

Contribution of Schools to Every Child Matters Outcomes:

Evidence to Support Education Productivity Measures

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department for
children, schools and families

CONTRIBUTION OF SCHOOLS TO EVERY CHILD MATTERS OUTCOMES:

EVIDENCE TO SUPPORT EDUCATION PRODUCTIVITY MEASURES

This article is published alongside the second Education Productivity Article published by the Office of National Statistics. It builds on the triangulation chapter 6 within that article providing greater detail and context to the supporting data. The ONS article can be found here <http://www.statistics.gov.uk/about/data/methodology/specific/PublicSector/output/education.asp>.

Introduction

The purpose of the triangulation of output measures which are potentially suitable for National Accounts purposes, with a broader range of data may be summarised thus:

- (i) to help corroborate the productivity story. Does additional evidence support the pattern of productivity change through time implied by the series for education output and input?
- (ii) to help users place the calculated productivity figures in a broader context.

The *Atkinson Review* regarded data on the quality of teaching and on class size as useful for triangulation, rather than for direct inclusion in the National Accounts measure (AR recommendation 9.3). Other possible types of evidence which might be brought to bear include public satisfaction surveys, achievement against PSA targets and measured efficiency improvements.

The paper is, by contrast, structured around the Every Child Matters outcomes. It uses these outcomes as a framework to examine a wide range of evidence on the current state of the education system. Information on class sizes and teaching quality is included in the range of indicators, as before.

Summary

- Attainment in all the Key Stages has risen in recent years.
- Pupil absenteeism has fallen
- Class sizes have declined slightly and are now stable
- Childhood obesity has increased
- Participation in school sports has increased
- Behaviour has improved
- Attainment at age 19 has increased
- There has been a rise in the number of 16-18 year olds not in education, employment or training.

Productivity measure

Details of the current productivity measure can be seen in the Education Productivity article at <http://www.statistics.gov.uk/about/data/methodology/specific/PublicSector/output/education.asp>.

Productivity of publicly funded education is estimated by dividing annual figures for output from education (taking account of quality) by inputs to education (after making an allowance for pay and price increases).

The output from education is a combination of a quantity measure of pupil attendance at government maintained schools, with an adjustment for changes in the quality of education. The quality of education is estimated by the change in average points score for GCSEs. There are plans in the future to extend this quality measure to include wider outcomes which may include some of those in this triangulation section.

The inputs to education are the labour, goods and services, and capital consumed adjusted for pay and price increases.

Every Child Matters outcomes

The Every Child Matters agenda focuses on five outcomes that are crucially important for children and young people:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The five outcomes are universal ambitions for every child and young person. They apply whatever the background or circumstances of the child and young person. Our goal is to give every child the best start in life so they realise their potential because this is crucial to every child's life chances and to society's well-being.

Every Child Matters is a set of reforms – supported by the Children Act 2004 – designed to enable local communities, schools and services to work together to improve the lives of all 0 to 19 year olds. Central Government provides support for the programme through leadership, performance measurement and resources.

In the context of productivity measurement there are two important principles to bear in mind:

- (i) the outcomes are linked and are mutually reinforcing. In particular the goal of raising attainment – the principle way in which output is measured in National Accounts terms at present – is not separate

from the ECM outcomes. It is both contained within them (as a part of “enjoy and achieve”) and supported and driven by all the other ECM outcomes. Children and young people learn best and thrive when they are healthy, safe and engaged. In addition, attainment itself promotes the achievement of the other outcomes - evidence shows that educational achievement is a very effective route out of poverty.

- (ii) given the inter-dependencies set out above, it is difficult to disentangle exact lines of causality between the actions of the various sectors that contribute to child welfare and the range of outcomes produced across the ECM framework. The mutually reinforcing nature of the ECM agenda means that many of the inputs are contributing to many different outcomes. One implication is that the organisations involved with providing services to children - from hospitals and schools, to police and voluntary groups – must link 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.

ECM interventions

ECM has put in place a substantial framework to ensure the successful implementation of the ECM agenda.

The creation of Directors of Children’s Services (DCS) and a Lead Member (LM) establishes clear lines of accountability for local authority children’s services. The DCS is responsible for overseeing inter-agency cooperation, publishing the Children and Young Peoples Plan, the delivery of Local Authority education and social services functions for children. The LM has political accountability for the effectiveness of all Local Authority children’s services and through engagement with partners.

Children’s Trusts have been set up to provide local area partnership arrangements to bring together key agencies which deliver services for children, young people and families. They represent a new way of working which puts the child at the centre of planning and delivering services.

Schools have a leading role to play in implementing the ECM agenda. However, they do not have full control of every outcome. Many of the ECM outcomes and the indicators associated with them are not the sole responsibility of schools, nor could schools be expected to have a large impact upon them. For example in many cases, the school can perform an enabling role in helping children and young people to achieve well-being. Be that as it may, there will be many external factors in the lives of children and young people that may militate against the effectiveness of the leverage of schools in promoting the ECM outcomes.

There are other areas of government activity which also have an impact on

the ECM outcomes. One such area is Children's Social Care which is measured separately in the National Accounts. Others include healthcare, and culture, media and sport. In addition there are many wider social and cultural influences on ECM outcomes.

In order to quantify the impact that schools have on ECM outcomes, we would ideally be able to examine what would have happened in the absence of a contribution from schools. However, such a counterfactual cannot be measured and it is therefore very difficult to quantify the impact that schools have on different outcomes.

Extended schools

Extended schools are a key way for schools to deliver on ECM through providing access to a core offer of extended services by offering a varied range of activities including study support activities for primary and secondary schools; childcare 8am-6pm, all year round for primary schools; parenting and family support; swift and easy referral to specialist services such as speech therapy; community use of facilities including adult and family learning and ICT. Extended services can have significant positive effects on children, adults and families including benefits for schools in terms of improvements on performance measures such as pupil attainment and exclusion rates. They can enhance self-confidence, improve relationships, raise aspirations and lead to better attitudes to learning.

The policy on extended schools (that open for longer hours and offer a range of services for children of different ages) focuses on the delivery of a range of services and experiences for children that are not just concerned with exam results. Over 4,700 schools are providing access to the core offer of extended services and over 11,900 schools are working towards this. A 2005 baseline survey showed that 87 per cent of primary schools and 95 per cent of secondary schools are providing some after school activities or childcare.

An evaluation of full service extended schools, published on 19 September 2006, shows that extended services can have significant positive effects on children, adults and families including benefits for schools in terms of improvements on core performance measures such as pupil attainment and exclusion rates in addition to the wider outcomes. This builds on an earlier evaluation by Ofsted (July 2006) which suggests that extended services are helping to enhance self-confidence, improve relationships, raise aspirations and lead to better attitudes to learning.

Evidence of progress made against ECM outcomes

1. Enjoy and Achieve

This section reviews progress in attainment at Key Stages 1 to 3, and examines other factors leading to improved school outcomes, such as

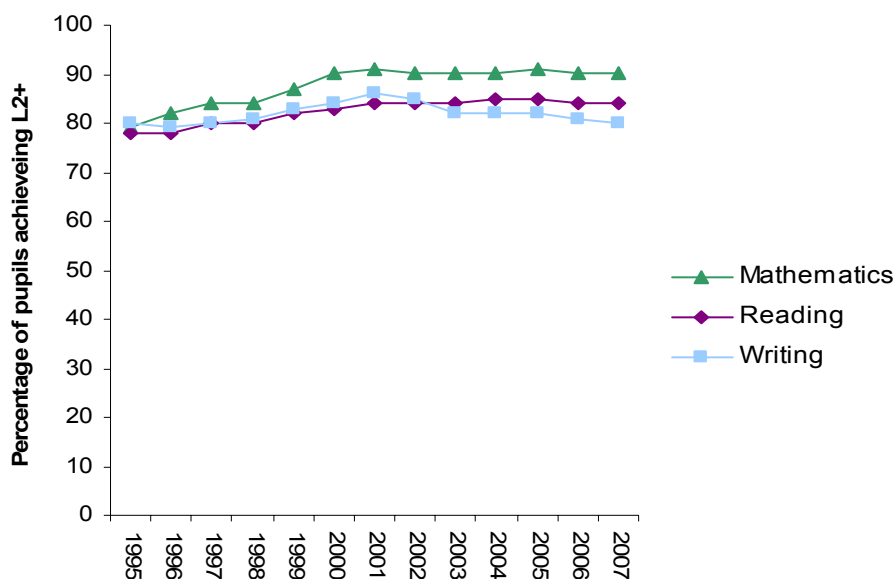
workforce reform, teaching quality and reduced absenteeism. Note that Key Stage 4 attainment is the central metric for measuring the output of the compulsory sector in the National Accounts, and is discussed fully in the productivity article. No mention is therefore made of it here.

