

# **PSA Delivery Agreement 10:**

Raise the educational achievement of all children and young people

# **PSA Delivery Agreement 11:**

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

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April 2008

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# VISION

**1.1** The Government's aim is to make the country the best place in the world for children and young people to grow up. Every child, whatever their background or their circumstances, should have the support they need to be healthy, stay safe, enjoy and achieve, make a positive contribution, and achieve economic well being<sup>1</sup>.

**1.2** As set out in the *Children's Plan*<sup>2</sup>, the Government is guided by five principles in working towards this aim:

- government does not bring up children – parents do – so government needs to do more to back parents and families;
- all children have potential to succeed and should go as far as their talents 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; and
- it is always better to prevent failure than tackle a crisis later.

**1.3** Over the next three years, the Government's commitment is to build on earlier educational improvements with two Public Service Agreements (PSAs) to:

- raise the educational achievement of all children and young people; and
- narrow the gap in educational achievement between children from low income and disadvantaged backgrounds and their peers.

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

**1.5** Children's experience in the early years provides them with the foundation for success in later life. High quality early learning and care helps prevent gaps opening up between disadvantaged children and their more privileged peers. By 2010, there will be a Sure Start Children's Centre for every community and all schools will be providing extended services - ensuring children, particularly disadvantaged children have the best start in life and access to out of school activities. The *Children's Plan* puts families at the centre of excellent, integrated services, and emphasises the role of mothers and fathers as partners in learning – more will be done to reach out to and involve all parents, providing them with regular up-to-date information about their children and better opportunities for their voices to be heard.

**1.6** As we work towards all young people participating in education and training to the age of 18, those working in schools, colleges and other work-based learning providers will need to work together to provide parents, children and learners with more choice, with greater focus on personalised teaching and learning, and on the progress of each

<sup>1</sup> *Every Child Matters*, DfES 2003

<sup>2</sup> *The Children's Plan – building brighter futures*. DCSF 2007

child. Early engagement will be particularly important in narrowing the gaps in achievement of those living in poverty or otherwise disadvantaged backgrounds. There will be closer tracking of personal development and achievements, with tailored support to meet individual needs, including those of vulnerable children such as looked after children or those with special educational needs and disabilities.

**1.7** The *Children's Plan* highlighted how a world-class workforce, able to provide highly personalised support, is an important factor in delivering aspirations for children and young people. The Government will invest in developing the workforce and in the environment in which children and young people learn. Services will be shaped by and responsive to children, young people and their families. Services will adopt a whole child approach which addresses the links between health, behaviour and achievement to ensure every child and young person fulfils their potential.

**1.8** Local authorities are uniquely placed to improve outcomes for all children and young people and have a vital role as strategic commissioners of services. Families, carers, business, universities, the third sector and community and faith groups will be mobilised to make a greater contribution to the education and welfare of children and young people up to the age of 19.

**1.9** Educational achievement is the biggest single predictor of a successful adult life; but a successful education is not simply a product of what happens in schools and colleges. The two PSAs will only be delivered by looking at all aspects of a child's life in the round – and there are strong links to a number of the Government's other PSAs. For example, children will not achieve at school if they do not feel safe at home or outside and poverty will blight attempts to ensure children enjoy school.<sup>3</sup> It also means close working between a range of government departments at national level, most notably: the Department for Children, Schools and Families (DCSF), the Department for Innovation, Universities and Skills (DIUS); the Department of Health (DH); the Department for Work and Pensions (DWP); and the Department for Communities and Local Government (CLG).

**1.10** Delivery will also mean making best use of the new performance framework set out in *Strong and Prosperous Communities*: the Local Government White Paper to ensure Government Offices, local authorities and partners have the flexibility, capacity and incentives to deliver the best solutions for local areas. Local Strategic Partnerships will play a key role in delivering joined up local services through Local Area Agreements.

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<sup>3</sup> The Government has a PSA (13) to improve children and young people's safety, and a PSA (9) to halve the number of children in poverty by 2010-11, on the way to eradicating child poverty by 2020.

## PSA 10: RAISE THE EDUCATIONAL ACHIEVEMENT OF ALL CHILDREN AND YOUNG PEOPLE

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**2.1** Progress towards raising achievement will be measured through the indicators below. More detail is provided in the annex.

### Indicator 1: Early Years Foundation Stage achievement

- Improving early years education can have significant benefits for achievement throughout life. While there has been significant reform in early years, backed by significant and continuing investment, only 45 per cent of children aged 5 currently achieve a good level on communication, language and literacy (CLL) and personal, social and emotional development (PSED) assessments.<sup>4</sup> This indicator has a national target for 2011.

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

- Key Stage 2 achievement is an essential measure of primary school achievement and readiness for secondary education. With English and mathematics yoked together, this indicator will also address the problem of in-school variation between subjects. While the proportion of children achieving expected levels in both English and mathematics will be the formal measure for the PSA, the Government will continue to publish figures on performance in English and mathematics as separate subjects. This indicator has a national target for 2011.

