCSF element of this target, (£3.91 billion) £4.31 billion worth of efficiency gains have been achieved by the end of March 2008.

Of the £4.88 billion reported by the end of March 2008, about £2.94 billion is cashable (efficiencies that release financial resources whilst maintaining output and output quality, thereby enabling the resources that are released to be diverted to other services) and £4.29 billion is recyclable (efficiencies that release resource, although not necessarily financial, whilst maintaining output quality, thereby enabling the resources that are released to be diverted to other services. If the resource released is not financial it can only be diverted within the system it has been released, for example, teachers' time freed up within a school).

The Department has reported significant over achievement against the 2004 Spending Review efficiency target. The reason for this level of over delivery is because of the timing for reporting of achievement of the SR04 programme. This was set by HM Treasury at October 2008; two months before the Department received data from our frontline institutions relating to March 2008. The Department therefore aimed for a higher target earlier in the programme to ensure the Department met HMT's reporting requirements.

Quality

The majority of efficiency gains stem from programmes within the Department that were developed to improve the quality of provision in children's services, schools and colleges. Quality is therefore expected to improve as efficiencies are realised. A number of quality measures were tracked to ensure that efficiencies did not lead to reductions in quality. Most of the Department's efficiency measures had quality measures linked to the Department's Spending Review 2004 Public Service Agreement targets.

How the targets have been delivered

Schools Directorate (DCSF)

Modernisation of the Teachers' Pension Scheme (TPS) – The modernisation of the TPS in January 2007 introduced a package of reforms, without which, the employer contribution rate that was implemented on 1 January 2007 would have been 1.35% of salary higher than the actual figure of 14.1%. Based on the pensionable salary roll at April 2006 of some £21 billion, 1.35% equates to the reported **£280 million** annual efficiency gain. Since the efficiency gains from TPS reforms are secured through a reduced employer contribution rate, their delivery flows automatically and is guaranteed. Without these reforms the long-term affordability and financial sustainability of the scheme could not have been

assured. These reforms should ensure that teachers can continue to enjoy high quality, affordable pension provision.

Pay restructuring – The Upper Pay Scale efficiency savings model calculates the efficiency savings related to changes to the upper pay points for teachers. The cost of keeping the five upper pay points with a progression rate of 90% has been compared with actual costs of three upper pay points and the introduction of Excellent Teachers in September 2006. Efficiencies of **£216 million** have been generated.

Administrative staff – The transfer of administrative tasks from teachers to support staff has resulted in efficiency gains of **£152 million**. A number of tasks, (for example, filing and bulk photocopying) can be undertaken just as effectively by support staff, enabling teachers to use the time they would have spent on these tasks on activity that directly supports pupil learning, such as lesson planning and preparation.

Using cover supervisors – Schools have gained **£56 million** by employing support staff, instead of supply teachers, to cover for short term absence. Traditionally, schools have employed supply teachers to cover for absence, but the vast majority of secondary schools used supply teachers simply to supervise pupils rather than to teach them. This was not an effective use of those teachers. Some schools now use permanent members of their own staff to supervise pupils. These support staff are more familiar with the school's pupils, teachers and procedures than supply teachers and they are more efficient to employ.

Savings from the re-tendering of the Teachers' Pension Scheme (TPS) Contract – Savings from the administration of the TPS are **£0.5 million**.

Technology improvements through the use of ICT including e-learning

- Planning, preparation and management **£571.8 million**;
- Teaching, learning and assessment **£455.9 million**; and
- Unified procurement of transferable content development **£9.1 million**.

The figures are derived from the British Educational Communications and Technology Agency (Becta) annual survey of teachers. It is a nationally representative survey and tracks adoption and use of technology in schools, including e-registration, digital content in lesson preparation, use of interactive whiteboards and use of e-assessment. It also asks teachers about time saved / lost through using technology to support a range of activities. Becta has also undertaken further research into teacher activities using technology, capturing reported time spent on activities and value added in more detail, which is used with known adoption of technology in the calculation of gains. Where time is

saved it is invested into core activities and that for most of the activities relating to the 2005-08 targets, teachers invest the time gained in improving quality (for example, spending the same time planning lessons but using higher quality lesson resources). So this is predominantly 'improved quality for the same input' gain. The Department has been keen to compare this with evidence relating to the quality of teaching and learning and a range of impact data, plus Office for Standards in Education, Children's Services and Skills (Ofsted) evidence shows that the quality of delivery has been maintained.

Improving school's financial management

Improving financial management skills and capability through introduction of new standards, benchmarking systems and improved training to ensure that schools are equipped to make better use of their resources to deliver pupil outcomes. Setting in place the right skills and capacity for financial management enables school leaders to ensure that school resources are being used in the most effective way, driving forward improvements in pupil outcomes whilst delivering value for money. This programme of work was to embed a culture of financial management in schools. This culture change has begun by improving financial benchmarking by schools and setting out expectations for achievement of the Financial Management Standard in Schools (FMSIS). The savings targets and progress towards these have been arrived at through models of school efficiency. These take into account the level of resources within each school, the pupil context of the school and the attainment outcomes they achieve generating efficiencies of **£942 million**.

Improved procurement across the schools sector – Schools have made procurement savings totalling **£76.6 million**. This includes: the reduced cost of IT software, hardware, infrastructure and services made available through Becta procurement frameworks; the provision of school meals with higher nutritional values without the expected increase in cost of ingredients; savings from the use of contracts and frameworks established by the Office of Government Commerce (OGC) Buying Solutions; and savings from the use of local authority contracts and government procurement card. Availability of appropriate data is a constraint in the measurement of procurement savings. The Department has not counted savings that schools will have made through the use of Public Sector Buying Organisations.

Improved local authority education procurement – Savings of **£84.2 million** are where local authorities have identified procurement savings through their normal activity and the impact this has on the expenditure incurred in supporting schools.

Resources freed up from the front-line through more efficient local authorities – Before 2005-06, increases in funding for local authority central services were given at the same rate as increases in funding for schools. From 2006-07, the budgets for local authority central functions were frozen in real terms (i.e. increased in line with gross domestic product (GDP) deflator only) allowing the additional resources to be invested in schools. Left to themselves, local authorities would have been likely to increase central budgets by roughly the same amount as school budgets. By bearing down strongly on central budgets this results in ensuring that the vast majority of increased funding from central government reaches pupils and is spent on pupil provision, plus more efficient delivery of local authority administration and central services. The efficiency gains of **£353.8 million** are calculated as the difference between increasing the local authority central functions items in line with the Dedicated Schools Grant and increasing them in line with inflation. By monitoring the amount actually spent by local authorities on specified central functions through Section 52 outturn data, the Department has been able to provide assurance that local authorities are delivering these functions within budget. Further delivery has been reported since the £315.6 million was reported to HMT in October 2008.

Cash freezing local authority grants – The Standards Fund is the Department's specific grant programme for education, paid through local authorities. The programme covers both grants that are devolved to schools and grants spent by local authorities at the centre. The Department has frozen those grants that are spent centrally by local authorities at their 2004-05 level and generated efficiencies of **£21 million**.

Improved capital procurement and maintenance – Savings in capital expenditure have been made totalling **£126.4 million**, by adopting a centrally managed and strategic approach to the renewal of the secondary school estate through the Building Schools for the Future (BSF) and academies construction programmes being delivered by Partnerships for Schools. Most of the savings have been secured through the use of a new procurement vehicle, Local Education Partnerships, and through the estate rationalisation that local authorities have proposed in their strategies for change and subsequent business cases. An element of the savings is money which would have had to be spent on upgrading school buildings now rebuilt under BSF or as new academies, and which can be recycled to other local authority priorities for school capital investment. Savings have also been made by transferring the responsibility for procuring new academy buildings to Partnerships for Schools, through their national framework contracts.

The development and maintenance of an online ordering catalogue for schools – Since December 2004, the Department only sends hardcopy publications automatically to schools in England in exceptional cases. The on-line

ordering system enables schools to choose whether to download electronic copies or order paper-based publications they need at the right time for them and in the multiples they require. This system is linked directly to the fulfilment service and an existing telephone ordering line, and has enabled the Department to put in place strong stock management processes and generate savings of **£3.3 million**. A fortnightly email service to schools informs them of new and important publications. Schools are now able to order a wider variety of publications from the Department, putting schools in direct control of what they receive and when they receive it.

14-19

Efficiency gains from streamlined examination processes; Reduction in examination postage – The National Assessment Agency (NAA), a subsidiary of the Qualifications and Curriculum Authority (QCA), has worked with awarding bodies to modernise the collection and distribution to markers of examination scripts. Unmarked scripts for all GCSE and GCE A level examinations are now collected from examination centres, tracked through the delivery network and delivered securely to examiners. The number of lost papers has been radically reduced and security improved. Schools and colleges are saving an estimated **£3 million** annually in postage and administrative costs.

Efficiency gains from streamlined examination processes; Teacher time saved in undertaking examination administration – Following the National Agreement on Workforce Reform, the NAA has helped create a new profession of administrative examination officers, freeing up teachers from the burden of administering examinations and generating savings of **£26.3 million**. By the end of 2006, NAA trained over 10,000 examinations office staff in examination administration, over a third of these being new to the examinations officer role.

Further Education and Skills (DIUS)

Greater use of e-learning in further education – Creates efficiencies in the system through more productive use of time by managers and teaching practitioners. Savings of **£46 million** have been achieved by further education practitioners using ICT and e-learning in their work as colleges become more e-enabled.

Modernising the further education estate – As part of the Building Colleges for the Future capital investment programme, record levels of investment are being made in the renewal and modernisation of the further education estate. This is radically changing the face of the further education sector, and is enabling learning to be delivered in inspirational, innovative and sustainable environments equipped with industry standard facilities. As a part of this investment programme, the sector has been able to realise efficiency savings of **£47.9 million** as the overall floor space of the estate reduces relative to learner

numbers and activity and becomes more cost-effective to run. In addition, the space is increasingly more flexible and can be tailored to better meet demand. This has helped to encourage increases in learner activity which has also contributed to a more efficiently managed estate.

Improved procurement in the further education sector – In recognition of the huge potential within the further education sector, a further education procurement efficiency programme was established, and has successfully raised the status of procurement in the further education sector generating savings of **£72.7 million**. The programme has facilitated and supported a culture which has encouraged colleges to make good procurement decisions. This has included the putting in place of procurement solutions where none had previously existed, the removal and/or mitigation of barriers to good procurement behaviour, and the putting in place/making available systems and structures that encourage and support good procurement behaviour.

Improved delivery model for the lifelong learning sector; Reducing the accountability burden – Efficiencies of **£12.3 million** have been realised by introducing a new accountability system to streamline regulation and bring together different inspections into one visit more efficiently. The proportionate inspection arrangements introduced in September 2007 further reduces average inspector days through short inspections of good or excellent providers, while focusing on poorer provision.

Improved delivery model for the lifelong learning sector; Single lead agency for quality improvement – Creation of the Quality Improvement Agency (QIA) was central to the DIUS work to simplify and streamline the further education quality improvement landscape. It was also a key element in DIUS' plans to move the Department's to an increasingly strategic role in response to the Gershon Review. As such, the QIA assumed responsibility for functions previously undertaken by the Department' Standards Unit, the commissioning role of the former Learning and Skills Development Agency and aspects of quality related activities of the Learning and Skills Council. Declared savings of **£11.9 million** represent an amalgam of administrative efficiencies and related accommodation savings compared to predecessor organisations, along with programme efficiencies which enabled new and additional activities, to be funded from within the existing resource baseline.

Improving corporate services efficiency in further education – The aim of this particular efficiency strand was to encourage the further education college sector to transfer as much spending as possible from non-teaching costs to front-line learning activity. Colleges have responded positively, identifying effective ways of reducing non-teaching costs and re-directing those savings (**£36 million**) into front-line delivery, ultimately benefiting the learners. The good practice which

colleges have established through this efficiency strand is expected to continue and to benefit learners further.

Higher Education (DIUS)

Benefits of ICT in higher education – Savings of **£10 million** have been identified. This was a conservative estimate of savings made by comparing the Joint Information Systems Committee (JISC) licence cost with a comparative (market rate) institutional licence cost for the product.

Hold down drop-out rates in higher education – Higher Education Statistics Agency (HESA) data confirms a 1% increase in numbers expected to graduate over the three years – approximately 3,000 extra higher education qualifications, generating a saving of **£19.3 million**. This has been achieved during a period when the student population has increased and its diversity widened. The Higher Education Funding Council for England (HEFCE) works with institutions with poor drop out rates and also penalises institutions financially where students have dropped out and achieved nothing. The Department continues to improve communications to students, parents and stakeholders to ensure that drop out rates do not rise.

Improved procurement in the higher education sector – Most of the **£103.5 million** savings were as a result of increased institutional procurement efficiency, through institutions' own contracts and increased use of e-procurement, as advised by higher education institutions (HEI) through Efficiency Measurement Model (EMM) returns to HEFCE (for 2007-08, 60 institutions used the EMM return to record their efficiencies). There was also increased use by institutions of the national and regional contracts negotiated by the four English higher education regional purchasing consortia. Collaborative procurement efficiencies were also achieved by the Research Equipment Affinity Group which managed the Science Research Investment Fund (SRIF) 2006-08 collaborative procurement exercises on behalf of the sector.

Benefits of the Science Research Investment Fund – Savings of **£65.5 million** were largely through the better use of space. This led to reduced research and teaching occupancy costs along with lower capital costs as relatively less space was required, despite increased levels of activity.