Key Stage 1

The proportion of children reaching the expected level or above (level 2+) since 2000 has been high and relatively stable. In 2007 the proportions achieving this level in reading, writing and maths were 84, 80 and 90 per cent respectively.

Until 2003, KS1 scores were based on test data, just as for KS2. In 2004 some schools piloted teacher assessment of scores only, and in 2005 all schools moved onto a teacher assessment (TA) system.

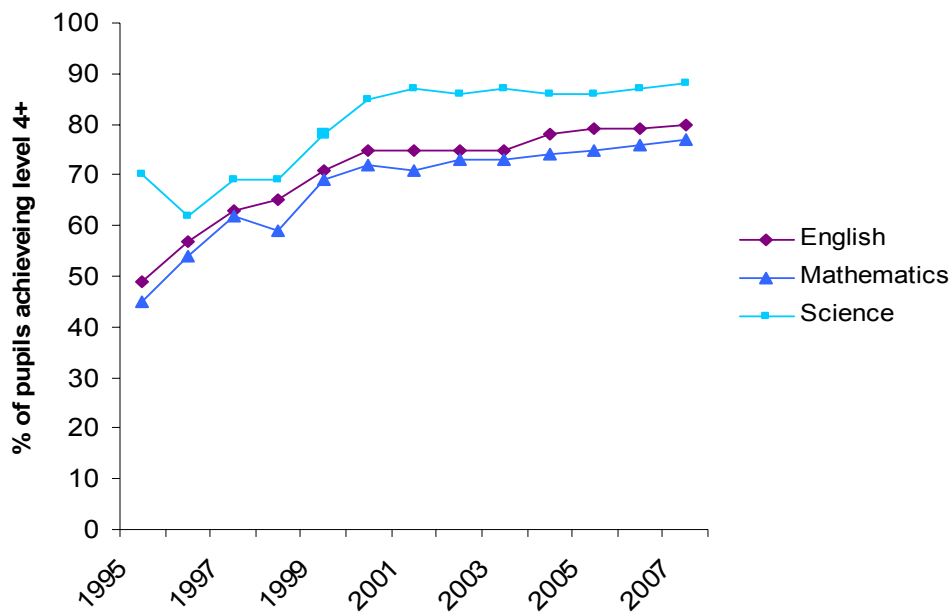
Achievements at Key Stage 1ⁱ



Key Stage 2

The provisional KS2 results for 2007 show that the proportion of pupils attaining level 4 or above (level 4 is the expected level for this age) has risen by one percentage point in English, Maths and Science since 2006. Attainment in all three subjects rose strongly from 1997 to 2000, but has since been much flatter.

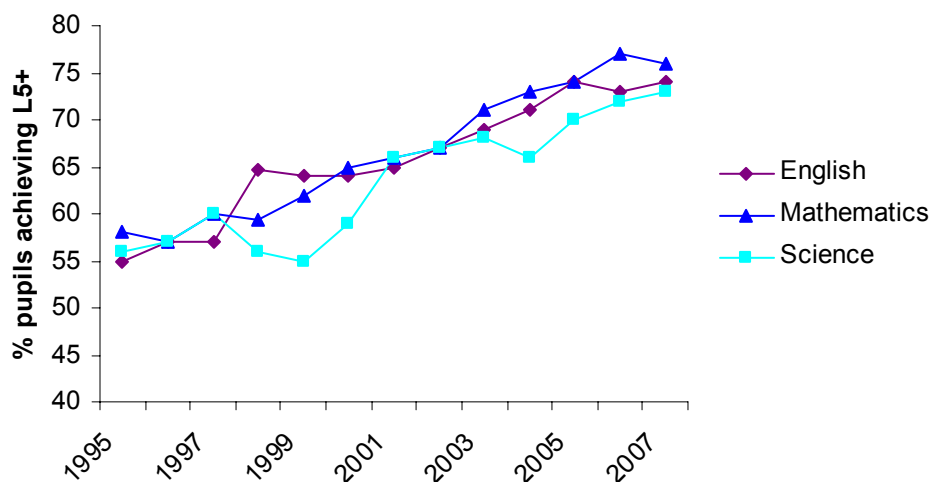
Achievements at Key Stage 2ⁱⁱ



The target for 2008 in English and Maths is for 85 per cent of pupils to have reached the expected level or above.

Key Stage 3

Achievements at Key Stage 3ⁱⁱⁱ



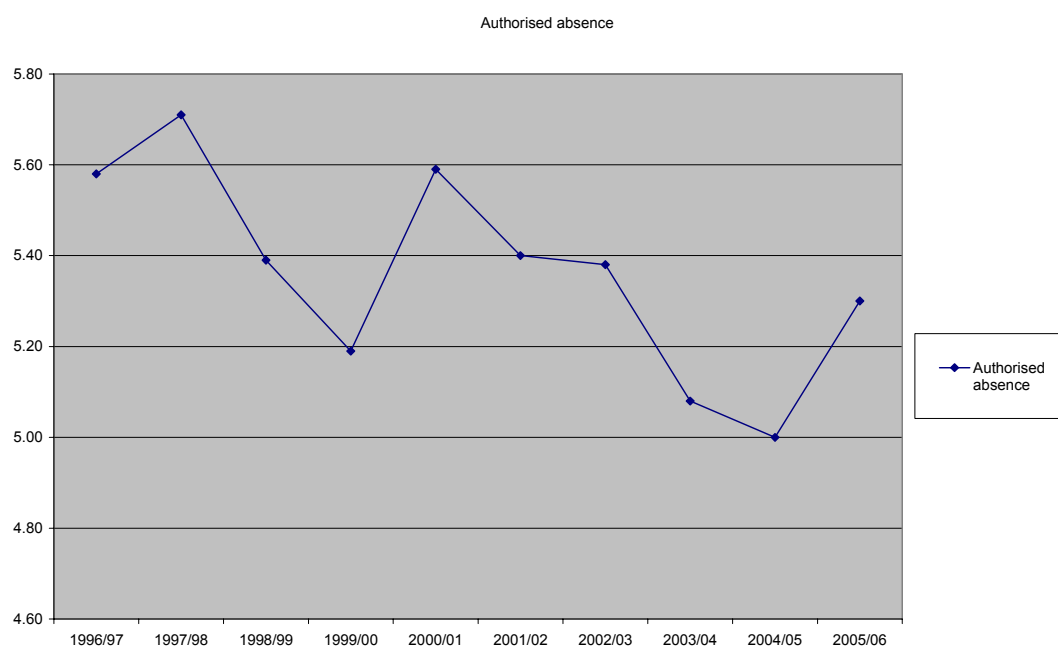
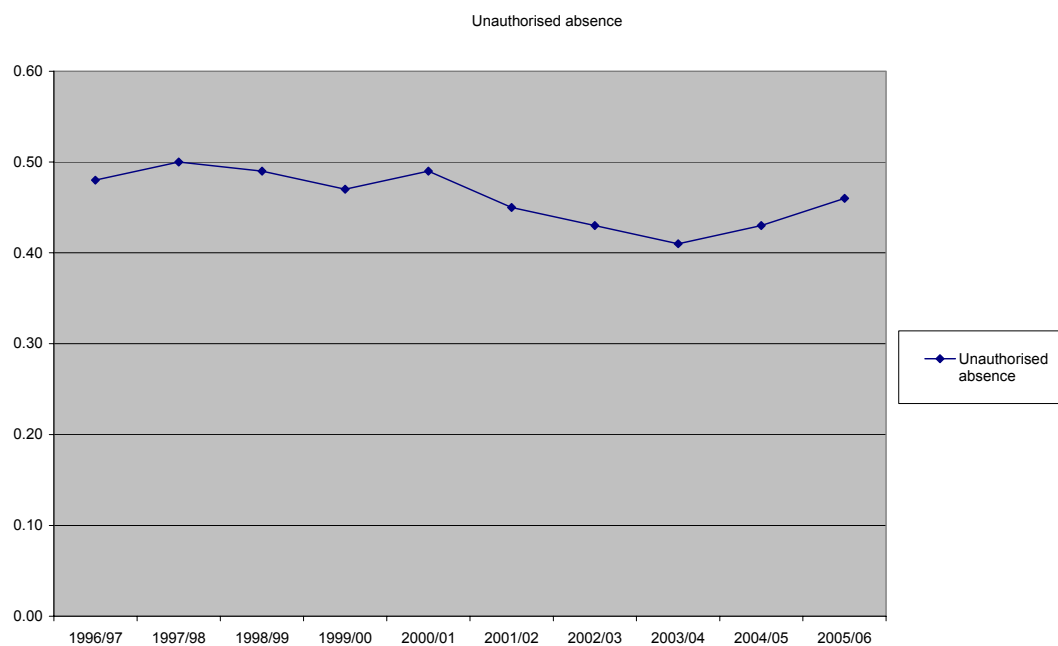
There has been a steady rise in the proportion of pupils reaching the expected level at Key Stage 3 in English, Maths, and Science. Yet it is still some way short of the levels laid out in the PSA targets: that by 2007, 85 per cent of 14 year olds achieve level 5 or above in English, Maths and ICT (80 per cent in Science).