### Indicator 3: Proportion achieving Level 5 in both English and mathematics at Key Stage 3

- Key Stage 3 achievement is a crucial predictor of future performance, an important test of whether fundamentals are there for the 14-19 stage, and a test of achievement at the end of a stage of schooling during which there is greatest need to inject further momentum. While the proportion of children achieving expected levels in both English and mathematics will be the formal measure for the PSA, the Government will continue to publish figures on performance in English and mathematics as separate subjects. This indicator has a national target for 2011.

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

Key Stage 4 achievement is an essential measure of pupil achievement at the end of statutory education and a crucial accountability measure for schools. This indicator has a national target for 2011.

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

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<sup>4</sup> 2007 foundation stage profile results

- Achievement and participation levels at 19 need to build on success in the schools system, and provide young people with the skills they need to succeed in further learning or work. 73.9 per cent of 19-year-olds achieve Level 2 currently. Over the CSR07 period, rates of achievement and participation at 19 need to continue to rise. This indicator has a national target for 2011.

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

- 48 per cent achieved Level 3 in 2007. In delivering the 14-19 reforms, DCSF is working with the Qualifications and Curriculum Authority (QCA)<sup>5</sup> and other partners to deliver high status qualifications which prepare young people for college and university. The indicator builds on improvements in A-level achievement and will, in addition, focus on raising the conversion of those achieving Level 2 at 16. This indicator has a national target for 2011.

## **PSA 11: NARROW THE GAP IN EDUCATIONAL ACHIEVEMENT BETWEEN CHILDREN FROM LOWER INCOME AND DISADVANTAGED BACKGROUNDS AND THEIR PEERS**

**2.2** Progress towards narrowing the gap in achievement will be measured through the following indicators:

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

- Research shows that high quality early education can give young children a significant advantage at entry to reception class, the positive effects of which can still be seen in terms of better mathematics and reading scores at age 10. But the gap between children living in the most disadvantaged areas and the rest (as measured under the Spending Review 2004 PSA target) has remained stubbornly at around 16 percentage points. The evidence shows that the children and families who would most benefit from high quality early childhood services are least likely to access them. This indicator has a national target for 2011.

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

- The group of pupils eligible for FSM does not include all those affected by poverty and deprivation, but this data item is collected regularly from all schools and provides a useful measure against which to scrutinise local and national progress in narrowing the attainment gap. The gap will be expected to narrow significantly over the CSR07 period.

<sup>5</sup> The Government plans to create a new independent qualifications regulator, but the QCA will continue to carry out its other functions working closely with DCSF and others.



**Indicator 3: Proportion of pupils progressing by 2 levels in English and mathematics at each of Key Stages 2, 3 and 4**

- This indicator is a critical new driver in the system and key to the strategy to narrow gaps, complementing current targets which measure the numbers crossing a specific achievement threshold. It addresses all pupils in all years, so complements the specific threshold targets; and, because of the way data is now collected, the Government will be able to monitor the progress of individual vulnerable groups, such as looked after children. This indicator has a national target for 2011.

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

- Looked after children are a policy priority. The Government's strategy for improving their outcomes was set out in the White Paper *Care Matters: Time for a Change*.<sup>6</sup> The relative achievement of looked after children at Key Stage 2 demonstrates a specific and persistent gap relative to other children, which demands multi-agency priority and support. This indicator has a national target for 2011.

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

- As at Key Stage 2, the relative achievement of looked after children at Key Stage 4 demands multi-agency priority and support. This indicator has a national target for 2011.

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

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

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<sup>6</sup> *Care Matters: Time for Change*, DfES, June 2007.



**3.1** The approach to raising achievement and narrowing gaps is underpinned by the five principles set out in the *Children's Plan*. The delivery strategy for the two PSAs, set out below, focuses firstly on four overarching aspects of delivery (capacity building, performance management, competition and contestability and engaging the user.); and secondly on delivery through four phases in a child's learning journey (early years, primary years, secondary years, and higher education).

**Overarching  
aspects of  
delivery**

**3.2** The delivery strategy for the two PSAs has four main elements:

- *Capacity building* – There will be increased investment in services to children and young people, including education. Investment secures stability for those providing educational services in schools, colleges and wider settings. The investment is primarily intended to enable those who lead and govern front-line services to secure high standards of leadership and in the workforce – education is still first and foremost, a 'people business'. DCSF, and local authorities, then target extra investment to improve services in areas of greatest disadvantage or need.
- *Performance management* – Responsibility, as well as funding, is very largely delegated to front-line services, which are held accountable publicly for their performance. Information is provided to enable parents and communities to see the relative performance of different providers. Local authorities are encouraged to ask searching questions of individual providers' performance and to take the role, locally, of a 'strategic commissioner' (see below). DCSF and other key national partners, such as DIUS and Ofsted, monitor performance across the country and maintain an approach of 'intervention in inverse proportion to success', challenging underperformance and weakness in specific aspects of provision, offering support where required, and dealing quickly with failure. Over the 2007 Comprehensive Spending Review period performance in narrowing gaps will receive heightened attention.
- *Competition and contestability* - Local authorities take the role, locally, of a 'strategic commissioner'. In some cases, this means the authority will directly contract services (such as extended school provision or childcare) from specific providers; in other cases, the authority will broker arrangements between providers – or intervene in cases of serious weakness – in order to ensure that the overall quality of provision in the area is continuously improving. The main service providers for the two PSAs are schools and colleges, but a significant number of localities are turning to private and third sector providers, for example in providing early years and childcare places or in provision for young people who were Not in Education, Employment or Training (NEET). More authorities will introduce academies which will further diversify the local mix, encouraging more competition and contestability which can lift performance in an area. It is not the Government's plan, however, to pursue competition and contestability at the expense of collaboration between local service providers (see below) which is an essential requirement of the *Children's Plan* and 14-19 provision and particularly important for more disadvantaged communities.