Local authority cost savings rising from changes to the administration of student support – A report from the Student Finance Modernisation Programme has identified some **£3.6 million** savings in this area. There is insufficient evidence available to be able to formally report any additional savings achieved by local authorities.

Improving collection of student loans – The savings of **£34 million** relate to savings achieved through improved recovery arrangements in partnership with Her Majesty's Revenue and Customs (HMRC) and the Student Loans Company that led to an increase in the level of debt recovery. The main gains came through enforcing a requirement on students to provide information on income after graduation and withholding loan instalments until a valid National Insurance Number (or reason for not having one) is provided.

Collection of student contribution to tuition fees – Take-up of 75% was achieved in February 2007. The Department is now able to report the full **£15 million** saving as being achieved evidenced through the 2006-07 HEFCE grant letter which shows a reduction of £15 million.

Children, Young People and Families (DCSF)

Improving the structures and local delivery of local government services for children and families – The efficiencies have been achieved in a variety of ways including reducing out of county placements and greater use of fostering for looked after children (rather than residential care); more effective staffing arrangements; improved commissioning arrangements; improved IT systems; and better financial management. Children's services also benefited from a number of cross cutting efficiency measures introduced by councils. Local authority Children's Services Departments achieved efficiency gains of **£356.7 million**, including a proportion from these cross cutting efficiency measures. This total has been apportioned, based on spending patterns when the delivery of these efficiencies was launched, to give the following:

- Improved procurement of local government funded services for children, young people and families – £108.3 million in efficiency gains.
- Other improvements in delivery of local government services for children, young people and families – £248.4 million in efficiency gains.

Non-local government children's services – Increased focus on the value for money agenda through the delivery of the Sure Start Children's Centres, Connexions, Children's Fund and Children and Family Court Advisory and Support Service programme has generated efficiency gains of **£461.8 million**.

Former Department for Education and Skills (DfES) and non-departmental public bodies (NDPBs) savings both DCSF and DIUS – A 15% reduction of administrative costs of the former DfES and all of its NDPBs have achieved savings of **£192.9 million**, NDPBs include:

British Educational Communications and Technology Agency (Becta);

Children and Family Court Advisory and Support Service (Cafcass);

Higher Education Funding Council for England (HEFCE);

Investors in People UK (IiP UK);

Learning and Skills Council (LSC);

National College for School Leadership (NCSL);

Qualifications and Curriculum Authority (QCA);

Student Loans Company (SLC);

Sector Skills Development Agency (SSDA);

Training and Development Agency for Schools (TDA); and

the efficiencies generated through the amalgamation of the Adult Learning Inspectorate (ALI) and Ofsted, the children's remit of the Commission for Social Care Inspection (CSCI) and Her Majesty's Chief Inspector of Schools (HMCI) to form the new Ofsted organisation.

Regional Development Agency (DIUS)

Savings of **£10 million** have been delivered through driving efficiencies from: more innovative joint working with partner organisations; generation of private sector leverage; more effective use of funding programmes; reduced use of consultancy; consolidation of office accommodation; more efficient use of IT; and use of green travel.

Element 2:

Baseline: DCSF – 5,220 in April 2004, Ofsted – 2,570 in 2003-04.

Latest outturn against trend: Workforce reductions of 2,208 (full-time equivalent) posts have been reported to end March 2008.

Performance:

The DCSF baseline of 5,220 comprises 640 Government Office staff and 4,660 DCSF staff at October 2003. Earlier delivery of a reduction of 80 staff has been removed to adjust the baseline accordingly.

Workforce reductions of 2,208 have been achieved made up of 1,465 workforce reductions against the DCSF target and 743 against the Ofsted target.

In Ofsted, the merger with other inspection functions has led to headcount reductions beyond those envisaged at the outset of the programme.

Element 3:

Baseline: Post and staff numbers at 1 April 2004.

Latest outturn against trend: 892 posts had been reported as relocated by end March 2009.

Performance:

760 post relocations target

By the end of March 2009, a total of 892 posts had been reported as relocated against the cumulative profile. This means DCSF has met and exceeded its relocation target in advance of the deadline of March 2010. Further relocations of posts from the Qualifications and Curriculum Authority, Training and Development Agency for Schools, the DCSF and others will take place during the next year. By 2010, the Department is expected to further exceed its target. (Note: The DCSF target of 760 was established when the Department was created in 2007 from the original DfES target of 800 posts; the remaining target of 40 post relocations transferred to DIUS.)

2007 Comprehensive Spending Review Value for Money targets

Since 1997, substantial investment, matched by reform, has resulted in significant improvements in education and children's outcomes:

- There are 157,300 more teachers and teaching assistants.
- There are 1,200 new or rebuilt schools, and around 1,800 substantially refurbished.
- School results have improved dramatically with the number of pupils achieving five good GCSEs up by 20 percentage points.
- The number of schools with fewer than 30 per cent of pupils gaining five or more good GCSEs or equivalent including English and mathematics has fallen from over half of all schools in 1997 to one in six today, with continued progress including through the National Challenge.
- The Government is well on the way to meeting the target of 3,500 Sure Start Children's Centres by 2010, exceeding its interim target of 2,500 open by 2008, currently offering high quality learning, health advice and childcare to over 2.3 million young children and their families.

The Government has committed historic levels of investment to education, children and young people, with £77.7 billion spent on education in 2008, 60 per cent higher in real terms than in 1997. Between 1997-98 and 2009-10, revenue funding per pupil in England has gone up by 80 per cent in real terms (at 2007-08 prices) from £2,840 to £5,120.

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 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 target of £4.5 billion was set for 2010-11, however, there are annual targets set for the two preceding years: 2008-09 – £1.615 billion; and 2009-10 – £2.937 billion.

In Budget 2009, the Government announced an additional £5 billion recoverable value for money savings in 2010-11, raising the 2007 Comprehensive Spending Review target from £30 billion to £35 billion, whilst maintaining in full the allocations planned for key frontline services.

The Department has committed to an additional target of £650 million bringing the overall target to £5.14 billion. The additional savings target will be met with value for money initiatives which will be reported on in the Department's 2009 Autumn Performance Report.

As the Department's frontline institutions work and report in academic years rather than financial years, there can be a time lag between delivery, collection and reporting. However, strong progress has already been made and the Department is on track to deliver the 2008-09 target.

Gains of £707 million can be reported up to March 2009. These gains are cash releasing, sustained across the 2007 Comprehensive Spending Review period and are reported net of costs incurred to generate the saving.

The Department has reported significant over achievement against the 2004 Spending Review efficiency target. £400 million of the £707 million savings reported for the 2007 Comprehensive Spending Review is due to additional achievement (over and above that recorded for the 2004 Spending Review) carried forward to the 2007 Comprehensive Spending Review programme. This is from the Improving Schools Financial Management initiative which seeks to improve financial management skills and capability within schools.

The reason for recording further over delivery in this way is because of a substantial data lag and the timing for reporting of achievement of the SR04 programme. This was set by HM Treasury at October 2008; two months before the Department received data from our frontline institutions. The Department therefore aimed for a higher target earlier in the programme to fall in with HMT's reporting requirements. However, the high achievement also reflects schools' enormous successes, achieved through working with the Department on this Initiative.

This programme of work has continued into the 2007 Comprehensive Spending Review programme to become the Schools' Better Use of Resources Initiative. 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 re-allocated. By the end of 2008-09, nearly 600 schools had taken up the offer of a free one day VfM consultancy visit, tailored to the needs of the school. The Financial Management Standard in Schools (FMSiS) will ensure that all maintained schools are maximising the use of the Department's financial management and the Department expects all schools to achieve the FMSiS standard by March 2010. Nearly all secondary schools have already met the standard.

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 2007 Comprehensive Spending Review 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.

An internal audit review has been completed by the Department to ensure that structures are sufficiently robust to validate value for money gains. The savings will also be reviewed by the National Audit Office (NAO), which will report on each department's claim during the 2007 Comprehensive Spending Review period.

Further progress will be reported twice yearly in each spring Departmental Report and Autumn Performance Report.

Lyons relocations target

By the end of March 2009, a total of 892 posts had been reported against the DCSF target of 760. Further relocations of posts from the Qualifications and Curriculum Authority, Training and Development Agency for Schools, the DCSF and others will take place during the next year. 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*. On the HMT website at 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 and much of the OEP has already been built into the Department's 2010-11 settlement.

As part of a comprehensive package of value for money 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 value for money.

Public Value Programme

Budget 2008 launched the Public Value Programme (PVP), to look at transformational policy options in major areas of public spending.

The Department has shown a strong commitment to the PVP, taking this opportunity to focus on key areas of spending, identifying how the money being spent can be best allocated to increase the impact of policies on the Departments Public Service Agreements. To date, the Department has carried out four projects under the PVP.

The PVP project on the use and deployment of Teaching Assistants (TAs) highlighted that there is very little evidence on how they are deployed at school level, and what impact they have on pupil attainment and wider child development. Whilst feedback from teachers is very positive, without understanding the various ways in which TAs are deployed in the classroom, and what impact these developments have, it is difficult to assess how the value for money of their use could be increased. The TA project has subsequently identified new research studies which add to this evidence base. These findings will assist understanding and help inform emerging policy in this area, which is focusing on maximising the contribution of TAs to pupil progression and wider pupil development.

The PVP project looking at Schools Capital Spending considered a very wide range of evidence and analysis. Subsequently, there was a Major Project Review Group Study of Building Schools for the Future, commissioned by HM Treasury to provide another layer of scrutiny. The Study concluded in mid-February 2009, and the panel expressed confidence in the delivery capacity both in the Department and in Partnership for Schools. The Group also highlighted areas to focus on for the future, which include identified efficiency savings in procurement and ensuring every pound maximises educational improvement. The results of the PVP project and the Study of Building Schools for the Future are informing decisions currently being taken on the roll out of the next stage of Building Schools for the Future.

The PVP project on Childcare set out to establish the best option for developing the childcare offer; extending hours; increasing quality; or expanding the offer to new groups. A thorough assessment of the evidence on the impact of childcare on child development suggested that quality was of paramount importance. It concluded that there was greater merit in giving high quality part-time childcare to disadvantaged two-year-olds, than in further extending part-time childcare for three to four-year-olds. Policy changes announced in the *New Opportunities White Paper* and *Next Steps for Early Learning and Childcare* both published in January 2009 are based on the analysis completed as part of the PVP project, with proposals focusing on improving the quality of all childcare, and a roll out of the free offer to some deprived two-year-olds in every local authority.

The 16-19 Learner Support PVP project looked at the value for money of the largest learner support schemes (Education Maintenance Allowance and Care to Learn) as well as Activity Agreement Pilots. The outcomes of the PVP project will form part of the cross-government review of financial support announced in the *New Opportunities White Paper*. The review (which will report in spring 2010) will consider what system of financial support for 16-18 year olds needs to be in place once the participation age is raised from 2013 in order to deliver the Department's objectives of supporting fair access to learning and helping all young people to progress.

Planning for the next stage of PVP is well underway. There is a desire that the new projects should align closely with the Department's Public Service Agreements, enabling the understanding of the link between the Department's spending and its desired outcomes.

Annexes

Annex A: Total Departmental Spending, 2003-04 to 2010-11 (£ million)

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
Resource DEL								
Early Years and Childcare	604	728	929	1,077	1,192	1,338	1,476	1,669
Schools including Sixth Form	5,847	6,267	7,067	34,360	36,502	37,924	39,426	40,653
Support for Youth	3,519	3,874	4,560	4,953	5,183	5,409	5,663	5,869
Support for Children and Families	1,572	1,232	1,296	1,275	1,613	556	899	1,553
Activities to Support all Functions	154	237	211	229	201	246	274	206
Area Based Grants						1,176	1,302	1,166
Total Resource Budget (DEL)	11,698	12,338	14,063	41,894	44,691	46,648	49,040	51,116
<i>of which:</i>								
Near-cash	11,685	12,321	14,024	41,880	44,676	46,676	49,077	51,141
Resource AME								
Activities to Support all functions	–	–	–	–	7	–	–	–
Teachers' Pension Scheme	6,575	6,344	8,037	8,599	10,698	10,914	10,346	10,969
Total Resource Budget (AME)	6,575	6,344	8,037	8,599	10,704	10,914	10,346	10,969
<i>of which:</i>								
Near-cash	659	871	1,107	1,235	1,438	1,792	2,208	2,362
Total Resource Budget^{1,2}	18,272	18,681	22,100	50,493	55,395	57,561	59,386	62,085
<i>of which:</i>								
Depreciation	14	16	16	17	26	15	11	11
Capital DEL								
Early Years and Childcare	116	193	310	287	440	379	383	315
Schools including Sixth Form	3,294	3,811	4,063	3,656	4,636	4,893	6,545	5,848
Support for Youth	21	16	2	30	58	200	211	241
Support for Children and Families	25	38	26	66	81	131	136	112
Activities to Support all Functions	14	10	10	17	13	30	66	144
Total Capital Budget (DEL)	3,469	4,068	4,411	4,056	5,228	5,634	7,342	6,660
Total Capital Budget^{3,4}	3,469	4,068	4,411	4,056	5,228	5,634	7,342	6,660
Total Departmental Spending⁵								
Early Years and Childcare	720	921	1,240	1,364	1,632	1,717	1,859	1,984
Schools including Sixth Form	9,139	10,075	11,127	38,012	41,132	42,814	45,969	46,500
Support for Youth	3,539	3,889	4,561	4,982	5,240	5,608	5,873	6,108
Support for Children and Families	1,595	1,268	1,320	1,340	1,693	685	1,035	1,664
Activities to Support all Functions	160	236	211	236	202	267	332	342
Teachers' Pension Scheme	6,575	6,344	8,037	8,599	10,698	10,914	10,346	10,969
Area Based Grants	–	–	–	–	–	1,176	1,302	1,166
Total Departmental Spending[†]	21,727	22,733	26,495	54,532	60,597	63,180	66,716	68,733
<i>of which:</i>								
DEL	15,153	16,389	18,458	45,933	49,899	52,267	56,370	57,764
AME	6,575	6,344	8,037	8,599	10,698	10,914	10,346	10,969

Annex A: Total Departmental Spending, 2003-04 to 2010-11 (£ million) (continued)

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
Spending by local authorities on functions relevant to the Department								
Current Spending	30,523	32,311	34,468	36,040	38,249	39,371	–	–
<i>of which:</i>								
Financed by grants from budgets above	4,180	4,068	4,781	31,898	33,734	35,918	–	–
Capital Spending	3,050	3,484	3,817	3,815	4,047	5,189	–	–
<i>of which:</i>								
Funded by grants from budgets above^{††}	3,231	3,729	4,060	3,575	4,708	4,903	–	–

† Total departmental spending is the sum of the resource budget and the capital budget less depreciation. Similarly, total DEL is the sum of the resource budget DEL and capital budget DEL less depreciation in DEL, and total AME is the sum of resource budget AME and capital budget AME less depreciation in AME.