Absenteeism

(i) Primary School absence

The long-run trend for both authorised and unauthorised absence has been downwards since 1997. Unauthorised absence has shown a downward trend since 1996/97 although it experienced a slight rise in 2005/6. Authorised absence, measured as the proportion of half-days missed, reduced from 5.6% in 1996/7 to 5.0% in 2004/5, although rising slightly to 5.3% in 2005/6.

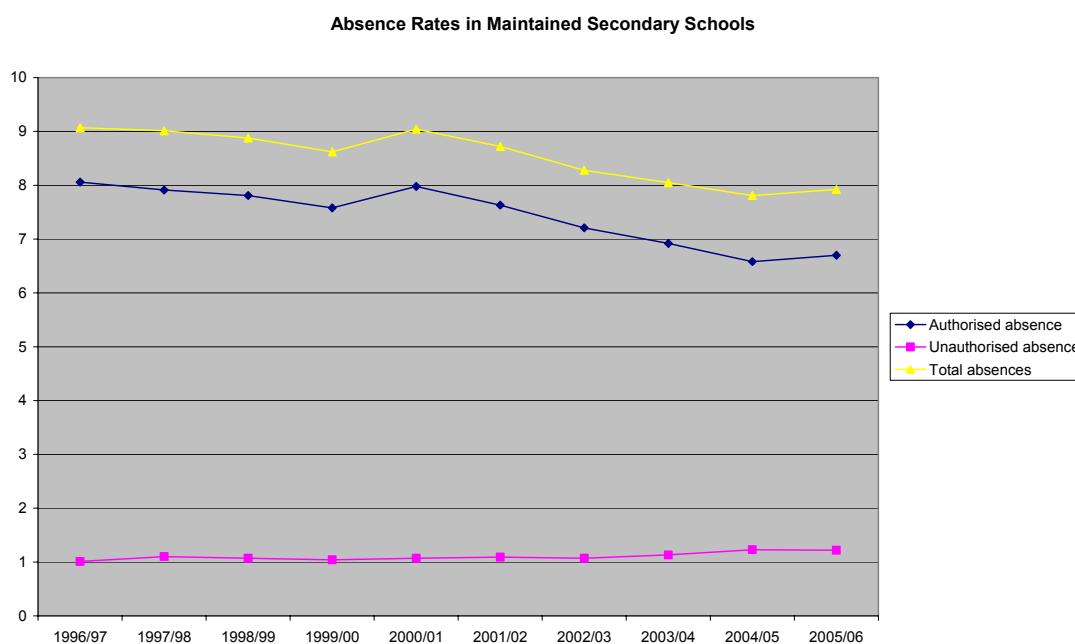
Half-days missed due to absence in maintained primary schools^{iv}



Research suggests that interventions may have an impact on non-attendance in primary school^v. Evaluation of the Primary Behaviour and Attendance Pilots pointed to significant reductions in unauthorised absence in some groups of schools.

(ii) Secondary School Absence

There has been a strong decline in the authorised and total absence rates in maintained secondary schools since 2000. The unauthorised absence has, however, shown a slight increase since 1997.



There is a strong positive link between non-attendance and all five of the *Every Child Matters* Outcomes:

Enjoy and Achieve – Controlling for pupil and school background characteristics (KS2, gender, secondary school characteristics, primary school characteristics) higher-than-average absence is associated with reduced attainment at GCSE. Unauthorised absence has a greater impact than authorised, and has more of an impact on boys than girls. There seems to be a critical threshold of 3-week's-worth of absence.

Making a Positive Contribution – Whilst truancy is not the only or even the most important risk factor in young people being involved in criminal activity, having played truant in the last month is statistically related to some forms of criminal behaviour, such as theft, being arrested and physical attack, once other background factors are controlled for^{vi}.

Being Healthy - There are strong correlations between truancy and smoking, drinking alcohol and illegal drug use^{vii}.

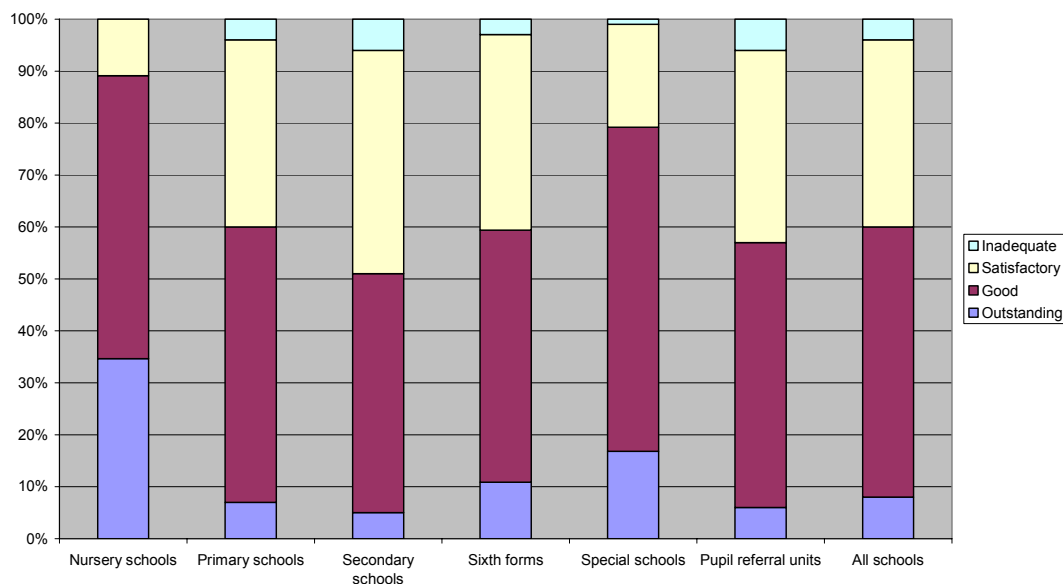
Staying Safe - Pupils who truant are also more likely to have been bullied and to be victims of crime (e.g. theft, physical attack and threatening behaviour) than non-truants^{viii}.

Ofsted Inspections

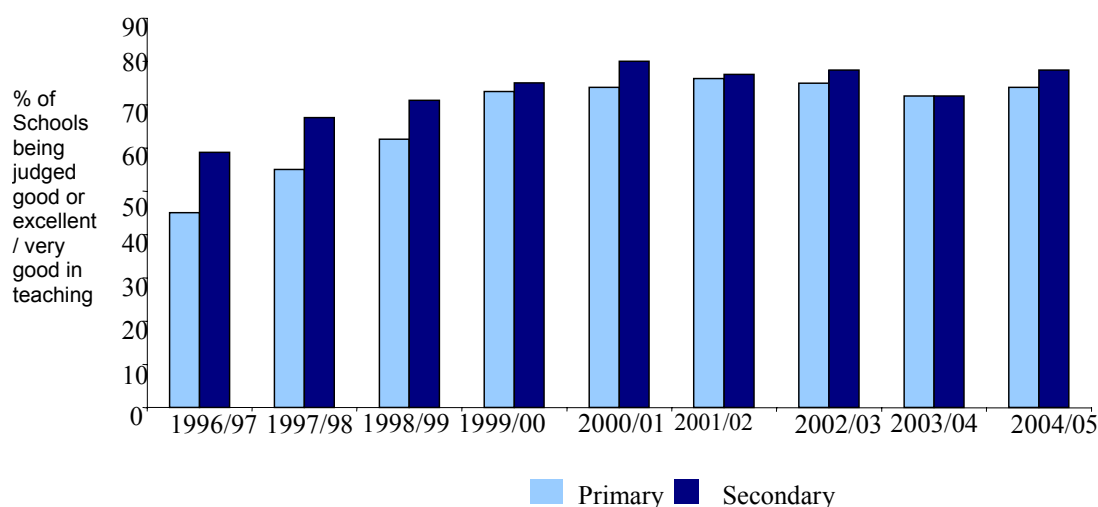
The inspections by Ofsted provide an important source of information on the overall effectiveness of the education system in England. Ofsted inspects all aspects of the education system in schools, and does not focus solely on GCSE and Key Stage test results. Ofsted inspect a large sample of schools in England each year and the published results are weighted so that they are representative of all schools. The trend in the assessment of schooling can be seen as an alternative source for examining the changes in the quality of teaching in Education. It therefore provides complementary evidence to exam and test results for the quality of output in the whole school system.

The results of the Ofsted inspections are published in the *Annual Report of Her Majesty's Chief Inspector of Schools 2005/06*. A new inspection framework was introduced in September 2005. Under the new arrangements schools are given only a few days' notice of their inspections, and there was greater targeting of underperforming schools.