- *Engaging the user* - Any service provider needs to be confident that their service is meeting the needs of users; and helping those users to achieve better outcomes. It is no different for those providing services to children, young people and families. This engagement needs to take place throughout the system, from central government to local provision, including local authorities, schools and other service providers to ensure that, at every level, feedback on policy and services shapes delivery and helps to deliver better outcomes. To engage users effectively deeper insight is needed into the differences between the attitudes and motivations of different users - which is why a segmentation study of parents, children and young people has been commissioned (due to report in summer 2008). At national level, DCSF began a new process of engagement with stakeholders in the development of the *Children's Plan* - this will continue through a new Parents Panel, feeding directly into policy - but the crucial engagement takes place at the front-line, in communities and often through schools and other providers. Schools recognise the importance of engaging with parents and local communities; and have been progressively improving their partnerships with them. They are also increasingly empowering children and young people to have a say on issues that affect them. Changes, such as the introduction of on-line reporting to parents on their children's progress, are intended to support a richer dialogue between schools and families to engage them more effectively in their children's development.

### **What does the delivery strategy mean for parents – both mothers and fathers - and families?**

**3.3** Across all of these areas and in all age groups the role of families and parents (both fathers and mothers) is crucial. To promote parental involvement in education and to give children a healthy start in life, it helps if parents and families have access to the information and support they need to make that possible; and where parents take a more active interest and involvement in their children's development.

**3.4** Research shows that the home learning environment is a significant factor in educational performance. Parental interest, engagement and action in learning in the home have a positive impact on pupil attainment, with clear evidence of the importance of the role of fathers, as well as mothers, in helping their children achieve educationally. Between 2001 and 2004, the proportion of parents of children who thought that a child's education was wholly or mainly the school's responsibility fell from 43 per cent to 31 per cent. Across the same period, the proportion of parents who felt very involved in their children's education rose from 29 per cent to 38 per cent. The Government and its partners will continue to promote the importance of parents taking an active part in their children's learning, through initiatives such as the National Year of Reading, in 2008.

**3.5** The Government's aim is to create conditions where many more families are empowered to demand higher service standards and better quality. It is important to help parents to make confident, informed choices which they feel are right for their family; to shape services to respond to their family's needs; to work in partnership with services to reinforce the benefits for their children's outcomes; and to access additional support when they need it, without stigma. This includes the scope to develop their own skills to support their child's learning. Sustained investment in the skills of working age adults – particularly in basic literacy, language and numeracy – will mean that many more parents have recent and positive experience of learning, and the confidence and

competence to help their own children to do better and to value and grasp the opportunities open to them. The Government's plan to improve adult skills are set out in PSA 2 Improve the skills of the population, on the way to ensuring a world-class skills base by 2020.

**3.6** Creating the conditions that encourage and enable families' or carers' involvement can be facilitated by taking a whole-school and whole-community approach, including local third sector groups that help and support the most disadvantaged children and families. Services for families are always more effective when families have been closely involved in their design and development. Parents also need timely and relevant information about their children's development and need, so that they can help them to flourish. The Government will introduce Parent Support Advisers, increase the information readily available to parents about their child's progress in school, and ensure parents' have access to their child's personal tutor. Further details are provided below, in the age-related sections.

**3.7** A segmentation study of parents and carers and their children will improve the understanding of their relationships, their engagement in education and learning, their engagement in wider society, and related issues. This work will identify key factors to differentiate between different types of parents, carers and children and young people, which will allow the Government to develop and implement policies that better reflect their families' different needs and target policies and communications to these different audiences more effectively. The full segmentation will be completed by summer 2008. Particular attention will be given to measures which help improve access and services for disadvantaged families and communities. Budget 2008 announced a series of pilots to test innovative approaches to tackling child poverty. As part of this programme, child development grants of £200 will be available to low-income parents in 10 local authority areas, on condition that they take up childcare places and have contact with their local children's centre. Alongside the grant, families will also receive support from a children's centre worker. In addition, 30 selected children's centres across 10 local authority pilot areas will test ways in which HM Revenue and Customs tax credit advisers can work within children's centres to improve benefit take up, and will also offer employability skills training for parents.