†† This includes loans written off by mutual consent that score within non-cash Resource Budgets and aren't included in the capital support to local authorities line in Annex C.

1. Includes expenditure by non-departmental public bodies, which is financed by voted grants.
2. Includes non-cash items i.e. capital charges, depreciation and provisions.
3. Figures include reclassification changes of capital investment from resource DEL to capital DEL.
4. Includes capital expenditure by non-departmental public bodies, which is financed by voted grants, and local authority credit approvals.
5. Figures exclude any Devolved Formula Capital grant which schools have chosen to carry over for up to three years to help fund larger capital projects.
6. These figures are not directly comparable with table 8.6 as they additionally include spending on Primary and Secondary Voluntary Aided schools.
7. Although the overall total figures for each financial year are comparable to those shown elsewhere within the departmental report, the structure of the analysis in these annexes is different to that shown in tables 8.1 and 8.4.

Annex B: Resource budget DEL and AME, 2003-04 to 2010-11 (£ million)

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
Resource DEL								
Early Years and Childcare	604	728	929	1,077	1,192	1,338	1,476	1,669
<i>of which:</i>								
Childcare							21	42
Sure Start	604	728	929	1,077	1,192	1,338	1,455	1,627
Schools including Sixth Forms	5,847	6,267	7,067	34,360	36,502	37,924	39,426	40,653
<i>of which:</i>								
Investment in Schools Buildings			-1	-1		12	12	
Dedicated Schools Grants				26,576	28,049	28,947	30,486	31,893
Other Standards Fund	1,615	1,594	2,033	2,955	2,803	2,861	2,368	2,213
School Standards Grant	847	928	923	1,217	1,530	1,545	1,629	1,666
Modernising the Teaching Profession	61	67	82	40	43	39	54	141
Academies and Specialist Schools	219	247	255	379	586	924	517	416
Support for School Meals				6	7	9	7	6
National Strategies	157	225	264	319	355	436	1,244	1,388
Other Miscellaneous Programmes	2,949	3,205	3,510	2,868	3,128	3,150	3,109	2,930
Support for Youth	3,519	3,874	4,560	4,953	5,183	5,409	5,663	5,869
<i>of which:</i>								
Education Maintenance Allowances	142	239						
Educational Qualifications	99	132	150	171	176	166	173	200
Support for Youth through the Learning and Skills Council	3,234	3,444	4,358	4,723	4,960	5,068	5,260	5,465
Other	44	59	52	59	48	175	231	205
Support for Children and Families	1,572	1,232	1,296	1,275	1,613	556	899	1,553
<i>of which:</i>								
Connexions	492	503	554	520	434	60	59	24
Other Support for Young People	30	24	24	15				
Children and Families Programmes	1,050	705	717	740	1,179	496	840	1,529
Area Based Grants						1,176	1,302	1,166
Activities to Support all Functions	154	237	211	229	201	246	274	206
Total Resource Budget (DEL)	11,698	12,338	14,063	41,894	44,691	46,648	49,040	51,116
<i>of which:</i>								
Near-cash [†]	11,685	12,321	14,024	41,880	44,676	46,676	49,077	51,141
<i>of which:</i>								
Pay	241	261	274	296	292	316		
Procurement	179	162	139	251	303	1,013	787	435
Current grants and subsidies to the private sector and abroad	2,328	2,731	2,694	2,418	2,509	2,240	3,258	3,983
Current grants to Local Authorities	4,180	4,068	4,781	31,898	33,734	35,918	37,277	38,891
Depreciation	14	16	16	17	20	15	11	11
Resource AME								
Activities to Support all Functions					7			
Teachers' Pension Scheme	6,575	6,344	8,037	8,599	10,698	10,914	10,346	10,969
Total Resource Budget (AME)	6,575	6,344	8,037	8,599	10,704	10,914	10,346	10,969

Annex B: Resource budget DEL and AME, 2003-04 to 2010-11 (£ million) (continued)

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
<i>of which:</i>								
Near-cash [†]	659	871	1,107	1,235	1,438	1,792	2,208	2,362
<i>of which:†</i>								
Pay	3	4	4	5	5	7		
Depreciation					7			
Total Resource Budget^{1,2,3}	18,272	18,681	22,100	50,493	55,395	57,561	59,386	62,085

† The breakdown of near-cash in Resource DEL by economic category may exceed the total near-cash Resource DEL reported above because of other income and receipts that score in near-cash Resource DEL but aren't included as pay, procurement, or current grants and subsidies to the private sector, abroad and local authorities.

1. Includes expenditure by non-departmental public bodies, which is financed by voted grants.
2. Includes figures in both DEL and AME.
3. Includes ring-fenced Invest to Save Budget allocations.

Annex C: Capital budget DEL and AME, 2003-04 to 2010-11 (£ million)

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
Capital DEL								
Early Years and Childcare	116	193	310	287	440	379	383	315
<i>of which:</i>								
Sure Start	116	193	310	287	440	379	383	315
Schools including Sixth Forms	3,294	3,811	4,063	3,656	4,636	4,893	6,545	5,848
<i>of which:</i>								
Investment In Schools Buildings	3,291	3,809	4,059	3,653	4,630	4,882	6,537	5,840
Support for School Meals						3		
Other Miscellaneous Programmes	2	2	3	3	6	9	9	9
Support for Youth	21	16	2	30	58	200	211	241
Sure Start	116	193	310	287	440	379	383	315
<i>of which:</i>								
Educational Qualifications		1	1		5	1	1	1
Support for Youth through Learning and Skills Council	20	15	1	30	53	199	210	240
Support for Children and Families	25	38	26	66	81	131	136	112
<i>of which:</i>								
Children and Families Programmes	25	38	26	66	81	131	136	112
Activities to Support all Functions	14	10	10	17	13	30	66	144
Total Capital Budget DEL	3,469	4,068	4,411	4,056	5,228	5,634	7,342	6,660
<i>of which:</i>								
Capital expenditure on fixed assets net of sales [†]	15	13	11	21	19	42	20	20
Capital grants to the private sector and abroad	203	311	339	430	448	490	320	123
Capital support to Local Authorities ^{††}	3,231	3,729	4,060	3,575	4,708	4,903	6,738	6,143
Total Capital Budget^{1,2}	3,469	4,068	4,411	4,056	5,228	5,634	7,342	6,660
<i>of which:</i>								
Capital expenditure on fixed assets net of sales [†]	15	13	11	21	19	42	20	20
Less depreciation ^{†††}	14	16	16	17	26	15	11	11
Net capital expenditure on tangible fixed assets	1	-4	-5	4	-7	27	9	9

[†] Expenditure by the department and NDPBs on land, buildings and equipment, net of sales. Excludes spending on financial assets and grants, and public corporations' capital expenditure.

^{††} This does not include loans written off by mutual consent that score within non-cash Resource Budgets.

^{†††} Included in Resource Budget.

1. Includes: (a) Capital expenditure by non departmental public bodies financed by voted grants; and (b) local authority credit approvals.

2. Includes figures in both DEL and AME.

Annex D: Capital employed, 2003-04 to 2010-11 (£000s)

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
Assets on balance sheet at the end of year:								
Fixed assets	81,910	86,826	95,663	110,716	96,190	85,629	88,285	95,467
<i>of which:</i>								
Intangible assets	1,417	1,955	2,344	13,499	16,574	16,788	18,800	20,800
Tangible assets	80,493	84,871	93,319	97,216	79,616	68,841	69,485	74,667
<i>of which:</i>								
Land and buildings	53,305	56,917	66,194	69,280	49,913	16,955	12,599	12,778
Investments	788	752	1,354	1,289	1,221	28,662	28,509	28,355
Debtors falling due after more than one year		2,465	582	111				
Current assets	291,028	306,059	231,860	168,738	975,656	227,431	227,429	227,427
Creditors – less than one year	(439,663)	(623,287)	(533,850)	(353,998)	(1,369,269)	(356,169)	(310,796)	(309,596)
Provisions	(32,584)	(62,595)	(72,155)	(73,837)	(56,103)	(41,040)	(8,442)	(3,549)
Capital employed within the main department	(98,521)	(289,780)	(276,546)	(146,981)	(352,305)	(55,487)	24,985	38,104
NDPB net assets	9,931	(2,539)	(53,056)	(50,941)	(177,842)	(180,000)	(180,000)	(180,000)
Public corporation net assets	8,541	8,933	7,803	8,748	8,960	9,000	9,000	9,000
Total capital employed in departmental group	(80,049)	(283,386)	(321,799)	(189,174)	(521,187)	(226,487)	(146,015)	(132,896)

Annex E: Administration costs, 2003-04 to 2010-11 (£ million)

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Estimated Outturn	2009-10 Plans	2010-11 Plans
Administration Expenditure¹								
Pay bill	132	132	114	125	127	128		
Other	71	80	81	73	69	73		
Total Administration Expenditure¹	203	212	195	199	196	202	194	178
Administration income	-10	-3	-2	-3	-14	-12	-11	-2
Total administrative budget¹	193	209	193	196	182	189	182	177
Analysis by request for resource								
Early Years and Childcare	12							
Support for Children and Families	5							
Activities to Support all Functions	176	209	193	196	182	189	182	177
Total Administration Budget	193	209	193	196	182	189	182	177

- Administration costs within the administration costs control regime.
- From 2004-05 the administration costs for all requests for resources were moved into main departmental administration.

Annex F: Staff numbers*

	2002-03 Actual ¹	2003-04 Actual ^{1,2}	2004-05 Actual ²	April 2006 ³ Actual	April 2007 Actual	April 2008 Actual	April 2009 Actual	April 2010 Plans	April 2011 Plans
Department for Children, Schools and Families									
Civil Service full-time equivalents	4,300	4,500	4,226	3,608	3,271	2,695	2,701	2,792	2,484
Overtime	50	40	30						
Casuals	110	90	63	27	10	12	18		
Total	4,460	4,630	4,319	3,635	3,281	2,707	2,719	2,792	2,484

- Figures from 2003-04 onwards include transferring staff to the Department from the Home Office, Department of Health and Department of Constitutional Affairs following Machinery of Government Changes.
- Figures for 2002-03 to 2004-05 are financial year averages. Those for 2006 and forward years reflect the position at the start of each year in line with planned staff reductions.
- Figures from April 2006 reflect the Machinery of Government transfer of staff supporting the Special Education Needs and Disability Tribunals to the Department of Constitutional Affairs.

*The previous version of this annex included data for 2010 and 2011, which was based on incomplete data.