The effectiveness of teaching and learning in schools inspected since September 2005



Standard of teaching according to Ofsted inspection results



Source: OFSTED

In both primary and secondary sectors, but particularly in primary, there is evidence of increasing standards of teaching in schools from 1996/97. Year-on year comparisons are affected by changes in the system used by Ofsted to rate schools, and in the inspection framework, but the data suggest that the rate of improvement slowed over time.

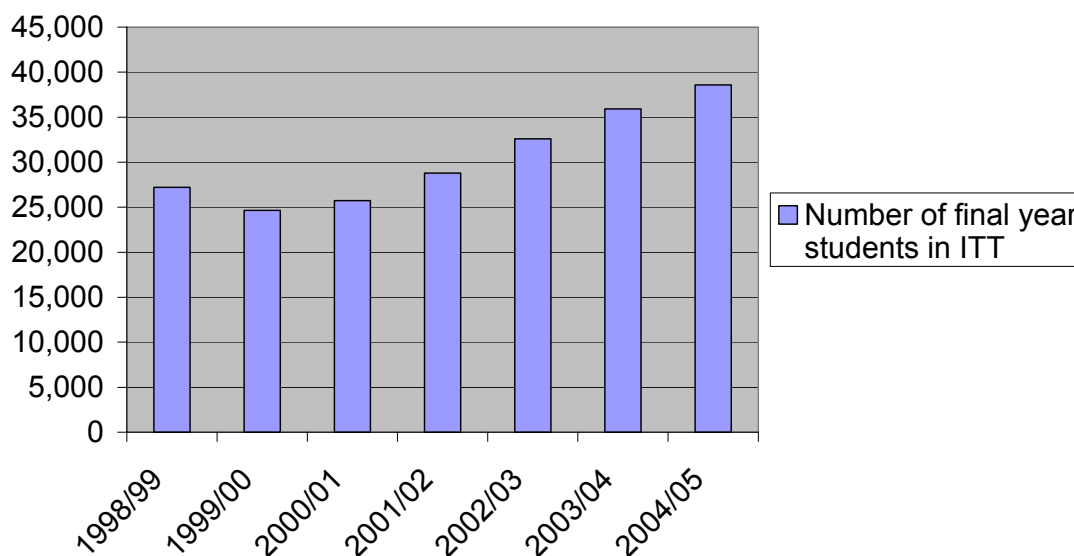
Workforce initiatives

High quality teaching can help to raise attainment for pupils. Sylva et al. (2006)^{ix} found significant associations between the quality of teaching and Key Stage 2 results. According to Ofsted (2006)^x the quality of teaching in schools has improved.

The quality of teacher training has also improved according to Ofsted. Ofsted (2006)^{xi} shows that the majority of primary and secondary Initial Teacher Training (ITT) courses are well designed and enable the great majority of trainees to meet the standards for Qualified Teacher Status (QTS) at a good level.

In recent years there has been an increase in the number of students completing Initial Teacher Training courses with a 41 per cent rise in the number of final year students in ITT between 1998/99 and 2004/05. It is also important to note that there has been a shift from undergraduate ITT to postgraduate ITT, with more students now undertaking the Postgraduate Certificate in Education (PGCE).

Number of final year students in ITT



School workforce reform has made an important contribution to improvements in school education. In January 2007 there were 434,900 full-time equivalent regular teachers in the maintained schools sector in England. This number represented an increase of 35,700 since 1997. The increase in support staff numbers has, however, been much larger.

The number of FTE support staff employed in maintained schools in England who provide additional learning resources within the classroom has almost doubled. In 2006 there were 287,500 full-time equivalent school support staff employed in maintained schools in England. This represents a rise of 154,000 since 1997. Underlying that, the numbers of teaching assistants have risen to 153,100, an increase of 92,500 since 1997. An Ofsted report in 2002 on teaching assistants in primary schools confirmed that they bring considerable benefits in the classroom.

Class size

The evidence about the impact of class size on attainment is mixed. Class size has been found to have an impact on progress in both literacy and mathematics, in reception classes, with smaller classes making more progress than larger ones (Blatchford et al., 2002)^{xii} Research in secondary schools is limited, but available evidence suggests that class size is not a direct, significant factor in attainment (Wilson, 2001)^{xiii}.

Schools in recent years have also taken on a greater number of classroom support staff, increasing the adult/pupil ratio. Support staff can directly help pupil learning and can also take some of the administration work load from teachers to increase teachers' time with pupils.

As a result of these changes we observe that class sizes have reduced

slightly over recent years. Infant school (for five, six and seven year olds) class sizes have already been reduced to a statutory maximum of 30 from September 2001 as part of the drive to raise standards in schools in England. The January 2006 class size figures show that over 98% of infants are in classes of 30 or fewer, in 1998 this figure was 78%.

The average class size in both primary and secondary schools increased from 1995 to 2000 but has reduced since 2000. The average size of a primary school class in England, taught by one teacher, increased from 27 pupils in 1994 to 28 pupils in 1998. Since 1998 it has fallen steadily to 26 pupils in 2007. The average size of a secondary school class taught by one teacher has remained steady at 21 pupils over the period.

2. Be Healthy

Being healthy helps to reinforce all the other outcomes of the ECM agenda.

a) Physical Health

Healthy Eating

Research by the Wider Benefits of Learning Centre shows that diet can impact on attainment at school^{xiv}.

Despite greater engagement in school sport, evidence suggests that the prevalence of child obesity has risen since the late 1990s^{xv}:

- 27.7% of children aged 2-10 were overweight in 2003, up from 22.7% in 1995; and
- Of these, 13.7% were obese, up from 9.9%.

Although schools can provide education on healthy eating and promote sport, it may be difficult for them to fully neutralise wider societal factors. However, even if schools find it very hard to overcome wider societal forces so as to reverse the rising trend in obesity, they can have a beneficial impact in other ways through their influence on what children eat.

There has been a major drive by the DCSF to increase healthy eating in schools. A small-scale survey by Ofsted, *Healthy eating in schools*, found that in a minority of schools there was slow improvement in the standard of meals provided. In the schools visited improvement was more rapid in primary than in secondary schools^{xvi}. The DCSF has implemented interim food-based standards for school lunches since September 2006. This represents part of a wider programme by the DCSF to raise the quality of food in schools, which includes the establishment of the School Food Trust in 2005 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.

Results from the Department of Health's "Food in Schools Pilot" found that children had improved attendance, attention, behaviour and levels of concentration as a result of healthier foods being provided in the morning. In addition, it has been suggested that this provision can also contribute to improved academic performance. It was demonstrated that a school community working together could provide food and drink in tuck shops and vending machines that was healthier, popular with pupils and profitable for schools.

School Sports

Sport is important in enabling children to lead healthy lives. An interest in sport that is developed while at school can lead to health benefits that continue long after the pupil has finished school. It may also be seen to have an important role to play in helping children to enjoy their time at school.

The 2005/06 School Sport Survey found that 80% of pupils in School Sport Partnership schools participate in at least two hours of high quality PE and school sport in a typical week. This represents an increase compared to both 2003/04 and 2004/05.

Since the 2004/05 survey the most marked improvements have been across the primary phase of schooling (particularly in Years 1, 2, 3 and 4).

Across all year groups, pupils in all partnership schools spend an average of 111 minutes each week on curriculum PE. There has been a significant rise in the percentage of pupils receiving their two hours of high quality PE and school sport entirely within the curriculum. This has increased year on year from 44% in 2003/04, to 50% in 2004/05 and now 61% in 2005/06 – a rise of 17 percentage points on 2003/04.

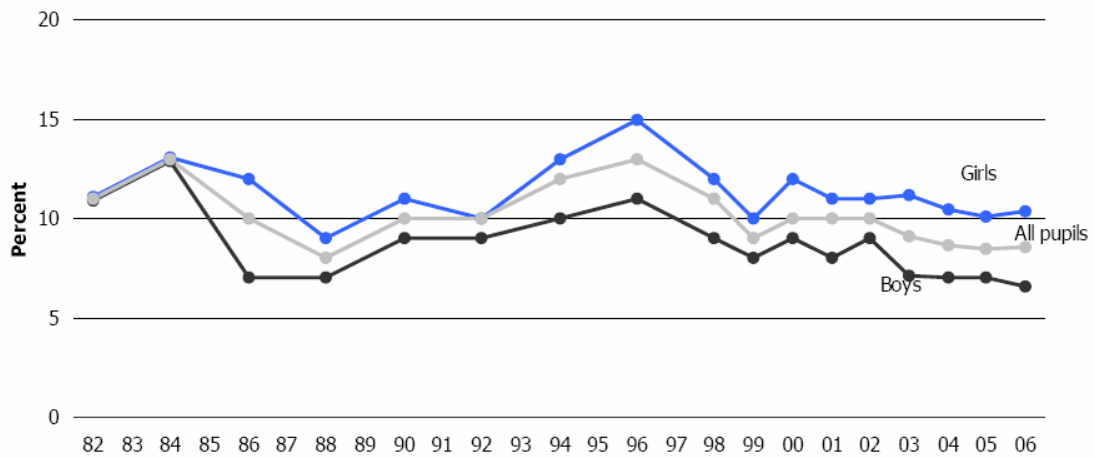
Competitive sport – such as football and athletics – remains popular with almost all schools offering them. For example 98% of schools offer football, 92% athletics, 89% cricket, 81% netball, 77% hockey, 77% rugby and 76% tennis.