## **What does the delivery strategy mean for the third sector?**

**3.8** The Government is committed to working with the third sector to deliver high quality services which meet the needs of users. In particular, the Government see the role of the Third sector as being around

- bringing innovation to partnerships with the public sector;
- helping to design and shape services; and
- campaigning for changes to service provision.

**3.9** This role is very relevant to services for children and young people where third sector organisations can often take a more holistic approach to addressing complex needs which cut across traditional public sector service boundaries. In addition, third sector organisations can make a significant difference by engaging with disadvantaged families who feel more confident dealing with non-statutory agencies.

**3.10** The role of the third sector is therefore a crucial element of the delivery chain which will be needed to achieve real improvements in educational achievement and to narrowing the gap with an emphasis on delivering:

- parental and family support services;
- Sure Start Children's Centres and wider provision of childcare services and extended schools; and
- positive activities for young people.

**3.11** The National Programme for Third Sector commissioning was set up to improve commissioners' understanding of the potential of the third sector in designing, delivering and improving public services, and to move forward with work on implementing the 'Compact' principles on funding and procurement.

### **What does the delivery strategy mean for schools, colleges, Sure Start Children's Centres and early years settings?**

**3.12** At the centre of the delivery strategy's approach is the model of a devolved 'setting' or provider which has its own governance, strategic outlook and identity – a school with its network of extended services, a college, a work-based learning provider, a Sure Start Children's Centre or an early years setting – taking responsibility for its own performance.

**3.13** Providers of all children's services, across the 0-19 phase, are expected to set high standards, use data to test their strengths and weaknesses, give a public account of their performance (whether through published results or Ofsted inspection), learn from best practices, and manage their own resources and partnerships so that they are able to provide high quality and sustainable services to the public. Providers are also expected to collaborate, in response to the strategic direction set by the local authority. They should be willing to deploy their strengths to support, as well as learn from, others.

**3.14** Providers of services will be expected to work within national regulations and to meet national standards. New expectations are being introduced, affecting every age group, with regard to the progress of children and young people from disadvantaged backgrounds. Specific age-related expectations are set out below.

### **What does the delivery strategy mean for Local Authorities and local partners?**

**3.15** Local authorities, working through Children's Trusts, will have the key role in ensuring joined-up services work locally, supported by a more integrated children's workforce with a common mission to put the child or young person at the centre of their work.

**3.16** The *Children's Plan* emphasised the importance of the local authority role, setting out clear goals for Children's Trusts including the identification of needs and the availability of early intervention for children and young people who need additional help. Government Offices and new Regional Improvement and Efficiency Partnerships will also have an important role to play at regional level, carrying challenge and support to each local authority. The Department has recently published 'Raising Expectations: enabling the system to deliver' which proposes to make local authorities responsible

for funding and commissioning all 16-18 provision. It is in line with their responsibility for commissioning services for children and young people, and enables them to take decisions locally about how services can best be delivered for young people.

**3.17** The ‘strategic commissioner’ role demands that local authorities:

- *develop strong sustainable relationships* in the community they serve and among the providers who are best placed to deliver an effective and joined up service to children and young people and their families, including local third sector groups;
- *develop partnerships* between providers of education, children’s services and other local authorities to ensure that children and young people have access to the very best quality and range of services regardless of where they live;
- *commission and broker* services around the child, whether school places, extended school services, or targeted support like Child and Adolescent Mental Health Services, special educational needs, or specialist social services assistance;
- *plan services* so that relatively disadvantaged communities have access to high quality providers, who can help them lift their performance faster than the national average;
- *intervene* in any service, whether provided by a school, a local agency or partner, or indeed by the authority itself, where services are not being delivered effectively; and
- where appropriate, *decommission services* where the service or provision is not improving sufficiently quickly.

**3.18** Among a number of measures to strengthen this role, the *Education and Inspections Act 2006* extended the local authority’s role in school improvement. Local authorities are now able to issue formal warning notices if they have evidence that a school is coasting, at risk of failure or if children’s safety is at risk. This enables the local authority to intervene earlier, for example by making changes to the governing body of the school, or by requiring the school to collaborate with another school or college, to create a more successful institution.

**3.19** Under the new local performance framework outlined in the Local Government White Paper<sup>7</sup>, Local Area Agreements (LAAs) will become the key delivery contract between central and local government and its partners. Local authorities and their partners will report back on their performance against the range of 198 cross-government outcome focussed indicators in the new National Indicator Set (NIS)<sup>8</sup>. The NIS includes all locally measured PSA indicators. From the NIS, each area will agree up to 35 priority indicators with government, represented by Government Offices, against which they will negotiate improvement targets, which will be signed off by Ministers. The 16 DCSF statutory education and early years targets are also drawn from indicators in the NIS and agreed with government, although they are not formally LAA targets owing to their separate legal status. Local areas may also agree an unlimited number of local targets, as part of their LAA, which will not be reported to central government and

<sup>7</sup> <http://www.communities.gov.uk/publications/localgovernment/strongprosperous>

<sup>8</sup> <http://www.communities.gov.uk/localgovernment/performanceframeworkpartnerships/nationalindicators/>



which need not be drawn from indicators in the national set. Providers will be encouraged to set delegated targets and to collaborate closely so that parents and carers, children, young people and families have access to joined-up services of high quality.