Annex G: Identifiable expenditure on services by country¹ and region (£ million)

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11
	Outturn	Outturn	Outturn	Outturn	Outturn	Plans	Plans	Plans
North East	447	476	543	570	581	732	682	678
North West	996	1,109	1,254	1,261	1,351	1,525	1,600	1,573
Yorkshire and Humberside	710	805	926	941	1,040	1,164	1,139	1,228
East Midlands	571	668	721	760	824	944	901	940
West Midlands	788	857	1,005	1,055	1,105	1,259	1,561	1,494
Eastern	660	716	826	864	975	960	1,000	1,080
London	1,144	1,303	1,466	1,627	1,607	2,063	2,390	3,013
South East	913	1,044	1,215	1,303	1,477	1,514	1,546	1,645
South West	638	735	845	889	908	996	1,071	1,126
Total England	6,867	7,714	8,801	9,270	9,867	11,157	11,888	12,778
Scotland	5	6	8	9	10	13	16	17
Wales	51	68	85	95	110	136	169	177
Northern Ireland	0	1	1	1	1	1	2	2
Total UK identifiable expenditure	6,923	7,789	8,895	9,375	9,989	11,307	12,075	12,973
Outside UK	17	20	25	28	32	40	50	52
Total identifiable expenditure	6,940	7,809	8,920	9,403	10,021	11,347	12,125	13,025
Non-identifiable expenditure	0	-1	-2	-3	0	133	248	373
Total expenditure on services	6,940	7,808	8,918	9,400	10,021	11,481	12,372	13,399

- Annexes G, H and I show analyses of the department's spending by country and region, and by function. The data presented in these tables are consistent with the country and regional analyses (CRA) published by HM Treasury in Chapter 9 of Public Expenditure Statistical Analyses (PESA) 2009. The figures were taken from the HM Treasury public spending database in December 2008 and the regional distributions were completed in January and February 2009. Therefore the tables may not show the latest position and are not consistent with other tables in the Departmental Report.
- The analyses are set within the overall framework of Total Expenditure on Services (TES). TES broadly represents the current and capital expenditure of the public sector, with some differences from the national accounts measure Total Managed Expenditure. The tables show the central government and public corporation elements of TES. They include current and capital spending by the department and its NDPBs, and public corporations' capital expenditure, but do not include capital finance to public corporations. They do not include payments to local authorities or local authorities own expenditure.
- TES is a near-cash measure of public spending. The tables do not include depreciation, cost of capital charges, or movements in provisions that are in departmental budgets. They do include pay, procurement, capital expenditure, and grants and subsidies to individuals and private sector enterprises. Further information on TES can be found in Appendix E of PESA 2009.
- The data are based on a subset of spending – identifiable expenditure on services – which is capable of being analysed as being for the benefit of individual countries and regions. Expenditure that is incurred for the benefit of the UK as a whole is excluded.
- Across government, most expenditure is not planned or allocated on a regional basis. Social security payments, for example, are paid to eligible individuals irrespective of where they live. Expenditure on other programmes is allocated by looking at how all the projects across the department's area of responsibility, usually England, compare. So the analyses show the regional outcome of spending decisions that on the whole have not been made primarily on a regional basis.
- The functional analyses of spending in Annex I are based on the United Nations Classification of the Functions of Government (COFOG), the international standard. The presentations of spending by function are consistent with those used in chapter 9 of PESA 2009. These are not the same as the strategic priorities shown elsewhere in the report.

Annex H: Identifiable expenditure on services by country and region (£s per Head)

	2003-04 Outturn	2004-05 Outturn	2005-06 Outturn	2006-07 Outturn	2007-08 Outturn	2008-09 Plans	2009-10 Plans	2010-11 Plans
North East	176	187	213	223	226	285	265	262
North West	146	163	183	184	197	221	230	225
Yorkshire and Humberside	141	159	181	183	201	222	216	231
East Midlands	134	156	167	174	187	212	200	207
West Midlands	148	161	188	197	205	232	287	273
Eastern	121	130	148	154	172	168	173	185
London	155	176	197	217	213	271	311	389
South East	113	129	148	158	178	181	184	194
South West	127	146	166	173	175	191	203	212
Total England	138	154	174	183	193	217	229	244
Scotland	1	1	2	2	2	2	3	3
Wales	17	23	29	32	37	45	56	59
Northern Ireland	0	0	0	0	1	1	1	1
Total UK identifiable expenditure	116	130	148	155	164	184	195	208

Annex I: Identifiable expenditure on services by function or programme, country and region for 2007-08 (£ million)

	North East	North West	Yorkshire and the Humber	East Midlands	West Midlands	Eastern	London	South East	South West	England	Scotland	Wales	Northern Ireland	UK identifiable expenditure	Outside UK	Total identifiable expenditure	Non-identifiable	£ millions totals
Children, Schools and Families																		
General public services																		
General public services n.e.c.	0	-1	-1	0	-1	-1	-1	-1	-1	-5	0	0	0	-5	0	-5	0	-5
Total General public services	0	-1	-1	0	-1	-1	-1	-1	-1	-5	0	0	0	-5	0	-5	0	-5
Public order and safety																		
Law Courts	7	17	15	8	12	9	17	14	10	109	0	0	0	109	0	109	0	109
Total Public order and safety	7	17	15	8	12	9	17	14	10	109	0	0	0	109	0	109	0	109
Health																		
Central and other health services	1	1	1	1	1	1	1	2	1	10	0	0	0	10	0	10	0	10
Total Health	1	1	1	1	1	1	1	2	1	10	0	0	0	10	0	10	0	10
Education (includes training)																		
Primary education	9	21	15	11	15	12	23	16	11	133	0	0	0	133	0	133	0	133
<i>of which:</i>																		
<i>Under fives</i>	6	14	10	7	10	8	16	11	8	91	0	0	0	91	0	91	0	91
<i>Primary education</i>	3	7	5	3	5	3	7	5	3	42	0	0	0	42	0	42	0	42
Secondary education	102	220	188	140	184	179	384	276	133	1,806	0	0	0	1,806	0	1,806	0	1,806
Post-secondary non-tertiary education	235	515	360	305	437	349	610	544	338	3,693	0	0	0	3,693	0	3,693	0	3,693
Tertiary education	17	47	33	30	37	37	49	53	30	332	0	0	0	332	0	332	0	332
Education not definable by level	47	113	79	67	96	77	137	120	75	807	0	0	0	807	0	807	0	807
Subsidiary services to education	26	67	49	41	50	52	62	71	48	466	0	0	0	466	0	466	0	466
R & D education	1	2	1	1	1	1	2	2	1	11	0	0	0	11	0	11	0	11
Education n.e.c.	43	114	84	73	91	88	133	129	75	829	0	2	0	832	1	832	0	832
Total Education and training	479	1,098	809	668	911	795	1,396	1,211	711	8,078	0	2	0	8,081	1	8,081	0	8,081
Social protection																		
Sickness and disability	48	122	92	75	92	87	69	129	98	813	6	68	1	887	20	907	0	907
Old age	15	38	28	23	28	27	20	40	31	250	2	21	0	273	6	280	0	280
Survivors	14	34	26	21	26	25	19	36	28	229	2	19	0	250	6	256	0	256
Family and children	9	19	17	14	16	15	39	21	15	165	0	0	0	165	0	165	0	165
<i>of which: personal social services (family and children)</i>	8	18	15	12	14	14	23	20	13	136	0	0	0	136	0	136	0	136
<i>of which: family benefits, income support and tax credits (family and children)</i>	1	1	2	2	2	1	16	2	2	29	0	0	0	29	0	29	0	29
Social exclusion n.e.c.	0	1	37	1	3	1	24	1	1	69	0	0	0	69	0	69	0	69
Social protection n.e.c.	8	21	15	13	16	16	22	24	15	150	0	0	0	150	0	150	0	150
Total Social protection	94	235.1	215	148	181	170.3	193.4	251	187	1,675	10	108	1	1,794	32	1,826	0	1,826
Total for Children, Schools and Families	581	1,350.7	1,040	824	1,105	975.0	1,606.8	1,477	908	9,867	10	110	1	9,989	32	10,021	0	10,021

Annex J: Follow-up action on Public Accounts Committee (PAC) recommendations Committee (PAC) recommendations

The Public Accounts Committee is the parliamentary committee that examines how well the Government has used its resources. In the period from 1 August 2008 to 28 February 2009, one Treasury Minute was published replying to reports concerning the Department and its associated bodies.

Details of the main recommendations in the PAC Report, progress reported in the Treasury Minute reply and subsequent progress are shown below.

The associated National Audit Office (NAO) report can be accessed at <http://www.nao.org.uk> and the full PAC report (incorporating the transcript of the hearing) and Treasury Minute replies are available on the Public Accounts Committee website at <http://www.parliament.uk>.

Progress reports for earlier Treasury Minutes were included in the *2008 Autumn Performance Report* and earlier Departmental Reports.

Partnering for success: preparing to deliver the 14-19 education reforms

NAO report published: 13 December 2007 – HC 99 Session 2007-08.

PAC hearing: 5 March 2008.

PAC 39th report published: 7 October 2008 – HC 413 Session 2007-08.

Treasury Minute published: 17 December 2008 – Cm 7522.

The 14-19 education reform programme aims to increase young people's participation in education and training beyond age 16 and raise their educational attainment. Central to the programme are reforms to simplify choices of learning route, including new Diploma qualifications in 14 occupational areas as well as languages, humanities and sciences that offer a blend of academic and vocational learning.

The Diploma is seeking to provide a qualification that will be attractive to young people, to higher education institutions and future employers. The Department has involved universities and employers in designing the Diplomas and developing their content.

The Public Accounts Committee hearing took evidence from the Department on: giving all young people access to Diplomas; reducing complexity and communicating simply; and having the capability to deliver the reforms.

Recommendation 1: Ensure local authorities are adequately supported as the Diploma programme is rolled-out.

Integrating academic and vocational study is commendable but much remains to be done by local authorities who are leading the implementation of the reforms. There will still be a major role for the Department for some years, for example, in developing clear, consistent communications about the reforms, helping consortia develop the capability to implement them by 2013, and promoting transparency and local accountability to demonstrate the cost-effective use of resources.

Progress reported in Treasury Minute

The Department welcomes the Committee's support for the integration of academic and vocational study, and agrees that it will be crucial to focus on supporting local areas to be able to deliver in 2013 and beyond. The Department will continue to offer support on both curriculum change and integrated delivery at local level leading up to 2013. So far, the Department has invested over £100 million in helping consortia and local authorities prepare for the reforms in 2008-09, and this experience will inform future planning. The Department remains committed to ensuring that consortia and local authorities are supported fully but not over-burdened as they take increasing responsibility for implementing the reforms.

The Department recognises that it needs to have a strong communication strategy, so that local authorities know exactly what the reforms entail on a local level and what support they can expect from the Department. *Delivering 14-19 Reform: Next Steps* published in October 2008 sets out clearly the roles and responsibilities of the Department, local authorities and consortia in delivering the reform programme. To support this, the Department is embarking upon a four-month programme of briefings on the reforms for consortia and local authority staff in schools and colleges across the country.

As the number of Diploma learners grows, it will be increasingly important for local areas to be transparent about their expenditure on these reforms, and to be accountable to their communities for their delivery plans. The Department is currently conducting a study into Diploma funding which will include research into the distribution of funds at local level, identifying examples of best practice to provide a framework against which local authority cost-effectiveness and spending on the reforms can be measured.

Action since publication of Treasury Minute

The Department has continued to offer a substantial support package for consortia and local authorities implementing the 14-19 reforms. For 2009-10, approximately £40 million has been allocated to the central workforce support package and £50 million will be distributed to 14-19 Partnerships in consortia

support grants. These grants give local authorities and partnerships greater freedom to commission their own support to supplement the central support available, in recognition of the different needs of local authorities based on their progress in implementing the reforms. Further information on the 2009-10 support package is detailed in the response to Recommendation 3.

The Department has continued its communication work with local authorities and consortia. The cornerstone of this communication work has been the programme of briefing sessions which, have been running since January 2009 (and which have received additional funding to allow them to continue into the new academic year). These sessions explain the rationale for the reform programme, the key elements of the reforms and how they fit together to provide a better offer to all young people. The sessions have been offered to all staff in secondary schools and colleges and will shortly be extended to local authorities and teaching staff in universities. Nearly 1,000 sessions have been booked to date.

The Department has also produced the '14-19 Reforms and You' toolkit – a practical resource which sits alongside the briefings to help leaders and managers in schools and colleges disseminate key information about the 14-19 Reforms to their staff. The pack includes: a booklet summarising the reforms; a short summary leaflet; a set of postcards on key issues to prompt discussion; a memory stick with a presentation that can be edited; video material; a set of posters; and a guide for using the materials.

The Department commissioned research into the funding of Diplomas at Key Stage 4, examining costs, sources of funding, and the potential for efficiency savings to reduce costs. Further information on the evidence and conclusions from this research can be found in the response to Recommendation 7.

Recommendation 2: Ensure that young people are given appropriate advice about Diplomas.

Diplomas could further complicate an already complex system of qualifications for young people. The benefits of providing more educational options will only be realised if good-quality, comprehensive and impartial advice and guidance are available and easily accessible. Young people and their parents also need access to providers of information, advice and guidance services with good knowledge of all the options from age 14 otherwise there is a risk that many young people may not select the best option for them.

Progress reported in Treasury Minute

The Department recognises that the current qualification system is complex and the Department intends to streamline the system to make it better able to support the needs of learners. In March 2008, the Department published a 14-19 qualifications strategy, *Promoting Achievement, Valuing Success: a strategy*

for 14-19 qualifications, which recognised the complexity of the current 14-19 qualifications and set out the intention to move towards a more streamlined and coherent system by 2013, when there will be four principal publicly-funded routes available to young people: GCSEs and A-levels, Diplomas, Apprenticeships, and the Foundation Learning Tier.

The Department recognises that high quality information, advice and guidance (IAG) will be crucial to help young people choose which of these four routes is the best option for them. At school level, consortia are only judged suitable to deliver Diplomas if their IAG provision meets the IAG Quality Standards, which strongly emphasise impartiality. To support this, the Department has invested in a consultancy service, which will assess consortia IAG provision, identify areas for development and suggest improvements. Local areas can take advantage of bespoke training provided by the Diploma Support Programme to implement these changes.

At local authority level, the *Education and Skills Act 2008* makes the provision of local IAG a statutory duty for local authorities. The new online 14-19 prospectuses will tell young people what 14-19 options are available locally. Connexions Direct also continues to provide a popular and impartial information and advice service through a helpline, webchat and email.

The Department is working closely with the Training and Development Agency for Schools to ensure that all secondary teachers are equipped with a good understanding of 14-19 pathways and career opportunities linked to their subjects. The Government will also require schools to deliver impartial careers education through new legislation in the *Education and Skills Act*. A Careers Education Support Programme is in place to support the IAG workforce through the provision of high quality classroom materials, briefings and good practice case studies.

Action since publication of Treasury Minute

Since the publication of the Treasury Minute, the Department has established a new Joint Advisory Committee for Qualifications Approval (JACQA), which advises the Secretary of State on which 14-19 qualifications should be eligible for public funding, based on a revised set of administrative criteria.