A total of 37% of pupils from Years 4 – 11 were involved in inter-school competition during the academic year. This represents a 2 percentage point rise on 2004/05 (when 35% of pupils participated) and a 4 percentage point rise on 2003/04 (when 33% of pupils participated).

b) Drug and Alcohol Abuse

The Department of Health - Report on Smoking, drinking and drug use amongst young people aged 11-15 year olds in England 2006 reported that:

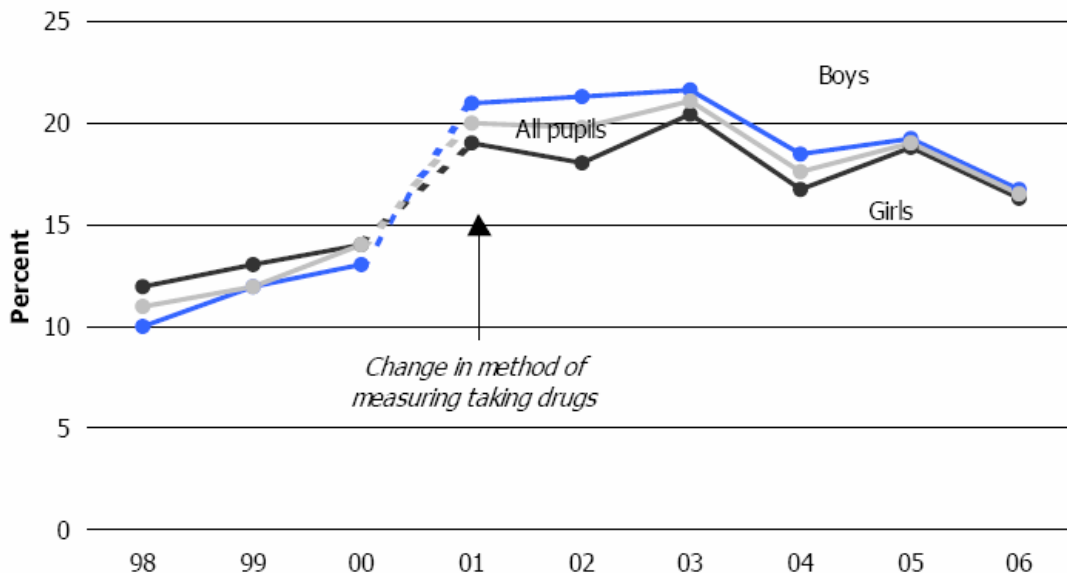
Prevalence of regular cigarette smoking, by sex: 1982-2006
All pupils



Source: Smoking, Drinking and Drug Use among Young People in England in 2006

Since 2002, there is some evidence of a decline in smoking, especially among boys. However, this does need to be seen in the context of some marked variation in the proportion of 11-15 year olds smoking since the 1980s. In 2006, 9% of pupils aged 11 to 15 were regular smokers, a proportion which has remained unchanged since 2003.

Whether taken drugs in last year, by sex: 1998-2006
All pupils



Source: Smoking, Drinking and Drug Use among Young People in England in 2006

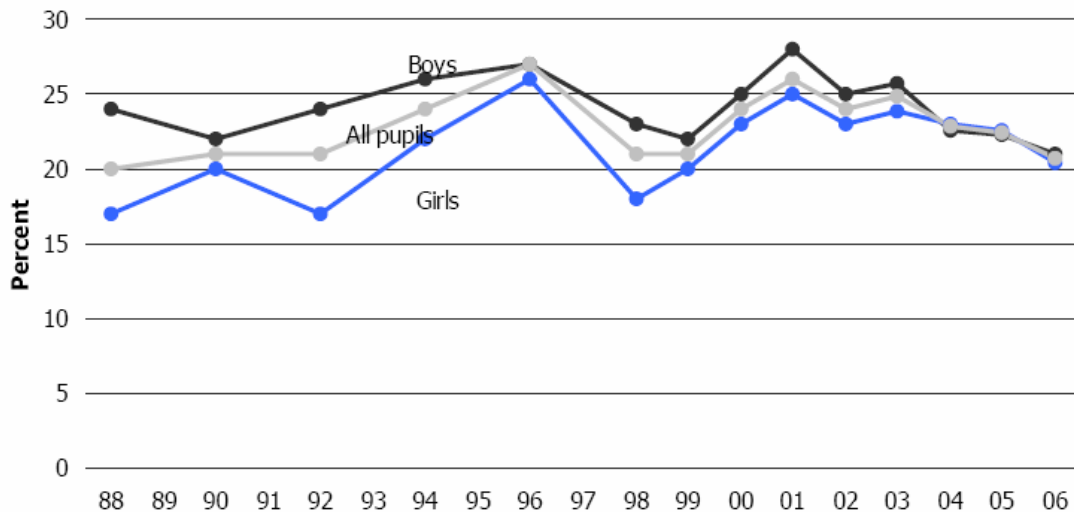
- Since the change in the method of measuring taking drugs in 2001, there has been a small fall in the percentage of young people taking drugs 17% of pupils reported that they had taken drugs in the last year, down from 19% in 2005.
- 9% of pupils had taken drugs in the last month, also lower than the proportion who had done so in 2005 (11%).
- 4% of pupils said they usually took drugs once a month or more often,

a decrease from 6% in 2005.

Ofsted reports that since their last drug education report in 1997, pupils' knowledge and understanding of the risks associated with drugs and their skills in the application of their knowledge were higher at all key stages^{xvii}.

Prevalence of drinking in last week, by sex: 1988-2006

All pupils



Source: Smoking, Drinking and Drug Use among Young People in England in 2006

The percentage of young people who have drunk alcohol in the week prior to the survey has experienced a fall since 2002 and appears to be continuing on a downward trend. In 2006, 21% of pupils drank alcohol in the previous week, maintaining the decline in the prevalence of drinking recorded in recent years.

However, it is important to bear in mind that schools have limited leverage over their pupils outside of school and although they can inform children and young people of the dangers smoking, drinking and drug use, they may not be able to prevent it.

c) Mental Health

The Survey of the mental health of children and young people in Great Britain, 2004, 10 per cent of 11-16 year old girls have a mental disorder, while for boys the proportion is slightly higher (12.6 per cent).

The survey on which this is based found that the prevalence of mental disorders varied by some family characteristics. It was greater among young people in lone parent families (16 per cent) than among those in two parent families (8 per cent) and in families with neither parent working (20 per cent) compared with those in which both parents worked (8 per cent). In addition, 17 per cent of young people whose interviewed parent had no educational qualifications had a mental disorder compared with 4 per cent of young people where the interviewed parent had a degree level qualification (ONS,

2004).

Between 1999 and 2004 the proportion of all children and young people with mental disorders has been fairly stable. However, for major mental health problems the impact that schools can make is somewhat limited.

Social and Emotional Aspects of Learning (SEAL)

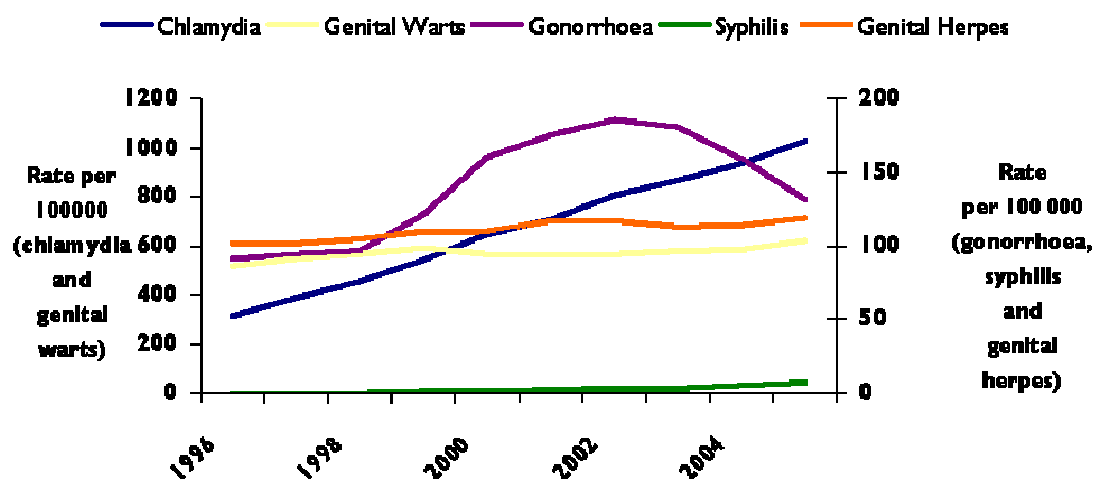
SEAL offers a whole-school framework for promoting the social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills. It is intended to supplement effective work that is already undertaken in schools to support social and emotional skills. It provides links to the foundation subjects as well as strong links to Personal, Social and Health Education (PSHE). It has been designed so that schools can implement it in line with the school setting and existing practice.

d) Sexual Health

Effective sex and relationship education is essential if young people are to make responsible and well informed decisions about their lives.