## **What does the delivery strategy mean for Government Offices?**

**3.20** Government Offices are taking the lead role in negotiating and reviewing Local Area Agreements (LAAs) on behalf of government. They will be responsible for recommending that each LAA should be signed-off by Ministers.

**3.21** As part of their support and challenge role, Government Offices will agree and undertake, for each area with one or more relevant negotiated targets, a programme of engagement and support within the framework of the Joint Improvement Support Plan (JISP). For Government Offices children and learners teams and Children's Services Advisors this may involve engagement, through the Children's Trust or Local Strategic Partnership (LSP) arrangements, with a range of partners in an area.

**3.22** Government Offices will also support regional capacity building and collaborative improvement, working with and through other regional partners and in developing partnership with the Regional Improvement and Efficiency Partnership.

## **What does the delivery strategy mean for government departments and national partners?**

**3.23** In a devolved system, the main task for DCSF – and in the context of further and higher education, DIUS – is to create a framework that drives and supports improvement to benefit both the individual and the economy. Within this framework, DCSF and DIUS will work with their local government and national partners to: provide system leadership; set challenging but achievable targets to create sustainable drive in the system; set the wider framework of programmes which build capacity in high quality settings; mobilise the contributions of key stakeholders; and make targeted interventions (sometimes specific to one institution, in other cases addressing a range of provision in an area) where performance is weak or unsatisfactory.

**3.24** The departments will ensure that funding and accountability systems provide incentives for higher performance and encourage local authorities and providers of services to different age groups to narrow attainment gaps. The new Young peoples Learning Agency will from 2010 onwards set the national funding framework and administer the post 16 education on behalf of local authorities.

### **Children in care<sup>9</sup>**

**3.25** Ofsted is responsible for the inspection and regulation of early learning and childcare for children, of children's social care services, such as children's homes and fostering and adoption services, and for inspecting schools and colleges. Across its remit, Ofsted is charged with promoting improvement, assessing that services focus on the interests of the service users, and assessing that services are efficient and effective. Inspectorates' assessment and reports can be a trigger for following up, through the National Improvement and Efficiency Strategy, risks and under-performance.

**3.26** The *Children's Plan* set the vision of a system which supports the needs of individual children. The role of parenting for children in care is more complex than for children who live in families with one or both of their parents. Local authorities act as the 'corporate parent' for children in their care, the majority of whom live with foster



carers, and have some contact with their birth families. Despite improvements, outcomes for children in care remain unacceptable and there has been insufficient progress in narrowing gaps. Children in care are five times less likely to achieve five good GCSEs, and eight times more likely to be excluded from school. The wider actions set out in this Delivery Agreement to raise achievement and narrow gaps will support the achievement of children in care, but their particular circumstances require additional support. *Care Matters: Time for Change*, published in June 2007, set out a detailed programme of work to improve the education of children in care.

**3.27** As many children in care move schools frequently in their school career the Government's aim is to increase the stability of their educational placement by making it a presumption that they will not move schools. Local authorities, as corporate parents, should use their powers to ensure that children in care have access to high quality education which best meets their needs. Children in care must have top priority in published school admission arrangements and the local authority which looks after them has the power to direct schools to admit a child in care even where the school is already fully subscribed. The Government has strengthened guidance on exclusion which all local authorities and schools must follow. Local authorities will monitor the effectiveness of the new admission arrangements for children in care and target action on poor attendance.

**3.28** To reinforce the personalisation of learning for children in care, there will be better assessment and intervention, supported by a £500 annual education allowance. To ensure better all round support for children in care, there will be a designated teacher in each school and virtual school heads introduced to act across a local authority for this group of children. The Government will introduce a national bursary, requiring local authorities to provide a minimum of £2,000 for all care leavers who go on to higher education. The Government will transform the availability of positive activities, including free part-time access to extended activities, free music tuition in schools and priority status within local authority youth work. The Government will improve guidance for foster carers and, overall, improve accountability via a programme of local authority inspection of outcomes for children in care carried out by Ofsted.

## DELIVERY DURING A CHILD'S LEARNING JOURNEY

### Early Years (0-5)

**3.29** What happens in the early years of children's lives has a huge impact on their future. Research shows that by 22 months, gaps between children from different backgrounds have already started to emerge. High quality early years education and care has a powerful and positive impact on children's outcomes at five and lasts throughout school.

**3.30** Significant improvements have been made in the early years' infrastructure over the last 10 years, with the introduction of a free entitlement to early education and care for all three and four year olds; a major expansion in the number of childcare places available; and the opening, by March 2007, of over 2,500 Sure Start Children's Centres. However, despite its benefits for the child, disadvantaged families are less likely to take up early years' provision and the quality of what is available remains inconsistent. This has contributed to little or no apparent improvement in measured levels of development at age five or in the gap between children who do least well and the rest.