JACQA is holding termly meetings to review qualifications seeking approval for funding eligibility and will conduct Biennial Reviews to establish what needs to be done to achieve the qualifications strategy vision of a streamlined qualifications offer by 2013 (the first review will be in 2009). These Biennial Reviews will also inform the review of GCSEs and A-levels which the Government has committed to carrying out in 2013. The Department is working closely with stakeholders, including Awarding Organisations, to ensure that the transition period between

now and 2013 is carefully managed, and that the Department continues to prioritise the needs of learners in carrying out reforms.

To support these learners, the Department will be publishing a new IAG strategy focusing predominantly on the learning and careers guidance all young people need to achieve their potential. The strategy, to be published later in 2009, will clearly set out our expectations of local authorities and learning providers and our commitment to supporting them in delivering high quality IAG.

As part of developing the IAG strategy, the Department launched a consultation on 7 May 2009 on the proposed duty for schools to provide a programme of careers education. The proposal is that statutory principles will set out a clear expectation for schools to provide information and advice about the full range of learning and career opportunities, raise the aspirations of pupils and offer them the support they need to progress.

The Department continues to invest in a consultancy service which assesses consortia IAG provision. This is proving very successful with 222 consortia now registered and working with auditors to identify areas for improvement on IAG. Local areas can take advantage of bespoke training provided by the Diploma Support Programme to implement these changes.

Recommendation 3: Ensure that adequate Departmental support is given to consortia at the right time so that they are prepared when Diplomas are introduced locally.

Some consortia are much more advanced than others in their preparations to offer Diplomas. Most support has been provided to those consortia introducing Diplomas in September 2008. Less advanced consortia may not develop the capacity to provide all 14 Diplomas by 2013. To manage this risk, all consortia need to have strategies to develop their preparedness, involving, for example, self-assessment tools to help identify areas for improvement, and secondments of people who have experience of leading implementation in areas that are much further ahead. The Department's support should be tailored to reflect local circumstances and to meet specific requirements identified by consortia. The Department should ensure that general support and advice is of practical use at local level.

Progress reported in Treasury Minute

The Department agrees with the Committee on the importance of tailoring support to local circumstances. Through the Gateway process, the number of areas offering Diploma lines has been intentionally limited to allow the qualification to be phased in, ensuring that the young people taking Diplomas experience high quality teaching and learning. The Department wants to

encourage more advanced consortia whilst learning the lessons from their good practice to help support all other consortia.

The Department has provided a comprehensive package of training and support to those consortia delivering in 2008 to ensure that they were ready for the launch of Diplomas. The Department is offering a similarly comprehensive package for those delivering Diplomas from 2009, from which point 72 per cent of schools and 88 per cent of colleges will be involved in consortia offering Diplomas, as well as for those approved for delivery from 2010 and those who have not yet applied successfully to deliver Diplomas. The support package is necessarily changed each year to reflect the differing needs as the focus moves from introducing the Diploma to planning towards entitlement in 2013.

The Department recognises that some consortia are more advanced than others and its approach is to give consortia a key role in identifying their own development needs so that training is responsive and appropriate. The Gateway process includes a compulsory initial readiness self-assessment tool so that consortia can quickly understand their strengths and areas for development. Early feedback on the first training package was that it did not allow enough flexibility to meet the needs of consortia at different stages of development and readiness. In response to this, the Department has substantially changed the way the support is structured, so there is a small amount of core training and an increased amount of flexibility, in content and through bespoke modules, allowing local areas to co-construct a training package, which meets their needs.

The Department asks consortia and local authorities with particular strengths to host learning visits focusing on that strength for other consortia, and also supports a range of local and national networks disseminating good practice.

Action since publication of Treasury Minute

From September 2010, some consortia will be delivering all fourteen available Diploma lines, where others will be delivering just one. The consortium support package for 2009-10 has been developed to respond to this clear divide in levels of readiness, allowing consortia to access the support they need when they need it.

The Consortium Support Guide detailing the support available for consortia delivering in 2010 was published at the start of April 2009. The support package is flexible enough to respond to the different stages of development that consortia have reached, with tailored central support which is responsive to consortium needs as well as scope for local authorities and consortia to use their consortium support grant to fund additional support should they need it. Consortium Advisers (previously the Consortium Leadership Consultants) will help consortia

identify areas for development and broker appropriate support to address their needs.

There is also an increased emphasis on peer-to-peer support as a number of consortia are now in a position to share their experiences of delivery so far. The successful Learning Visits programme will continue into 2009/10, with the National College of School Leadership managing its delivery. The programme will form an important part of the Department's strategy to extend the ability of consortia to learn from one another and, through their contact with local authorities and consortia, the Consortium Advisers have a new role in identifying possible Learning Visits hosts, as well as facilitating peer-to-peer support more generally.

The Diploma Support website continues to grow, with new features called 'My Plan' and 'My Development' allowing practitioners to identify their personal learning objectives and signposting appropriate support. The website also hosts online communities including line of learning networks. Each region has a network for each line of learning, giving a total of 90 line of learning networks across the country which provide further opportunity for peer-to-peer support and disseminating good practice.

Recommendation 4: Ensure that there are adequate work experience placements available.

Work experience is an essential part of the Diplomas, but some 45 per cent of consortia had not involved employers in deciding how to provide this. All consortia should demonstrate how they are involving employers, for example, in providing actual or simulated work environments, and by consortia specifying the work experience they will offer in their applications to start providing Diplomas. They should assist small and medium-sized employers in managing the workload that results from providing work experience opportunities, for example, by providing help with the processes around health and safety.

Progress reported in Treasury Minute

The Department agrees that work experience is an essential part of the Diplomas, and that employers are key partners in the design of Diplomas and in the delivery of 14-19 at a local level. The importance of developing the employability of young people is especially pertinent in the current economic climate. In March 2008, when the Committee received evidence from the Department, employer engagement levels were unsatisfactory. Targeted support from the Department over the summer months has improved the situation so that every consortium delivering Diplomas from September 2008 engaged with employers to help deliver the qualification, including work experience.

A recent survey conducted by the Department showed that more than 1,900 employers are involved in Diploma delivery already for 2008 starts, based upon returns from two-thirds of consortia (95 out of 144). The Gateway application process now features a greatly increased focus on consortia's ability to engage with employers from the start of their preparations.

The Department has contracted the National Education Business Partnership Network to provide up to 390 days of consultancy support on employer engagement and work experience, to be used by consortia that need further help in this area. This is on top of two guidance publications released in summer 2008 by the Department: an Employer Engagement Handbook for consortia, *Employer Engagement: A Guide for Diploma Consortia* which sets out how to plan and deliver effective employer engagement, and *Work-related Learning Guide* which offers advice on work-related learning in a wider context, including on health and safety.

Action since publication of Treasury Minute

Since the publication of the Treasury Minute, the Department has made considerable progress in the field of work experience and employer engagement.

More than 2,000 named employers are now supporting Diploma delivery in 2008/09 and more than 6,000 will be supporting Diploma delivery in 2009/10. 300,000 employers now provide 500,000 work experience placements annually.

The Department has also worked with Business in the Community and other key partners to establish a new Employer Led Task Force (announced in December 2008) aimed at mobilising business support for schools and colleges. The Task Force, launching in September 2009, will be led by senior figures from industry and be supported by a broad partnership board of employer, education and intermediary representative bodies.

The Department has supported and worked with the National Education Business Partnership Network (NEPBN) to establish a new professional body: the Institute of Education Business Excellence. This new body, to be launched in June 2009, will support the professional development of both individuals and organisations operating as brokers between employers and education.

Through a contract with NEBPN, the Department has established an accreditation process against the Department for Children, Schools and Families standard for Education Business Partnership Organisations (EBPOs) leading to a new Award for Education Business Excellence. In time, the Department expects all EBPOs that wish to receive public funding to either hold or demonstrate that they are working towards (and can achieve) this new Award. Over 50 EBPOs are currently going through the process, representing around a third of the country.

In December 2008, the Department published a new guide, 'Building Stronger Partnerships', describing ways that employers and schools could work effectively together. The Department also published the second edition of the *Work-related Learning Guide* in April 2009, offering advice on work-related learning in a wider context, including on health and safety. The Department is also developing an employer engagement self-assessment toolkit for consortia/partnerships which will include quantitative and qualitative measures, available from July 2009.

Recommendation 5: Ensure that young people in rural communities are given appropriate travel assistance.

Providing the teaching and facilities to support the broad curriculum is particularly difficult in rural areas with dispersed communities. All consortia covering rural communities should be required to demonstrate that young people in those communities are able to gain access to good teaching and facilities, and that every effort has been made to minimise practical problems such as long travel times.

Progress reported in Treasury Minute

The Department recognises that rural areas face particular challenges when delivering the 14-19 Reforms. On 30 June 2008, the Department published *Delivering 14-19 Reforms in Rural Areas*, a report which considered these challenges; dispersed populations and settlements; less well-developed transport infrastructures; and more micro and small businesses; and explored a range of solutions already being taken forward to meet these challenges. Through this report, the Department made £23 million available over the next two years to the 40 most rural areas in the country to drive local solutions and innovation and to ensure that choice is a reality for all young people. Specifically, the Department is providing:

- £75,000 to each of the 40 most rural areas to fund the post of Transport and Access Coordinator for 18 months;
- £1 million of capital to the 20 most rural areas to help them develop innovative solutions; and
- funding to support a rural pairing scheme to help the 40 most rural areas share practice and explore solutions together.

As a result of the Department's funding, many local authorities have now appointed Transport and Access Coordinators, with early evidence from leading areas such as Cumbria showing marked improvements in the accessibility of provision and the journeys that young people are making, as well as efficiency savings due to improved coordination. The 20 most rural local authorities, together with their 14-19 Partnerships and Consortia, have commenced the planning stage of their Department-funded capital projects. This capital investment will enable the development and realisation of solutions such as:

e-learning; skills centres; satellite campuses and mobile teaching provision; solutions already in evidence in some rural areas across the country. The Department is working with these areas as they develop their projects and will share good practice across the country as these projects begin to deliver results.

The Department is aware that local areas need support to plan for delivery of the 2013 Diploma entitlement. Independent research commissioned by the Department into 14-19 transport found that in the short to medium term, transport was not seen as a significant issue for local areas. However, there was more concern about the longer term. The Department is therefore working with local authorities to develop tools to support them in planning for the longer term, and intends to publish the results of this work in summer 2009.

Action since publication of Treasury Minute

The Department is currently producing a transport toolkit to assist local authorities in their planning for and delivery of the transport requirements associated with Diploma delivery. This toolkit will enable local authorities to identify and address gaps in their transport provision whilst encouraging local authorities to minimise the movement of learners where possible. Although the focus of this work is on Diplomas, many of the principles apply equally to wider 14-19 reforms. The final toolkit will be published in July 2009.

Recommendation 6: Ensure employers and higher education institutions understand the benefit of diplomas.

Diplomas have yet to be widely accepted as credible qualifications. Understanding and acceptance of Diplomas by employers and higher education is essential to their success and appeal to young people and their families. But full acceptance is some way off. All consortia need to have in place strategies for engaging with employers and local higher education institutions and securing their support. As Diplomas are introduced, communications by the Department and consortia should clearly identify student experiences and the benefits achieved. Communications from consortia and the Department with employers should be timely and focus on what employers need to know.

Progress reported in Treasury Minute

The Department acknowledges the importance of employers and higher education bodies accepting and understanding the Diploma qualifications. The Diploma has now been welcomed by the Russell and 1994 groups of universities as well as Oxford and Cambridge, and has strong support and understanding from industry bodies like Rolls Royce, Toyota, Land Rover, RWE Npower, BT, Microsoft Ltd, as well as from some smaller and medium sized companies. There are over 80 Diploma Employer Champions actively working with other partners to spread the word about the Diploma to companies and organisations across the country. The Department is working with the major employer associations

including the Confederation of British Industry, Institute of Directors, British Chambers of Commerce and Business in the Community to secure public endorsement for the Diploma and to use communication channels owned by these associations to spread awareness and encourage employers to participate in both development and delivery of Diplomas. Officials are also working with a small number of individual employers to secure public statements of support for the Diploma and to facilitate engagement with local delivery partnerships and consortia.

The Department has also provided specific support to consortia to assist them in engaging with local employers through its contract with NEBPN, and will continue to offer support on employer engagement at local level as these reforms are rolled out. This is being backed up by a national advertising campaign aimed at employers.

The Department is expanding its communications work from an initial focus on those areas delivering Diplomas this year, to become a full national campaign which will increase awareness of the reforms amongst key audiences. This will set out the broader context of the reform programme and will include a wide range of case studies featuring students, teachers and employers, illustrating the benefits and challenges of doing a Diploma.

Action since publication of Treasury Minute

The Diploma Employers Champions Network is building and strengthening with over 130 Champions actively working to spread the word about the Diploma and encourage further support from their fellow employers. More Champions are being recruited to ensure that each Diploma is represented in each region. The Diploma Employers Champion Network is to be incorporated into the new Employer Led Task Force which will mobilise employer engagement across the Department's agenda, including 14-19, and assist with implementing the National Council for Educational Excellence recommendation that every school should have a business partner.

The Department continues to work with the major employer associations including the Confederation of British Industry, Institute of Directors, British Chambers of Commerce and Business in the Community. Latest analysis shows more than 2,000 individual named employers support 2008 delivery and more than 6,000 support 2009 delivery.