There has been an increase in some Sexually Transmitted Infections among young people in recent years, especially with regard to chlamydia, however the prevalence of gonorrhoea has fallen markedly.

From 2004 to 2005 the rates of gonorrhoea in young people have fallen by 17%, but between 2001 and 2005, chlamydia diagnoses have risen by 81% in men aged 16-19 and by 47 % in women aged 16-19.

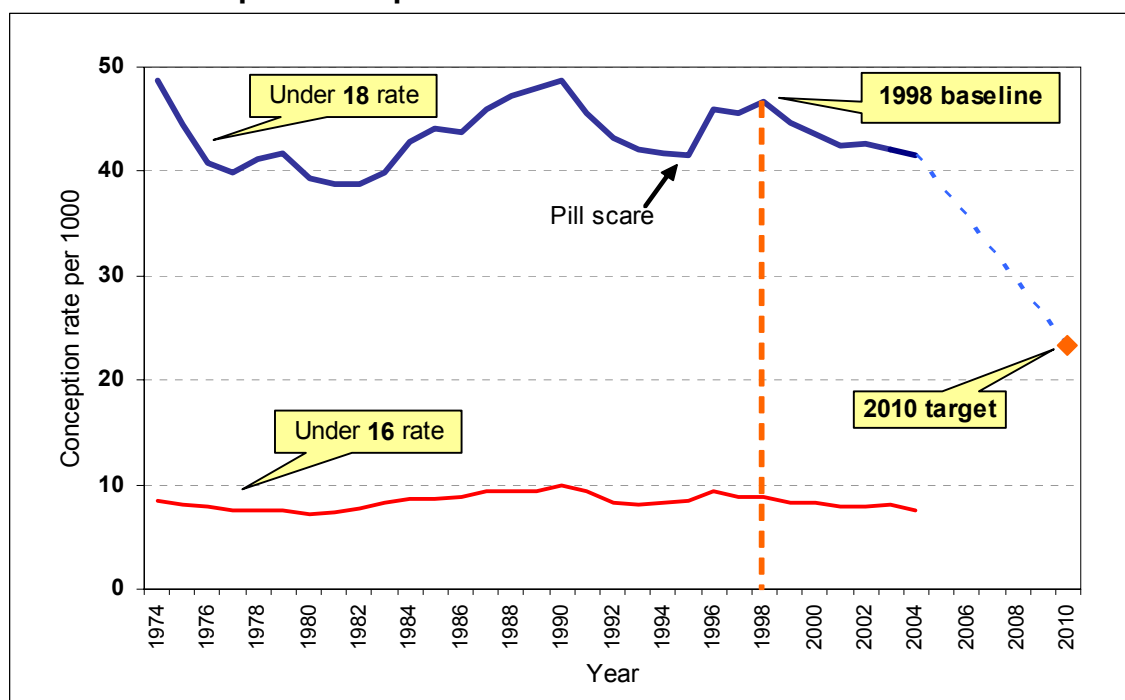


Source: Rates of chlamydia, gonorrhoea, syphilis, genital warts, and genital herpes in young people, UK in "HIV and other sexually transmitted infections in the United Kingdom 2006".

The DfES issued guidance on sex and relationship education (SRE) to all

maintained schools in July 2000. This guidance was designed to improve sex and relationship education in schools as part of a broader framework of Personal, Social and Health Education (PSHE).

Conception rate per 1000 for Under 18s and Under 16s



Source: National Statistics and Teenage Pregnancy Unit

Despite the overall trend towards later childbearing, the teenage pregnancy rate has fluctuated between 40 and 50 per 1000 in the long term. After rising through the 1980s to a peak in 1990, both under 18 and under 16 rates declined up to 1994/5 when a sharp increase was caused in large part by the pill scare to another peak in 1997/8. From 1998 up to 2005 both rates of conception have gradually declined but at slower rates than expected. Provisional data for 2005 shows that the under-18 conception rate for England stood at 41.1 per 1,000 girls (aged 15-17), representing an 11.8 per cent reduction in the under-18 conception rate from the 1998 baseline.

However, schools have limited leverage over their pupils outside of school and although schools provide sex and relationship education, it may be difficult for them to have a large impact on the decisions that children and young people make.

3. Stay Safe

Staying safe is an important outcome of the Every Child Matters agenda. It is important that there is a safe environment in schools for children. Schools also have a role in identifying children who are at risk and referring them to the services that will be best able to help them. The Ofsted 'Tellus'^{xviii} survey

of young people analyses the attitudes of children and young people to how safe they feel at school, among other issues.

Bullying

Of the children and young people who completed the survey, 93% said that they felt very or quite safe and happy. Having helpful friends or classmates was the strongest reason given for this. However, 7% thought they were not very safe and happy. Many children and young people who felt safe and free from bullying while in school felt less secure when walking on the streets and playing in local parks and recreation areas.

The DCSF continues to step up its campaign to get every school to adopt the Anti-Bullying Charter, and has re-issued it to every school and local authority.

The DCSF's Five Year Strategy for Children and Learners expects every school to have clear rules and codes of conduct, and to subscribe to the anti-bullying charter – which requires the head teacher, staff and pupils to sign up to clear responsibilities in cracking down on bullying.

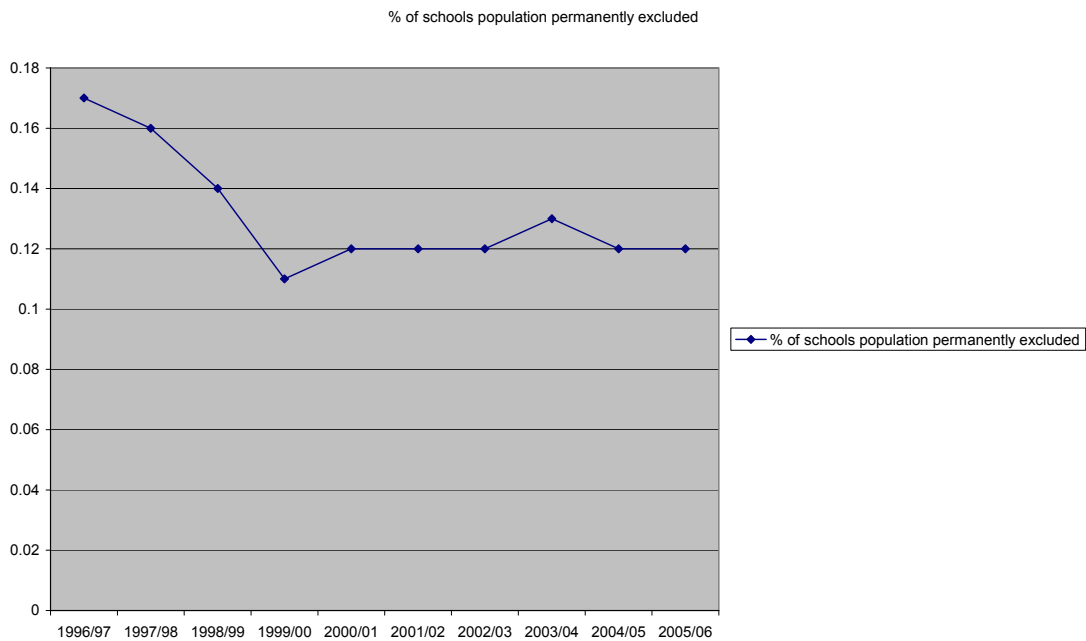
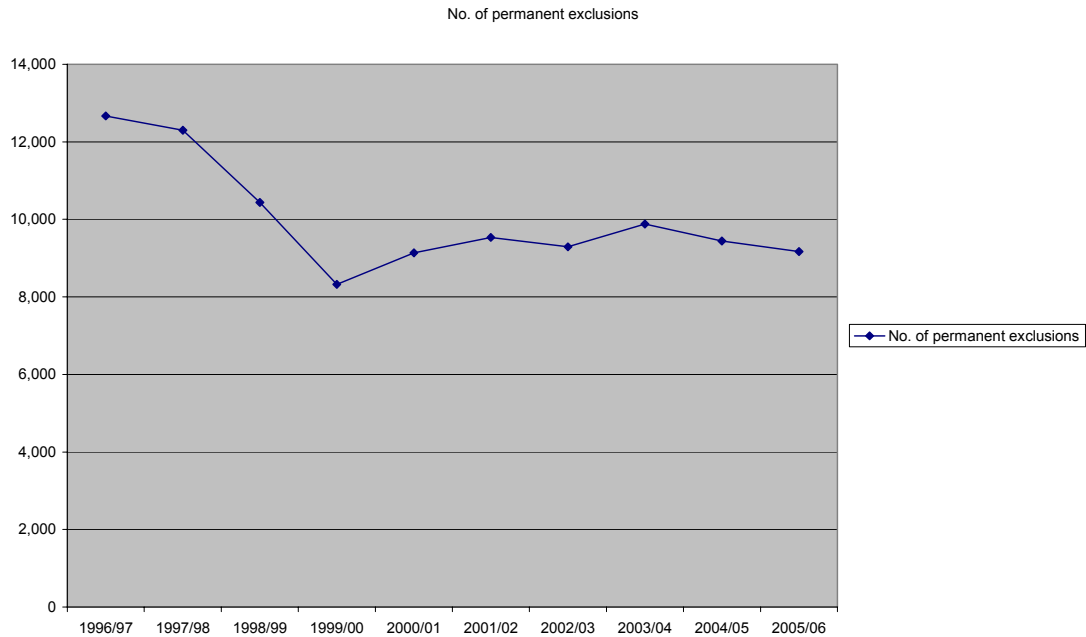
Bullying has been a top priority for the Children's Commissioner, Professor Al Ansley-Green, since his appointment in July 2005. He recognises that bullying is a matter of considerable importance to children and young people, and recently reported his findings on the effectiveness of schools' bullying complaints procedures to the Secretary of State.