**3.31** The Government's strategy for improving outcomes and narrowing gaps at age five involves:

- establishing a new universal and integrated infrastructure, by rolling out 3,500 Sure Start Children's Centres by 2010, one for every community;
- improving the quality of all early years provision, by developing the workforce, introducing programmes to support particular areas of children's learning and development, ensuring settings make greater use of self-evaluation performance management and increasing accountability;
- improving the take-up of formal childcare, especially among disadvantaged groups, by improving its availability, accessibility and appropriateness, and actively promoting its value to children and to their parents;<sup>10</sup> and
- supporting mothers and fathers from before birth to play their role as first educators and also to demand high quality childcare and early education services improving school infrastructure through the primary capital investment programme.

**3.32** The delivery strategy for early years is underpinned by major new duties under the *Childcare Act 2006* for local authorities and their partners in the health services and JobCentre Plus. These include duties to:

- secure integrated early years provision in order to improve outcomes and narrow gaps at age five, for which the Government will agree annual targets with each local authority;
- ensure there is sufficient childcare available for parents who want to work and train, through a mixed market, including an expanded and where possible more flexible free offer for three and four year olds; and
- provide comprehensive information to parents.

**Infrastructure 3.33** 3,500 Sure Start Children's Centres by 2010 will give all families with young children access to high quality early years provision, health and family support services and advice and help in moving into work. Funding of £3 billion over the 2007 Comprehensive Spending Review period includes provision to enable Sure Start Children's Centres serving the most disadvantaged communities to offer more intensive support and outreach services, including family support services. The Government will help to clarify and support the important outreach role by establishing core principles and standards for an effective and comprehensive outreach service; support this further with training materials and courses; and provide additional funding for practitioners, enabling some 5,000 practitioners to take up new training opportunities.

**3.34** Effective operation of Sure Start Children's Centres depends on good partnership between local authorities, primary and community health services and JobCentre Plus to plan, commission and deliver integrated services – for example, where appropriate, health initiatives such as the Child Health Promotion Programme, which focuses on prevention and early intervention, and advice and support on employment and training from JobCentre Plus will be accessible through Sure Start Children's Centres. Local authorities play a critical role in implementing proven programmes to improve parenting and to adapt provision to meet the needs of particular groups of children. For

<sup>10</sup> This also supports the Government's PSA (9) to halve the number of children in poverty by 2010-11, on the way to eradicating child poverty by 2020.

example, for disabled children, the Early Support Programme, which integrates services around the child and is based on the provision of key workers attached to families, will be increasingly mainstreamed to provide better support for both children and their families.<sup>11</sup>

**3.35** The Government expects local authorities to introduce performance management arrangements for their Sure Start Children's Centres and ensure that they are monitored against clear targets including how well they reach, and what outcomes they secure for, the most disadvantaged children and their families.

**Quality 3.36** A key priority is developing a stronger focus throughout the delivery chain on raising standards and improving the quality of provision. This requires a shared understanding across the system of what 'good quality' provision looks like and why it is important. Engaging parents in this debate will introduce a significant driver, as they demand higher standards for their children and are supported to provide a high quality home learning environment which complements and underpins children's experience.

**3.37** This also requires a highly skilled early years workforce, with leaders throughout the system who set a clear vision for quality and continuous improvement.<sup>12</sup> The Government has enhanced the ability of the National Strategies to build local authority capacity, support a closer alignment between early years and school improvement functions, and provide training materials and tools for use with settings and schools to drive improvement. Taking forward commitments in the Children's Plan, the National Strategies will also be rolling out specific flagship programmes to support effective practice in children's early language development and social and emotional development, targeted intensive support for a range of settings and better sharing of knowledge and expertise across schools and other early years settings through buddying and other joint work. This will also include tools to help track children's progress and materials targeted at specific groups needing a specific focus such as boys and those with English as an additional language. Many of these programmes will be aimed at private, voluntary and independent sector settings and additional funding for supply cover announced in the Children's Plan will be made available to enable them to take part.

**3.38** Each local authority will need to focus on the quality of provision to ensure they can set and achieve stretching targets for Early Years Foundation Stage Profile outcomes. This requires local authorities to build on effective school improvement activity and make sure that an equally rigorous approach is used to raise standards for under fives in all schools and other settings, and to improve issues of transfer and transition. Settings and schools themselves will need to use self-evaluation and monitor children's progress systematically in order to review their provision and make sure it is raising children's achievement. Investment of £450 million over the CSR07 period will allow local authorities to increase training, support and challenge and provide advice and guidance based on the analysis of local data about children's outcomes.

**3.39** The introduction in September 2008 of the Early Years Foundation Stage (EYFS) will provide an integrated early learning and care framework from birth to five. All provision will be inspected by Ofsted against common standards, strengthening the local authority's performance management and giving parents clearer and more comparable information to help them choose high quality provision. The EYFS also

<sup>11</sup> This also contributes to the Government's PSA (12) to improve the health and wellbeing of children and young people.