Results from March 2009 surveys of employers' awareness and response to Diplomas have indicated that although nearly a quarter of respondents believe the economic downturn will affect interaction with schools, there is still strong interest from employers in getting involved in the reforms.

The Department has also continued to work with the Universities & Colleges Admissions Service (UCAS) and representatives from a wide range of higher education interests. All UK universities have stated publicly that an Advanced Diploma holder will in principle be able to enter from 2010, and early scrutiny of course-level admissions information, published in May 2009 by UCAS, indicates that the first five Diplomas will be acceptable qualifications for admission to approximately 80 per cent of undergraduate courses at UK institutions.

The Department's communications work continues, with a full national campaign now underway. The campaign aims to establish the Diploma as a credible option for young people, particularly those in year 9 and year 11 who are making choices for the following academic year. Evaluation of the communications in 2008/09 shows that spontaneous awareness of the Diploma among both young people and parents is now at the same level as long established options like Apprenticeships and BTECs and there are significant increases in the understanding of the qualification across the period during which course options are considered as a result of both national and local communications and advice activity.

Communications to the education workforce, employers and higher education institutions position the Diploma in the broader context of the reform programme and include a wide range of case studies featuring students, teachers and employers, illustrating the benefits and challenges of doing a Diploma.

Recommendation 7: Ensure that the costs of the programme are known.

The Department does not know the full cost of implementing the 14-19 reforms. It should develop cost templates together with indicative costs to enable consortia to draw up their own robust budgets. As more reliable cost information becomes available, networks should be established to help consortia benchmark their costs and tackle underperformance.

Progress reported in Treasury Minute

The Department has cost estimates based on previous reforms. Now that Diploma delivery is underway, the Department is working with the consortia to analyse the actual costs involved in delivering the reforms. As the diploma model has more elements in it than previous reforms, this actual cost information will inform the Department's resource allocation in the future.

The Department has commissioned research into the funding of Diplomas at Key Stage 4, which will examine costs, sources of funding, and the potential for efficiency savings to reduce costs. The evidence from this research will inform funding from the Department to local authorities to support delivery of Diplomas in future years.

The research will also identify examples of best practice in costing Diplomas and the management and distribution of Diploma funds within partnerships and consortia which will be widely disseminated. This will include examination of financial plans and unit costs, the extent to which the budgets of consortium members have been pooled to benefit from economies of scale, and differences in financial planning and budgeting between large multi-Diploma consortia and smaller consortia. The final report from the research is due for publication at the end of January 2009.

Action since publication of Treasury Minute

The Department's research was published in January 2009 and is available at <http://www.dcsf.gov.uk/research/data/uploadfiles/DCSF-RR076.pdf>.

The Department used the findings in this report to inform its 2009/10 Diploma formula grant funding and is intending to commission additional research to investigate the findings further. The key outcomes from the study were:

- No evidence was identified of a lack of Diploma participation due to funding issues.
- Several different Diploma funding models are in use by local authorities, according to local needs and priorities.
- Funding flow can be complex, particularly where devolved funding models operate and this is likely to increase as Diploma learner numbers grow. Therefore it is crucial that local authorities consider whether existing funding models will remain fit for purpose as move towards full entitlement.
- The Diploma Formula Grant was generally allocated on the basis of Department for Children, Schools and Families weightings, although some local authorities used an average weighting (£1,000 per pupil) for simplicity.
- The Diploma Formula Grant has been top-sliced in six cases to cover costs, including: partnership team/infrastructure; Diploma trips/visits; transport; 'capacity building' to support lines with smaller learner numbers; and the potential requirement for efficiencies in future.
- Different approaches exist towards funding Diploma providers, ranging from a fully market-led rate to a standard rate agreed authority-wide.

A number of areas of good practice were identified for consideration by authorities more widely, including: templates for allocating funds to providers; future modelling of Diploma numbers; bottom-up costing of Diploma provision; and Service Level Agreements for key principles and arrangements for Diploma funding.

Recommendation 8: Ensure that there is an adequate but not excessive capital project to support the programme.

The existence of two major capital funding programmes creates a risk that a mismatch in timing could result in capital projects not supporting the 14-19 reforms, or lead to unnecessary expenditure. Local plans for capital expenditure from the two major programmes, Building Schools for the Future, and the Further Education Capital Programme, need to be aligned with the 14-19 reforms. This should include work to align the capital strategies of different institutions within consortia to avoid unnecessary duplication and wasteful use of resources.

Progress reported in Treasury Minute

The Department agrees that capital funding must be aligned and that effective use of capital resources is key to ensuring that Diplomas, as with all other qualifications, can be taught in world class facilities. Diplomas, as well as the wider 14-19 reform programme, are integral to Building Schools for the Future, with all local authorities involved in the current waves of the programme having to demonstrate specifically how they will use investment to meet 14-19 participation and attainment needs, and Further Education capital investment, as well as to other devolved capital funding.

Effective local planning is important to ensure that capital resources are used to best effect. The Machinery of Government changes will further strengthen the ability of local authorities to align capital strategies and make strategic decisions about the implementation of the reforms within their area.

Action since publication of Treasury Minute

In addition to the work reported above, the Department has launched a Capital Exemplar programme. To support good practice in developing world class facilities in preparation for the approach of the national entitlement, the Department is investing £53 million over the next two years to build exemplar Diploma facilities in fifteen consortia across the country. These facilities will be ready for learners by September 2011 and will exemplify how facilities can be developed to deliver world class teaching and learning of Diplomas.

The Department will be working with these projects to showcase the facilities and lessons learned so that all areas delivering Diplomas can understand what is possible and be inspired to use other (larger) streams of capital funding to develop excellent 14-19 facilities.

Recommendation 9: Ensure teachers and lecturers have the skills to deliver the diploma.

Sufficient good-quality teaching staff are needed to deliver Diplomas, but 45 per cent of consortia had yet to carry out a skills audit. Many teachers and lecturers will require training to acquire new skills to teach the Diplomas. The Department and local authorities should quantify skills gaps and review whether

each consortium has, or is developing, sufficient numbers of appropriately skilled teachers and lecturers to deliver the full range of Diplomas by 2013.

Progress reported in Treasury Minute

The Department is clear that the quality of teaching is key to the success of this reform programme. The reforms will require teaching practitioners to develop their skills, particularly in applied learning styles and sector knowledge, so the Department has invested over £80 million in workforce support to date. The Department has also introduced a process to help consortia develop their workforce plans and ensure that they get the support that they need. This process involves each consortium having a dedicated Professional Development Conversation with a Consortium Leadership Consultant, at which they review the skills of their current workforce and plan the support needed to deliver Diplomas and functional skills in future years. These plans are kept under review by consortia and their support partners to ensure that consortia are able to access sufficient support to give their workforce the skills they need to teach these new qualifications effectively.

In addition, the Department has been working closely with a wide range of partner organisations to ensure that the training on offer is genuinely tailored to meet the identified needs of consortia. The resulting package includes: core elements covering functional skills; the structure of the Diploma; collaborative delivery; experience of a sector-relevant working environment; assessment; and diploma administration. The rest of the offer is completely flexible and locally customised to respond to different levels of skills, knowledge and understanding. It is a comprehensive offer available to every member of every consortium delivering in 2009.

Action since publication of Treasury Minute

The Department has introduced a number of improvements to the support it is offering consortia in 2009-10. This is in recognition of the increasing numbers of consortia delivering, or planning to deliver, Diplomas and the resulting wider range of needs; the longer-term need to ensure that the 2013 entitlement can be delivered; and the intention that the support currently provided by a central support package will need to be replaced by mainstream support over the same timescale.

All consortia complete a skills audit as part of their Gateway application to identify gaps in workforce readiness in their consortium. The central support package is then designed to address the skills gaps identified.

The 2009-10 support package will be more bespoke and flexible to meet differing needs, including support for consortium leads, subject leads, exams officers and functional skills practitioners. Each consortium will have a Consortium Adviser

with whom they will meet to discuss Gateway results, skills audit, implementation plans and the level of ongoing support they will need from their Consortium Adviser. This level of support will be flexible, from above average to minimal, and will be agreed with input from the local authority and regional adviser.

The Consortium Adviser also has a wider role, acting as the central point of contact between consortia and the support package. This will mean discussing support needs with the consortium lead, then brokering appropriate support with workforce partners on behalf of the consortium.

Annex K: Children, Schools and Families House of Commons Select Committee Reports

During the year, Ministers and officials appeared on many occasions before the House of Commons Children, Schools and Families Select Committee. The minutes of evidence of each meeting and any subsequent reports can be found on the Committee's website at

http://www.parliament.uk/parliamentary_committees/csf.cfm

Listed below are all the reports and the subsequent government responses published by TSO since April 2008.

Title	Published	Price	ISBN
Second Report. DCSF and the <i>Children's Plan</i> . HC 213	24 April 2008	£12.00	978-0-215-51469-1
Third Report. <i>Testing and Assessment Volume I: Report</i> . HC 160-1 Session 2007-08	13 May 2008	£15.50	978-0-215-52041-8
Third Report. <i>Testing and Assessment Volume II: Oral and Written Evidence</i> . HC 169.II Session 2007-08	13 May 2008	£24.50	978-0-215-51511-7
Third Special Report. <i>Children and Young Persons Bill (Lords): Government response to the Committee's First Report of Session 2007-08</i> . HC 711 Session 2007-08	16 June 2008	£4.50	978-0-215-52110-1
Fourth Special Report. <i>The Department for Children, Schools and Families and the Children's Plan: Government response to the Committee's Second Report of Session 2007-08</i> . HC 888 Session 2007-08	7 July 2008	£4.50	978-0-215-52161-3
Fifth Special Report. <i>Testing and Assessment: Government and Ofsted responses to the Committee's Third Report of Session 2007-08</i> . HC 1003 Session 2007-08	22 July 2008	£8.00	978-0-215-52320-4
Fourth Report. <i>The Draft Apprenticeships Bill</i> . HC 1082 Session 2007-08	5 December 2008	£13.50	978-0-215-52537-6

Title	Published	Price	ISBN
First Report. <i>Public Expenditure.</i> HC 46 Session 2008-09	7 January 2009	£14.50	978-0-215-52563-5
Second Report: <i>The work of the Committee in 2007-08.</i> HC 47 Session 2008-09	27 January 2009	£6.50	978-0-215-52613-7
First Special Report. <i>The Draft Apprenticeships Bill: Government response to the Committee's fourth report of Session 2007-08.</i> HC 259 Session 2008-09	18 February 2009	£4.50	978-0-215-52645-8
Fourth Report. <i>National Curriculum. Volume I – Report.</i> HC 344-I Session 2008-09	2 April 2009	£13.50	978-0-215-52941-1
Fourth Report. <i>National Curriculum. Volume II – Oral and Written evidence.</i> HC 344-II Session 2008-09	2 April 2009	£24.00	978-0-215-52942-8
Third Report. <i>Looked after Children. Volume I – Report.</i> HC 111- 1 Session 2008-09	18 April 2009	£15.50	978-0-215-52969-5
Third Report. <i>Looked after Children. Volume II – Oral and Written Evidence.</i> HC 111- II Session 2008-09	18 April 2009	£26.50	978-0-215-52968-8
Second Special Report. <i>Public Expenditure: Government response to the Committee's First Report of Session 2008-09.</i> HC 405 Session 2008-09	27 April 2009	£3.00	978-0-215-52987-9

Annex L: Non-Departmental Public Bodies

Name		Contact
11 million	Formerly the Office for the Children's Commissioner, supporting the Children's Commissioner, the independent voice for children and young people.	1 London Bridge London SE1 9BG Tel: 0844 800 9113. http://www.childrenscommissioner.org/
British Educational Communications and Technology Agency (Becta)	Becta works with industry to make sure the right technology is in place for the education system. They also support the education sector in using technology.	Millburn Hill Road Science Park Coventry CV4 7JJ Tel: 024 7641 6994 http://www.becta.org.uk/
Children and Family Court Advisory and Support Service (Cafcass)	Cafcass looks after the interests of children involved in family proceedings, for example, when parents who are separating or divorcing cannot agree on arrangements for their children. It works with children and their families, and then advises the courts on what it considers to be in the children's best interests.	8th Floor South Quay Plaza 3 189 Marsh Wall London E14 9SH Tel: 020 7510 7000 http://www.cafcass.gov.uk
Children's Workforce Development Council (CWDC)	CWDC exists to improve the lives of children, young people, their families and carers by ensuring that all people working with them have the best possible training, qualifications, support and advice. It also helps children and young people's organisations and services to work together better so that the child is at the centre of all services.	2nd Floor City Exchange 11 Albion Street Leeds LS1 5ES Tel: 0113 244 6311 http://www.cwdcouncil.org.uk/
National College for School Leadership (NCSL)	The NCSL provides learning and development for school and college leaders, head teachers, principals and other senior managers.	Triumph Road Nottingham NG8 1DH Tel: 0870 001 1155 http://www.ncsl.org.uk
Partnership for Schools (Pfs)	Partnership for Schools (Pfs) is responsible for delivering the Government's secondary school renewal programme, Building Schools for the Future.	Fifth Floor 8-10 Great George Street London SW1P 3AE Tel: 020 7273 0001 http://www.p4s.org.uk/

Name		Contact
Qualifications and Curriculum Authority (QCA)	The QCA maintains and develops the national curriculum and associated assessments, tests and examinations; and accredits and monitors qualifications in colleges and at work.	83 Piccadilly London W1J 8QA Tel: 020 7509 5555 http://www.qca.org.uk
School Food Trust (SFT)	The SFT is charged to transform school food and food skills, promote the education and health of children and young people and improve the quality of food in schools.	N904 Moorfoot Sheffield S1 4PQ Tel: 0844 800 9048 http://www.schoolfoodtrust.org.uk
Training and Development Agency for Schools (TDA)	The TDA is responsible for the development of the whole school workforce, including teacher training and training for support staff.	151 Buckingham Palace Road London SW1W 9SZ Tel: 020 7023 8001 http://www.tda.gov.uk/

The Department is also responsible for three advisory non-departmental public bodies; the Independent Advisory Group on Teenage Pregnancy; School Teachers' Review Body; and Teachers' TV.