Exclusions

There is a strong relationship between exclusion and attainment. Only 20 percent of pupils who had been excluded (permanent or fixed term) in Years 10 or 11 gained 5 good GCSEs compared to 58 percent who had not been excluded^{xix}.

Pupils who are excluded are more likely to come from groups who, on average, attain below the expected level. These are boys, in particular Black Caribbean boys, and pupils with special educational needs^{xx}.

The DCSF is committed to working with local authorities (LAs) and schools to reduce the need for exclusion; and are encouraging secondary schools in individual local authorities to work together in partnership to manage support and provision for excluded pupils and those at risk of exclusion, with pooled budgets, supported by admissions protocols to share hard to place pupils, including excluded pupils, fairly across all schools.



There has been a fairly steady decline in the number of exclusions from 1997 to 2000. However, since then there has been a slight increase but there has been a fall in the latest 2 years.

Behaviour

The relationship between poor behaviour at school and low academic achievement is correlational rather than causal i.e. poor behaviour is not necessarily the cause of low attainment. It could be that struggling with school work or lacking motivation is a cause of the poor behaviour.

Poor behaviour of some pupils in the classroom has knock-on effects on both

teachers and pupils. In a survey of UK pupils,^{xxi} 86% said their learning was hindered to some extent by the disruption of classes by other students, whilst 28% suggest that noise and disruption occur in most or all of their lessons.

For teachers, poor pupil behaviour is demotivating and a cause for leaving the teaching profession. Thirty-one percent of teachers identified pupil behaviour and discipline as one of the main demotivating factors that they experienced at work^{xxii} and 34 percent cited it as a major contributory factor for leaving the teaching profession^{xxiii}.

These knock-on effects on teachers and peers can affect the culture of the whole school.

Latest data from Ofsted is that behaviour is satisfactory or better in 99.95% of primary schools and 97.59% of secondary schools (Autumn term 2006).

In 2005/06 the proportion of secondary schools judged by OFSTED to have unsatisfactory standards of behaviour was half that in 1997/98 (3% compared with 6%). The proportion of primary schools judged to have unsatisfactory behaviour was less than half of one percent compared with 2% in 1997/98.

In 2004/05 (the latest year for which data are available) the number of permanent exclusions from schools was 23% lower than in 1997/98 (9,440 compared with 12,298).

4. Making a Positive Contribution

Making a Positive Contribution is an important element of the Every Child Matters agenda. It aims to ensure that children and young people are:

- supported in developing socially and emotionally
- encouraged to participate in decision making and in supporting the community
- looked after are helped to make a positive contribution

Findings from the Ofsted Tellus Survey

Of the children and young people who completed the survey, 70% said they very often, or quite often, became involved in activities at school or in their local community. The range of opportunities at school was a telling reason why children and young people got involved or did not. A larger percentage of girls (34%) than boys (27%) thought that they did not get involved.

Positive activities for young people

Participation in sports, clubs and similar activities is associated with positive impacts on health and educational outcomes, job skills, personal and social skills^{xxiv}. And there are positive outcomes associated with volunteering: 88%

of those looking for work believed volunteering would enhance their chances and JSA claimants who volunteer for employment are 12% more likely to find work^{xxv}. Young people want “interesting and rewarding work in well-organised settings with a friendly and informal atmosphere”^{xxvi}. Similarly, studies have shown that involvement in negative activities, such as substance misuse, is associated with poor immediate outcomes^{xxvii,xxviii,xxix}. Recent research suggests that most young people are enjoying, engaged, motivated and making a positive contribution:

The National Centre for Social Research report “Young People in Britain: The Attitudes and Experiences of 12 to 19 Year Olds” finds that there is an overall positive picture emerging of young people’s social networks and connectedness. It found that almost all young people had close friends, and most had a best friend. Turning to broader social interaction, the report found a mixed picture: while a clear majority felt there was a neighbour that they could wait with if they were locked out of home, most young people seemed to lack social trust when asked about people in general. The report also found a marked reduction over time in the proportion who thought there was a lot of prejudice in Britain –the proportion saying this in relation to black people has halved since 1994. Since 1994 there has been a drop in the proportion of young people saying that they themselves are prejudiced.

However, an important minority of young people do not participate in constructive activities outside of school or work (about 25 per cent)^{xxx} and participation is lower among older young people and among those from the lower social classes. Participation rates in sport and physical activity among 16-19 year olds, while relatively high compared with other age groups, have declined by 10 percentage points from 87 per cent in 1990/91^{xxxi}.

Existing local youth services in England have a limited reach. A National Youth Agency audit shows that in 2003/04, these services reached 24 per cent of young people aged 13-19. An essential element of the activities is the voluntary participation and engagement of young people: young people need to have a sense of autonomy and control^{xxxii}. The role of the Youth Leader is fundamental to the success of activities, and young people need to feel respected.

There are demands from both parents and young people for more things to do: six out of ten 11-18 year olds and 8 out of 10 parents recently reported there not being enough things for young people to do in their area^{xxxiii}. Where some form of provision exists, young people often cite lack of time, interest and popularity among friends as reasons for lack of engagement in existing services^{xxxiv}.

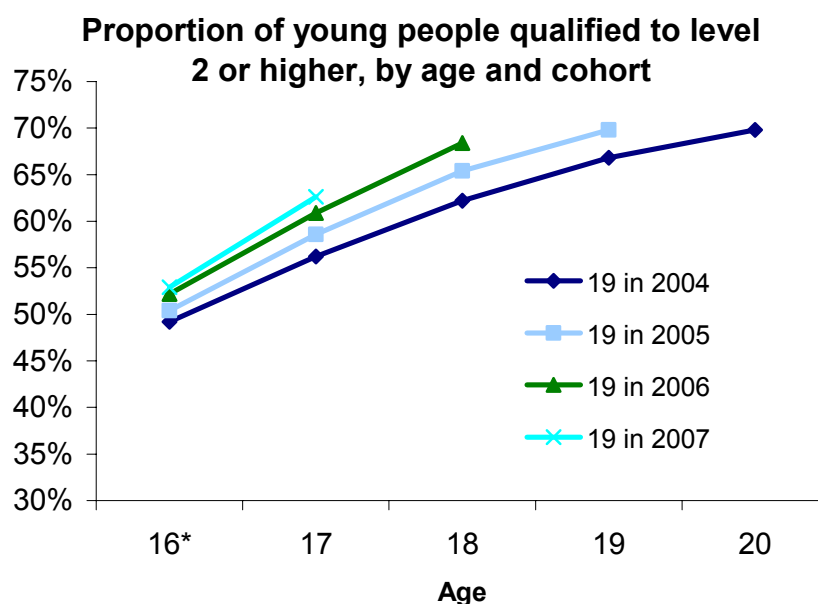
5. Achieve Economic Well-Being

The aim of achieving economic well-being is to help to engage young people in further education, employment or training, enable them to live in decent homes and sustainable communities, have access to transport and material

goods, and live in households free from low-income. This represents a much broader outcome than can be achieved by schools. However, schools can play a role in helping to prepare young people to go on to further education.