<sup>12</sup> The Workforce section sets out key actions to improve the skills and qualifications of the early years workforce.

provides a framework for staff to work in partnership with parents to support home learning and ensure there is continuity for the child. This is backed up through the practical support provided by specific programmes described in the parents section below.

**Take up 3.40** The Government will support joint working between local authorities, as they meet their new duties to assess demand for and supply of childcare and ensure sufficiency, to help them to learn from good practice and ensure they are addressing the needs of those least likely to use childcare at present. There will be investment of £380 million over the 2007 Comprehensive Spending Review period to support this.

**3.41** The Government will fund public campaigns to promote the benefits of early education and the financial support available, especially the childcare element of Working Tax Credits (WTC). HM Revenue and Customs will be working to improve the delivery of the childcare element of WTC so that parents are paid more quickly and misconceptions about tax credits are dispelled. Campaigns will be particularly targeted at low income households and families from Pakistani, Bangladeshi and Gypsy, Roma and Traveller backgrounds where take up is particularly low. Budget 2008 announced a series of pilots to test innovative approaches to tackling child poverty. As part of this programme, child development grants of £200 will be available to low-income parents in 10 local authority areas, on condition that they take up childcare places and have contact with their local children's centre. Alongside the grant, families will also receive support from a children's centre worker. In addition, 30 selected children's centres across 10 local authority pilot areas will test ways in which HMRC tax credit advisers can work within children's centres to improve benefit take up, and will also offer employability skills training for parents

**3.42** The entitlement to free early learning will be increased to 15 hours per week for 38 weeks by 2010, with more flexibility where possible, to increase access to good quality early learning experiences and reduce costs for parents who work. The continued piloting of free provision for two year olds in disadvantaged areas will offer 20,000 children in the most disadvantaged communities up to 15 hours of early learning and childcare as well as support to their families aimed at helping them address the root cause of their disadvantage. The Government is also investing £75 million over the next three years to provide free childcare for workless parents undertaking training which leads to work. The scheme will be delivered in partnership with the Learning and Skills Council (LSC) and forms part of the overall package of support available to learners. Local authorities, Jobcentre Plus, Sure Start Children's Centres and local training providers will all be key players in the successful delivery and roll out of the scheme. In addition, the DCSF will develop projects to improve access to childcare for disabled children and young people, which is vital to improve children's development, as well as to help parents to work, with emerging good practice being rolled out more widely.

**Parents 3.43** The influence of mothers and fathers on children's development is at its strongest in the early years, and many parents feel the need for help and support from health and other services. Practical advice on delivery of the Early Years Foundation Stage emphasises the need to secure effective involvement of parents in their child's learning. Programmes examining how better to involve parents (fathers as well as mothers) – for example, the Parents as Partners in Early Learning project – have been developed to enable local authorities to identify approaches, models and materials of good practice which will be disseminated more widely. In addition, the Early Learning Partnerships Project (ELPP) has demonstrated approaches to targeting hard-to-reach families and

parents of children at risk of learning delay through third sector agencies and supporting them to get involved in the early learning of their children from aged one to three years. ELPP is also delivering Parents, Early Years and Learning (PEAL) training to the maximum number of practitioners across the country, including staff in all designated Children's Centres, to support practitioners to engage parents in their children's early learning. The Government is now planning to disseminate the learning from ELPP to inform local authority parenting and children's services commissioners of good practice.

**3.44** There is evidence that 30 per cent of parents do not regularly read with their young children. To address this, the Government invests in Bookstart which provides packs of free books to all families in England with children at six to nine months, 18 months and three years. Sure Start Children's Centre funding will also support an increase in parenting classes for up to 30,000 parents with a particular emphasis on reaching out to and supporting more fathers.

**3.45** Parents and carers also need timely and meaningful information about their children's development and needs so they can help their children flourish. The Government will extend the principle of the 'red book' given to every parent to track their child's health development through the first years of life, by exploring how a personal parent held record that will run from birth to age 11 can be developed.

**3.46** To increase the ability of parents to access the right information, support and advice, Parent Know-How will expand funding to the national information and support services parents use and rely upon. The programme will encourage providers to offer services in new ways to meet parents' needs, especially through channels like social networking sites, instant messaging and text messaging. These national services will be delivered alongside local authorities' existing duty to provide local information to parents.

**3.47** Currently this is delivered through Children's Information Services (CISs) and focuses on childcare and related services. From April 2008, local authorities will be required to extend the range of information available to support parents in all aspects of their parenting, for example, information on education, health and leisure services. They will also be required to reach out to families most in need. As they take on these wider duties, the Government anticipates that many local authorities will build their information services around existing CISs, broadening them into Families Information Services. There is currently some variation in quality of services offered but the new legislation formalises the requirements for delivery of information to parents and should result in more consistent and higher quality provision with all services attaining the standard of the best.