Annex M: Public Appointments to Non-Departmental Public Bodies¹ from 1 April 2008 to 31 March 2009

Name	Post	Remuneration	Term	M/F
British Educational Communications and Technology Agency				
Graham Badman*	Chair	£30,000	3 years	M
Lopa Patel	Board Member	Nil	3 years	F
John Roberts*	Board Member	Nil	3 years	M
John Newbiggen	Board Member	Nil	3 years	M
Children and Family Court Advisory and Support Service				
Ernie Finch	Board Member	£286.38 per day	3 years	M
Children's Workforce Development Council				
Michael Leadbetter	Chair	£35,000	3 years	M
Nigel Pursey	Board Member and Chair of Audit Committee	£12,240	3 years	M
Dorit Braun	Board Member	£7,650	3 years	F
Howard Cooper	Board Member	£7,650	3 years	M
Jane Held	Board Member	£7,650	3 years	F
Jon Richards	Board Member	£7,650	3 years	M
Jonathan Vickers	Board Member	£7,650	3 years	M
Independent Advisory Group on Teenage Pregnancy				
Lucy Russell	Board Member	£114 per day	2 years	F
National College for School Leadership				
Mary Richardson	Board Member	£300 per day	3 years	F
Diana Ross*	Board Member	£300 per day	3 years	F
Chris Baker	Board Member	£300 per day	3 years	M
Andrew Middleton	Board Member	£300 per day	3 years	M
Andy Buck	Board Member	£300 per day	3 years	M
Partnership for Schools				
Richard Baldwin*	Non exec Director	£20,000	3 years	M
Andy Buck	Non exec Director	£10,000	3 years	M
Christine Davies	Non exec Director	£10,000	3 years	F
Stella Earnshaw	Non exec Director	£10,000	3 years	F
Brian Rigby	Non exec Director	£10,000	3 years	M
Qualifications and Curriculum Authority				
Christopher Trinnick*	Chair	£80,000	3 years	M
Kathleen Tattershall	Board Member	£60,000	3 years	F
Rose Collinson*	Board Member	Nil	3 years	F
Maurice Smith*	Board Member	Nil	3 years	M
Scott Dobbie*	Board Member	Nil	3 years	M
School Food Trust				
Prue Leith	Chair	£15,606	3 years	F
Antony Byrne	Board Member	Nil	3 years	M
Jackie Schneider	Board Member	Nil	3 years	F
Feraidoun Fassih	Board Member	Nil	3 years	M
Peter Hargrave	Board Member	Nil	2 years	M
Ruth O'Donnell*	Board Member	Nil	2 years	F
Adam Starkey	Board Member	Nil	2 years	M
School Teachers Review Body				
Anne Wright	Chair	£350 per day	2.5 years	F
Stella Pantelides	Board Member	£300 per day	3 years	F
Peter Dolton	Board Member	£300 per day	3 years	M

Name	Post	Remuneration	Term	M/F
Teachers TV Board of Governors				
Adam Singer	Chair	£40,000	2 years	M
Charles Newstead	Board Member	£10,000	2 years	M
Janie Grace	Board Member	£10,000	2 years	F
Martin Blakstad	Board Member	£10,000	2 years	M
Sarah Thane	Board Member	£10,000	2 years	F
Training and Development Agency for Schools				
Brian Follett*	Chair	£46,732	3 years	M
Derrick Palmer	Board Member	£300 per day	3 years	M
Rekha Bakhoo	Board Member	£300 per day	3 years	F
Alan Wood	Board Member	£300 per day	3 years	M
John Atkins	Board Member	£300 per day	3 years	M
Richard Thomhill*	Board Member	£300 per day	3 years	M
Susan Trantor*	Board Member	£300 per day	3 years	F
Prof David Green*	Board Member	£300 per day	3 years	M
Dame Gillian Pugh*	Board Member	£300 per day	3 years	F

1. * Denotes reappointments.

Annex N: Maintained Schools, Academies and City Technology Colleges (CTCs): Full-time Equivalent Number of Pupils, Excluding Those Aged 16 And Over (000s)^{1,2,3,4,5,6}

At January in each academic year:	1996/97	1997/98	1998/99	1999/00	2000/01	2001/02	2002/03	2003/04	2004/05	2005/06	2006/07	2007/08	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17
	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected
Maintained Nursery and Primary Schools ⁷	4,301	4,329	4,329	4,306	4,279	4,240	4,191	4,138	4,093	4,043	4,004	3,983	3,974	3,997	4,045	4,118	4,209	4,313	4,407	4,482	4,547
Maintained Secondary Schools	2,743	2,765	2,814	2,869	2,914	2,944	2,978	2,988	2,968	2,954	2,909	2,843	2,773	2,695	2,588	2,509	2,437	2,381	2,364	2,374	2,412
Maintained Special Schools	85	86	85	86	85	84	83	80	78	78	77	77	76	76	77	77	77	77	78	78	79
Pupil Referral Units	7	7	8	13	14	15	17	20	22	23	24	25	25	26	26	26	26	25	25	25	25
Total Maintained Schools	7,137	7,187	7,235	7,273	7,292	7,282	7,268	7,226	7,162	7,098	7,014	6,927	6,849	6,793	6,735	6,729	6,749	6,797	6,874	6,959	7,063
Academies ⁸	.	.	.	.	.	.	3	9	13	22	37	66	107	163	243	292	332	343	351	354	355
CTCs	12	12	13	13	13	13	13	12	12	9	9	4	2	2	2	2	2	2	2	2	2
Total Maintained Schools, Academies and CTCs	7,149	7,200	7,248	7,286	7,305	7,295	7,284	7,248	7,188	7,130	7,060	6,998	6,958	6,959	6,980	7,023	7,084	7,142	7,227	7,315	7,421

Sources: School Census and DCSF pupil projections

1. Full-time equivalent numbers count each part time pupil as 0.5. Until 2001/02, part-time pupils could only be recorded at age four and under. From 2002/03, primary, all secondary and special schools may record part-time pupils of any age.
2. Figures are rounded to the nearest thousand. Rounding of components may cause discrepancies in totals.
3. Projections use the mid-2006 based Office for National Statistics population projections.
4. From 2002/03 onwards, the data includes dually registered pupils.
5. Excludes pupils aged 16 and over (age taken at start of the academic year). This is because the split of post 16 learners by route of learning is not yet available up to 2016/17.
6. Experience has shown that totals in maintained primary and secondary schools are usually within $\pm 0.2\%$ for the first projected year. There is less certainty in the longer term. Factors which contribute to differences between projections and outturn data include the underlying population trends, participation among those under compulsory school age, increasing number of academies (see note 8), and variations of proportions attending independent schools. Projections are increasing in uncertainty.
7. Projections allow for increase in take up of early years education towards universal provision.
8. The projected pupil numbers in Academies are subject to change due to the uncertainty of opening dates and capacity for some establishments.

Annex O: Progress towards the achievement of Spending Review 2004 PSA targets

These tables report final assessments, where available, for the Department for Children, Schools and Families (DCSF) Spending Review 2004 (SR04) Public Service Agreement (PSA) targets, including targets shared with the Department for Work and Pensions; the Department for Culture, Media and Sport; Department of Health; and the Home Office. Final assessments for several SR04 PSA targets were reported in the 2008 Autumn Performance Report.

Prior to the Machinery of Government changes in June 2007, the Department for Education and Skills was responsible for 14 SR04 PSA targets. Following the Machinery of Government changes in June 2007, DCSF took responsibility for twelve of these targets (1 to 12) which encompass 20 elements, all of which are reported on in detail throughout this annex. Targets 13 and 14 were transferred to the Department for Innovation, Universities and Skills (DIUS) as a result of these Machinery of Government changes and progress towards those targets is reported in the DIUS 2008 Departmental Report.

The objectives shown in this annex are those agreed at the 2004 Spending Review (2005-06 to 2007-08) and differ from those in the main report which reflect the new departmental strategic objectives agreed in the 2007 Comprehensive Spending Review (2008-09 to 2010-11).

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

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

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

For final assessments, the terms used are:

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

Spending Review 2004 (SR04) PSA targets

SR04 Objective I: Safeguard children and young people, improve their life outcomes and general well-being, and break cycles of deprivation

LATEST ASSESSMENT	
Final assessments were reported in the <i>2008 Autumn Performance Report</i>	<p>1. Improve children’s communication and social and emotional development so that by 2008, 53% of children reach a good level of development at the end of the Foundation Stage (Element 1); and reduce inequalities between the level of development achieved by children in the 30% most disadvantaged Super Output Areas and the rest of England by four percentage points from 16% to 12%. (Element 2)</p> <p><i>(Joint with Department for Work and Pensions)</i></p> <p><i>Both elements of this target needed to be met individually for the whole target to be met.</i></p>

LATEST ASSESSMENT	
Final assessments were reported in the <i>2008 Autumn Performance Report</i>	<p>2. As a contribution to reducing the proportion of children living in households where no-one is working, by 2008:</p> <ul style="list-style-type: none"> ● increase the stock of Ofsted-registered childcare by 10%; (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) <p><i>(Joint with Department for Work and Pensions)</i></p> <p><i>All three elements of this target needed to be met individually for the whole target to be met. If one or more elements of this target are not met, the target will be deemed to be partly met.</i></p>

LATEST ASSESSMENT	
See Chapter 6 for latest assessment	<p>3. Reduce the under-18 conception rate by 50% by 2010 as part of a broader strategy to improve sexual health.</p> <p><i>(Joint with the Department of Health)</i></p>
<p>This target has been rolled forward as a National target and an indicator underpinning PSA 14: Increase the number of children and young people on the path to success.</p>	

LATEST ASSESSMENT	
See Chapter 1 for latest assessment	<p>4. Halt the year-on-year rise in obesity among children under 11 by 2010 in the context of a broader strategy to tackle obesity in the population as a whole.</p> <p><i>(Joint with the Department of Health and the Department for Culture, Media and Sport)</i></p>
<p>This target has been rolled forward as a National target and an indicator underpinning PSA 12: Improve the health and wellbeing of children and young people.</p>	

LATEST ASSESSMENT	
Final assessments were reported in the <i>2008 Autumn Performance Report</i>	5. Narrow the gap in educational achievement between looked after children and that of their peer; (Element 1) and improve their educational support and the stability of their lives so that by 2008, 80% of children under 16 who have been looked after for 2.5 or more years will have been living in the same placement for at least 2 years, or are placed for adoption. (Element 2)

SR04 Objective II: Raise standards and tackle the attainment gap in schools

LATEST ASSESSMENT	
<p>Element 1: A final assessment was reported in the <i>2008 Autumn Performance Report</i></p> <p>Element 2: Met (final assessment)</p> <p>Whole target: Partly met (final assessment)</p>	<p>6. Raise standards in English and mathematics so that:</p> <ul style="list-style-type: none"> ● by 2006, 85% of 11-year-olds achieve level 4 or above, with this level of performance sustained to 2008; (Element 1) and ● by 2008, the proportion of schools in which fewer than 65% of pupils achieve level 4 or above is reduced by 40%. (Element 2)
<p>Element 2:</p> <p>Baseline: 2,849 schools below target in English in 2002/03, and 3,570 schools below target in mathematics in 2002/03.</p> <p>2008 target: 1,709 schools below target in English and 2,142 schools in mathematics, representing a 40% reduction from the 2002/03 baseline.</p>	
<p>Latest outturn against trend: 1,193 schools below target in English and 1,648 schools below target in mathematics in 2007/08.</p>	

Performance:

Element 2: In 2007/08 the number of primary schools where fewer than 65 per cent of 11-year-olds achieved the level expected for their age in English and mathematics has fallen to its lowest level with 1,193 below target in English and 1,648 below target in mathematics, representing falls of 58% and 54% respectively from the target's 2002/03 baseline. This element of the target has therefore been met.

Table 6.1: Attainment of 11-year-olds: Progress towards 40% reduction from 2002/03 baseline (2002/03 to 2007/08)

Year	Number of schools below target in English	Change since 2002/03 baseline	Number of schools below target in mathematics	Change since 2002/03 baseline
2002/03	2,849		3,570	
2003/04	2,232	-617 (-22%)	3,108	-462 (-13%)
2004/05	1,870	-979 (-34%)	2,797	-773 (-22%)
2005/06	1,785	-1,064 (-37%)	2,555	-1,015 (-28%)
2006/07	1,484	-1,365 (-48%)	2,026	-1,544 (-43%)
2007/08	1,193	-1,656 (-58%)	1,648	-1,922 (-54%)
2007/08 target	1,709	(-40%)	2,142	(-40%)

Source: School Achievement and Attainment Tables.