Trends in attainment at 19

Reaching age 19 ready for skilled employment or higher education is a vital element of achieving economic well-being. Attainment at 19 has been rising steadily. In 2006, 71.4 per cent of 19-year-olds achieved a Level 2 qualification (equivalent to 5+ A*-C GCSEs), a rise of over 5 per cent since 2004. Building on this, the DCSF aims to increase so that 85 per cent of 19 year olds will achieve Level 2 by 2013.



Source: Matched Administrative Data Set

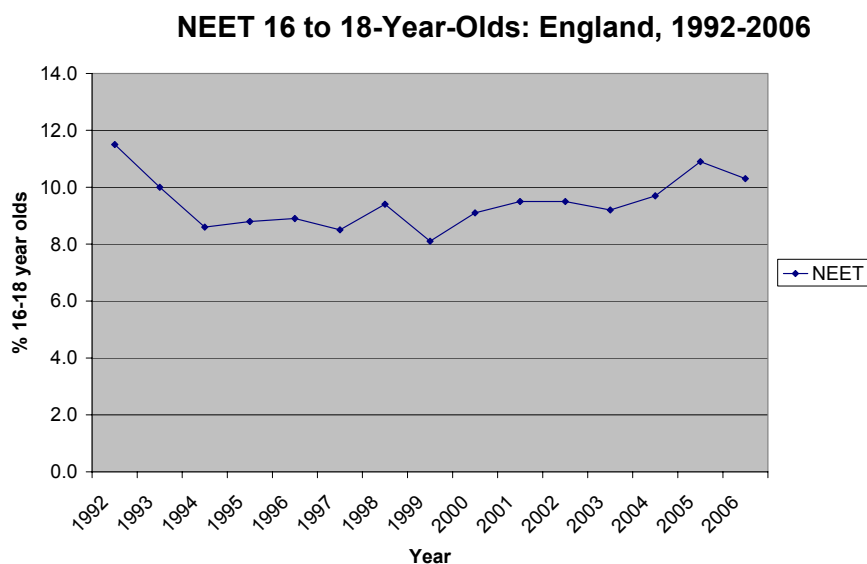
Part of this success is due to more young people coming out of school with Level 2. But part of it is also due to an increase in the number gaining Level 2 between 16 and 19.

The new Schools Progression Measure will show what proportion of young people leaving a school go on to achieve level 2 by age 19 and what proportion go on to achieve level 3 qualifications by that age, for individual schools. This will encourage schools to focus on the attainment of qualifications and skills for each of their pupils at 16 which will maximise their potential for attainment by 19.

Breaking down attainment by route choice, we can see that the most popular route for those not getting to level 2 at school is FE, with 39.8% of them choosing this route. This route provides just over half of those who get to level 2 by 19 who weren't there at 16.

Young people not in education or training (NEET)

Young people who are not in employment, education or training are referred to as NEET. The proportion of young people who are NEET has been rising since 1999 but has fallen in 2006. We have a target to reduce the proportion of young people who are NEET by 2 percentage points by 2010.



Source: DfES SFR 22/2007 Participation in Education, Training and Employment by 16-18 Year Olds in England: 2005 and 2006 and Participation in Education and Training by 16 and 17 Year Olds in each Local Area in England: 2004 and 2005

The slight upward trend in NEETS has shown a decline in 2006, perhaps indicating a return to a lower rate. However, the existence of NEETs shows the limitation of measuring school attainment only through GCSE grades; a wider measure of 'readiness for further education or employment', or links with subsequent achievement, would be a better measure of the impact of schools on this outcome.

ⁱ Statistical bulletin - National curriculum assessment of 7, 11 and 14 year olds in England (1995-2003), DfES SFR 29/2004, SFR 04/2006, SFR 30/2006, SFR 26/2007

ⁱⁱ SFR 24/2007 National Curriculum Assessments at key stage 2 in England, 2007 (provisional)

ⁱⁱⁱ SFR 25/2007 National Curriculum Assessments at key stage 3 in England, 2007 (provisional)

^{iv} DfES SFR 35/2006 Pupil absence in schools in England 2005/06 (Provisional)

^v Hasley et al (2003), Evaluation of truancy sweep follow ups: A summary of approaches used by 7 LEAs and factors to consider when running a truancy sweep.

^{vi} Home Office, *On Track Youth Lifestyles Survey* (2001).

^{vii} Edinburgh Study of Youth Transitions and Crime; DoH Survey of Smoking, Drinking and Drug-Use among Young People in England (2004).

^{viii} Home Office *On-Track Youth Lifestyles Survey* (2001).

^{ix} *EPPE: Teacher and Pupil Behaviours in Year 5 Classrooms and How this Links to Measures of Effectiveness. Presentation at the British Educational Research Association*

Conference, 7th September 2006

^x Ofsted 2006 "The Annual Report of Her Majesty's Chief Inspector of Schools 2005/06"

^{xi} Ofsted 2006 "The Annual Report of Her Majesty's Chief Inspector of Schools 2005/06"

^{xii} Blatchford, P., Martin, C., Moriarty, V., Bassett, P. & Goldstein, H. (2002) "Pupil adult ratio differences and educational progress over reception and key stage 1. DfES Research Series (RR335).

^{xiii} Wilson, V. (2001) "Does Small Really Make a Difference? A review of the literature on the effects of class size on teaching practice and pupils' behaviour and attainment". SCRE

^{xiv} Child nutrition and school life outcomes, (Wider Benefits of Learning Centre, 2006)

^{xv} Obesity in children under 11, National Centre for Social Research, 2005

^{xvi} Healthy eating in schools (HMI 2625), 2006

^{xvii} Drug education in schools (HMI 2392), 2005

^{xviii} The Tellus survey is to be succeeded by the Tellus2 survey, which has been developed jointly by Ofsted, DfES and Ipsos MORI as a qualitative user perception survey to gather comparable data on children and young people's views across the country. It will be completed by a sample of children in all local authority areas annually from this year. The survey asks children and young people questions about their satisfaction with services (including aspects of their school life) and questions relating to the five Every Child Matters outcomes, including issues like healthy eating, participation in positive activities and bullying.

^{xix} Youth Cohort Study: The Activities and Experiences of 16 Year Olds: England and Wales 2004 <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000560/index.shtml>

^{xx} Permanent and Fixed Period Exclusions from Schools and Exclusion Appeals in England 2004/05 <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000662/index.shtml>

^{xxi} over 7,000 15 year olds in England and Northern Ireland in 2000, OECD 2000 Programme for International Student Assessment (PISA)

^{xxii} Teachers on Teaching, A Survey of the Teaching Profession, Research Study Conducted for The General Teaching Council (with PR21 and the Guardian, 2002)

^{xxiii} Smithers and Robinson (2003) Factors affecting teachers decisions to leave the profession

^{xxiv} Feinstein, L et al (2004) *Leisure Contexts in Adolescence and their effects on Adult Outcomes* Centre for Research on the Wider Benefits of Learning Inst of Education, University of London.

Gaskin, K (2004) *Young People, Volunteering and Civic Service – A review of the literature.* Report for the Institute for Volunteering Research.

^{xxv} Hirst (2001) – Links between volunteering and employability

^{xxvi} Gaskin (2004) *ibid.*

^{xxvii} Youth Justice Board (2004) *Substance Misuse and the juvenile secure estate*, YJB: London

^{xxviii} DfES internal analysis of Youth Cohort Study –cohort 10

^{xxix} University of Oxford (2002) *Evaluation of ASSET*, YJB cited in Audit Commission (2004) Youth Justice 2004 Audit Commission, London:

^{xxx} See for example MORI (2003) Southwark Youth Survey Nov 02 –Jan 03, MORI. Park, A et al (2004) *Young People in Britain: the attitudes and experiences of 12-19 year olds*, DfES RR, report that just over a quarter of young people aged 12-19 years reported having not participated in any constructive activity in the last 6 months (with lower participation among 'older' young people and those from social groups C2, D and E)

^{xxxi} General Household Survey, ONS cited in Social Trends 35 2005 ONS

^{xxxii} Williamson, 1997

^{xxxiii} MORI (2002) cited in Nestle Family Monitor 15 (2002) Make Space for Young People, Nestle UK Ltd, Croydon. Survey base: 605 young people aged 11-18 years (at school or college) and 298 parents.

^{xxxiv} YWCA (2002) *Joining the Survey*, YWCA; Young People's (11-15yr old) boost to 2003 H.O. Citizenship Survey, Home Office, London; Somerset County Youth Service (2000), *Your Leisure, Your Needs, Your Views*, Somerset CC.