LATEST ASSESSMENT

Element 1:
A final assessment was reported in the *2008 Autumn Performance Report*

Element 2:
Not met (final assessment)

Whole target:
Not met (final assessment)

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

- by 2007, 85% of 14-year-olds achieve level 5 or above in English, mathematics and ICT (80% in science) nationally, with this level of performance sustained to 2008; (Element 1) and
- by 2008, in all schools at least 50% of pupils achieve level 5 or above in English, mathematics and science. (Element 2)

Element 2:

Baseline: 589 schools below target in 2002/03.

2008 target: No schools below target.

Latest outturn against trend: 279 schools below target in 2006/07.

Performance:

Element 2: In 2006/07, 279 (9%) of schools failed to reach the floor target in English, mathematics and science, a reduction of 310 schools from the targets 2002/03 baseline.

The number of schools where less than 50% of pupils achieved Level 5 or above in each subject for each year from 2002/03 is shown in the table below.

Table 7.1: Attainment of 14-year-olds: Progress towards 50% floor target (2002/03 to 2006/07)

Year	Number of schools below 50% floor target in English, mathematics and science	Change since 2002/03 baseline (number and %)
2002/03	589	
2003/04	598	+9 (+2%)
2004/05	410	-179 (-30%)
2005/06	320	-269 (-46%)
2006/07	279	-310 (-53%)

Source: *School Achievement and Attainment Tables*.

**LATEST
ASSESSMENT**

Met (final assessment) 8. Improve levels of school attendance so that by 2008, school absence is reduced by 8% compared to 2003.

Baseline: 6.98% in 2002/03.

2008 target: 6.42% representing an 8% reduction from the 2002/03 baseline.

Latest outturn against trend: 6.29% in 2007/08.

Performance:

The percentages of half days missed due to absence in primary, secondary and special schools in England for 2007/08, reported via the School Census, are:

Authorised Absence: 5.28%

Unauthorised Absence: 1.01%

Overall Absence: 6.29%

The target was to reduce overall absence by 8% from the 2002/03 level, to 6.42% in 2007/08. The actual reduction achieved is 9.9%.

The rate of overall absence in primary schools was 5.26% (compared with 5.18% in 2006/07). The rate for all secondary schools was 7.36% (7.87% in 2006/07). The rate for special schools was 10.57% (10.62% in 2006/07).

This target ended in 2008 and a new indicator on the Number of persistent absentee pupils in secondary schools' underpins Departmental Strategic Objective 4: Close the gap in educational achievement for children from disadvantaged backgrounds (see Chapter 4).

LATEST ASSESSMENT	
A final assessment was reported in the <i>2008 Autumn Performance Report</i>	9. Enhance the take-up of sporting opportunities by 5- to 16-year-olds so that the percentage of school children in England who spend a minimum of two hours each week on high quality PE and sport within and beyond the curriculum increases from 25% in 2002 to 75% by 2006 and to 85% by 2008, and to at least 75% in each School Sport Partnership by 2008. <i>(Joint with the Department for Culture, Media and Sport)</i>

LATEST ASSESSMENT	
Element 1: A final assessment was reported in the <i>2008 Autumn Performance Report</i> Element 2: Not Met (final assessment) Whole target: Partly met (final assessment)	10. By 2008, 60% of those aged 16 to achieve the equivalent of 5 GCSEs at grades A*-C (Element 1) and in all schools at least 20% of pupils to achieve this standard by 2004, rising to 25% by 2006 and 30% by 2008. (Element 2)
Element 2: Baselines: 186 schools below the target of 25% of pupils achieving the equivalent of five GCSEs at grades A*-C in 2003/04, 343 schools below the target of 30% of pupils achieving the equivalent of five GCSEs at grades A*-C in 2003/04. Target: In all schools, 20% of pupils to achieve five GCSEs at grades A*-C by 2004, rising to 25% by 2006 and 30% by 2008.	
Latest outturn against trend: 12 schools below the target of 25% of pupils achieving the equivalent of five GCSEs at grades A*-C in 2007/08 and 26 schools below the target of 30% of pupils achieving the equivalent of five GCSEs at grades A*-C in 2007/08.	

Performance:

Element 2: In 2007/08, the number of schools where less than 25% of pupils achieved five or more A*-C at GCSEs or equivalent was 12, five schools less than in 2006/07 and 174 schools less than the 2003/04 baseline.

The number of schools where less than 30% of pupils achieved five or more A*-C at GCSE or equivalent was 26, 38 schools less than in 2006/07 and 317 schools less than the 2003/04 baseline.

This target has not been met

Table 10.1: GCSE Examinations: Progress towards floor targets, 2003/04 to 2007/08

Year	Number of schools below 25% floor target	Change since baseline	Number of schools below 30% floor target	Change since baseline
2003/04	186		343	
2004/05	110	-76	230	-113
2005/06	47	-139	134	-209
2006/07	17	-169	64	-279
2007/08	12	-174	26	-317

Source: School Achievement and Attainment Tables.

LATEST ASSESSMENT

Element 1:
Met (final assessment)

Element 2:
Met (final assessment)

Whole target:
Met (final assessment)

11. Increase the proportion of 19-year-olds who achieve at least level 2 by 3 percentage points between 2004 and 2006, and a further 2 percentage points between 2006 and 2008, (Element 1) and increase the proportion of young people who achieve level 3. (Element 2)

Element 1:

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

2006 target: 69.3% of 19-year-olds achieving at least level 2 in 2006. (2004 baseline of 66.3% + three percentage points).

2008 target: 73.4% of 19-year-olds achieving at least level 2 in 2008. (2006 actual of 71.4% + two percentage points).

Latest outturn against trend: 76.7% of 19-year-olds achieved at least level 2 in 2008.

Performance:

Element 1: The 2006 target to increase the proportion of 19-year-olds who achieve at least level 2 by three percentage points between 2004 and 2006 was exceeded in 2006 with 71.4% of 19-year-olds qualified to at least level 2. The level 2 at 19 target level of 73.4% of 19-year-olds qualified to at least level 2 was met a cohort early in 2007 with 73.9% of 19-year-olds qualified to at least level 2 and in 2008, 76.7% of 19-year-olds were qualified to at least level 2 and this element has been met. Compared with 2004, 87,000 more 19-year-olds now achieve a level 2 and the proportion of 19-year-olds getting a Level 2 qualification has increased by 10.4 percentage points.

Table 11.1: Attainment of level 2 at 19 in England (2004 to 2008)

Year	Level 2 at 19 Percentage	Percentage change since 2004 baseline
2004	66.3	
2005	69.2	+2.9
2006	71.4	+5.0
2007	74.0	+7.7
2008	76.7	+10.4

Both elements of this target ended in 2008 and a 2007 Comprehensive Spending Review indicator on the Proportion of young people achieving Level 2 at age 19 and the Proportion of young people achieving Level 3 at age 19 underpin PSA 10: Raise the educational achievement of all children and young people.

Element 2:

Baseline: 42% of young people achieved level 3 in 2004.

2008 target: An increase from the 2004 baseline.

Latest outturn against trend: 49.8% of young people achieved level 3 in 2008.

Performance:

Element 2: Level 3 attainment by young people has increased by 7.8 percentage points since 2004 and this element has been met. Compared with 2004, 64,000 more 19-year-olds now achieve a level 3.

Table 11.2: Attainment of level 3 at 19 in England (2004 to 2008)

Year	Level 3 at 19 Percentage	Percentage change since 2004 baseline
2004	42.0	
2005	45.4	+3.4
2006	46.7	+4.7
2007	48.1	+6.1
2008	49.8	+7.8

LATEST ASSESSMENT	
See Chapter 6 for latest assessment.	12. Reduce the proportion of young people not in education, employment or training by 2 percentage points by 2010.
This target has been rolled forward as a National target and an indicator underpinning PSA 14: Increase the number of children and young people on the path to success.	

Glossary

4Children	A national charity which campaigns and offers advice on the delivery of children's services, particularly childcare and study support for school age children.
11 Million	Formerly the Office for the Children's Commissioner. Supports the Children's Commissioner, the independent voice for children and young people.
Administration costs	The day-to-day costs incurred in administering the Department's business.
Aggregate External Finance (AEF)	The total amount of money given by central government to local government. It consists of the revenue support grant (RSG), ringfenced money and business rates. Councils raise money on top of this amount through council tax.
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 Stages 2, 3 and GCSE at school level.
Annually Managed Expenditure (AME)	The element of public expenditure for which multi-year spending limits are not appropriate, and which is instead subject to annual review.
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.
Bill	A draft Act of Parliament, presented to either the House of Commons or the House of Lords, to vote on. If successful, the Bill becomes an Act following Royal Assent.
Building Schools for the Future	A programme of investment in rebuilding or renewing every secondary school in England.
Capital Modernisation Fund	A fund administered by the Treasury from which departments can bid for money to support capital projects aimed at improving the quality of public service delivery.
Dedicated Schools Grant	The ring-fenced grant from the Department for Education and Skills to local authorities covering funding delegated to schools, and other provision for pupils such as Pupil Referral Units and early years education in private, voluntary and independent settings.

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 Expenditure Limits (DEL)	Expenditure which departments can control overall, though some elements may be demand-led.
Departmental Strategic Objectives (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 Government's new single framework for learning, development and care for children under five, operational from September 2008.
End Year Flexibility	A mechanism to allow unspent provision in the departmental expenditure limit (DEL) in one year to be carried forward to the next, subject to agreement from HM Treasury.
Every Child Matters	Every Child Matters is a set of reforms – supported by the <i>Children Act 2004</i> – 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 School	A school open to pupils, families and the wider community throughout the school day and beyond it, at weekends and during school holidays. The services offered include study support, childcare, IT, recreational facilities and adult learning.
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).
Green Paper	A preliminary report of Government proposals that is published in order to stimulate discussion.
Gross Domestic Product (GDP)	A measure of the economic activity taking place in the UK economic territory. Measured by National Statistics, GDP is equivalent to the value added to the economy by this activity.
Invest to Save	A special fund set up by the Treasury to support projects that promote joined up government.

Key Stage	<p>A description and measurement of pupil's progress through school:</p> <p>Key Stage 1: pupils aged 5 to 7 – year groups 1 and 2</p> <p>Key Stage 2: pupils aged 7 to 11 – year groups 3 to 6</p> <p>Key Stage 3: pupils aged 11 to 14 – year groups 7 to 9</p> <p>Key Stage 4: pupils aged 14 to 16 – year groups 10 and 11</p>
Local Area Agreements (LAAs)	<p>Local Area Agreements are three year agreements between central government and local authorities and their partners. They are the main delivery contracts with authorities, as announced in the 2006 Local Government White Paper.</p>
National Curriculum	<p>The basic framework setting out what children aged three to 16 in government funded early education settings and state schools should learn.</p>
National Indicator Set	<p>The Local Government White Paper <i>Strong and Prosperous Communities</i>, committed to introducing a set of streamlined indicators that would reflect national priority outcomes for local authorities working alone or in partnership. A single set of 198 national indicators was announced as part of the Comprehensive Spending Review 2007.</p>
National Strategies	<p>National Strategies 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.</p>
Near cash	<p>Expenditure on services and non-durable goods (which are used up within the year they start to be used). Anything which is not near-cash is non-cash.</p>
Non-Departmental Public Bodies (NDPBs)	<p>A body which has a role in the processes of government but is not a government department or part of one. NDPBs accordingly operate at arm's length from government. They include:</p> <ul style="list-style-type: none"> ● Executive non-departmental public bodies which carry out operational and regulatory functions, scientific or commercial activities, for example, Investors in People UK. ● Advisory non-departmental public bodies which advise the Department on a specific issue, for example, the Independent Advisory Group on Teenage Pregnancy. ● Bodies which have a judicial or quasi-judicial functions, for example, the Special Educational Needs and Disability Tribunal.
Outturn	<p>Annual cash expenditure.</p>
Personalised learning	<p>An approach to teaching and learning which advocates customising each child's learning, based on an assessment of their needs.</p>
Private Finance Initiative (PFI)	<p>An initiative to attract private sector funding for major public sector projects.</p>

Programme costs	Ongoing costs relating to a distinct and definable outward facing policy activity or area, for which its resource and capital departmental expenditure limit budgets have been set within departmental spending plans.
Public-Private Partnership (PPP)	The introduction of private sector funding and expertise into the provision of public services in order to achieve best value for money for taxpayers.
Public Service Agreements (PSAs)	The Government's suite of Spending Review 2004 PSA targets set out what each department will deliver in the form of measurable targets over the spending review period, in return for its agreed spending. The 2007 Comprehensive Spending Review announced new PSAs which set out the key priority outcomes the Government wants to achieve in the next spending period (2008-2011). Each PSA is underpinned by a single Delivery Agreement shared across all contributing departments and developed in consultation with delivery partners and frontline workers.
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.
Resource Accounting and Budgeting (RAB)	Introduces generally accepted accounting practice into government accounting. The main changes being the adoption of accruals accounting for all departmental expenditure and the inclusion of depreciation and cost of capital charges in departmental budgets.
Setting	A place where educational or early years services are provided.
Special Educational Needs (SEN)	A child is defined as having special educational needs if he or she has a learning difficulty that needs special teaching. A learning difficulty means that the child has a significantly greater difficulty in learning than most children of the same age.
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 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.

Technical Notes (TN)	Technical Notes set out exactly how a target will be measured. The existence of these notes helps stakeholders to be clear about exactly what the target is, and provides assurance that performance will be objectively assessed.
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 safeguarding taxpayer's money.
Vote	The amount of money approved by Parliament to cover departmental expenditure.
White Paper	A paper produced by the Government setting out details of future policy on a particular subject. It will often be the basis for a Bill to be put before Parliament.

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