## SCHOOL AGE

### Primary Years (5-11)

**3.48** Although overall achievement for children in primary schools has risen steadily over the last ten years, and the 2007 Key Stage 2 results were the best ever, the results no longer show the rapid improvements that were evident in the early years of reform, and some PSA targets from previous spending reviews were not met. The gap in achievement between children from low income backgrounds and their peers has narrowed only slightly and there are particular groups that consistently under perform, such as children from some minority ethnic groups and children in care. Existing targets for English and for mathematics were set at a high level to signify the step

change in performance that the Government wanted to achieve and standards have risen substantially.

**3.49** The new targets underpinning these PSAs, based on performance in English and mathematics together, raise the bar and will help to secure skills which count across the curriculum and ensure that more children than ever are prepared for success at secondary school and beyond. The Government's approach in schools looks at progression across key stages – this means a focus on every pupil, in every year group, which will ensure that all pupils are helped to reach their potential and no-one is left behind. These targets build on prior attainment and challenge the outdated view that class, ethnicity or gender necessarily limit success.

**3.50** The priorities for improving achievement in primary schools will be:

- a renewed and continuing focus on literacy and numeracy, improving the support for teaching and learning in the classroom;
- a new emphasis on all children progressing with no children stuck or left behind;
- giving access to extended school provision to all children and strengthening the support and opportunities beyond the classroom;
- improving performance management to increase ambition for achievement, address underperformance and turn around low performing and failing schools; and
- improving school infrastructure through the primary capital investment programme.

**3.51** The transition from a pre-school setting into school, or the transition from the Early Years Foundation Stage in a reception class into the first year of Key Stage 1, can be a difficult time for young children. The curriculum should help children move seamlessly from nursery to school and from primary to secondary education. It should ensure all children achieve the basics of literacy and numeracy, allow them flexibility to learn new skills and develop the social and emotional skills they need to succeed. Sir Jim Rose will lead a root and branch review, reporting in March 2009, of the primary curriculum to ensure there is:

- more time for the basics, so that children achieve a good grounding in reading, writing and mathematics;
- greater flexibility for other subjects, to help narrow the attainment gap between disadvantaged pupils and their peers, and to allow time for primary school children to learn modern foreign language; and
- a smoother transition from play-based learning in the early years into primary school, particularly to help summer-born children.

## Literacy and numeracy

**3.52** The National Strategies will continue to be the Government's key driver for improving standards. The new *Primary Framework for Literacy and Mathematics* is the most significant enhancement to the Primary National Strategy since the literacy hour was first introduced in 1998. Its implementation is being supported by comprehensive training and materials for all schools. The renewed Primary Framework supports increased pace and progression in learning, especially in years 1, 3 and 5, where



progress has up to now been slower. It incorporates the latest research on best practice teaching.

**3.53** The national phonics resource, 'Letters and Sounds' has been sent to every primary school, backed by training from consultants which every primary school can access. This will help secure delivery of systematic programmes of phonics in early years settings and Key Stage 1. Improvements in the National Strategies' support for numeracy will be informed by Sir Peter Williams' review of mathematics teaching in early years settings and primary schools.<sup>13</sup> A greater emphasis will be placed on early identification of barriers to learning, and on providing early remediation and more personalised support. 'Every Child a Reader' (in which highly skilled teachers provide intensive one-to-one and small group support to children with the greatest difficulties in learning to read) will be rolled out to offer intensive support to 30,000 five to seven year olds who are struggling with reading by 2011. 'Every Child Counts', an equivalent mathematics programme, will be trialled and developed. A range of support for primary school children who are struggling to learn to write will be trialled and developed under the 'Every Child a Writer' banner.

**3.54** Some children have specific needs in literacy and so the Government will fund a pilot for specialist dyslexia tuition and additional Reading Recovery support for children identified through Every Child a Reader as needing additional specialist reading support. It will also fund additional dyslexia pilots through Dyslexia Action and the development of British Dyslexia Association's helpline which provides information and advice on best practice (funding for these pilots will be drawn from the £18 million to improve outcomes and provision for children with special educational needs, referred to in the section below on Accountability and Governance).

**Progression 3.55** All schools have set new targets for improving the proportion of children who make two levels of progress between Key Stage 1 and Key Stage 2. No child should stick at the same level or fall backwards. Provision will be improved through better and more personalised teaching and close tracking of individual pupils' progress, so that support can be provided to lift all pupils to the next attainment level. The National Strategies will develop the primary framework to include assessment and tracking tools which can inform teachers' decisions about what support to offer in lessons and beyond. Training in the framework will focus on areas of teaching where improvements are needed, for example in the teaching of writing where only 67 per cent achieve level 4+ at Key Stage 2 in writing, compared to 84 per cent in reading.

**3.56** The Making Good Progress Pilots are trialling changes to external testing to place a focus on progression through single level tests, which confirm teachers' own assessment of progress. They are also trialling and extending models of one-to-one tuition to improve attainment for those at risk of falling behind. This support, targeted by attainment, will particularly help boys who are more likely to under-attain and benefit from the focused attention to learning that one-to-one tuition will offer. This should accelerate progress in closing the gender attainment gap in English (down from 11 percentage points in 2003 to 9 percentage points in 2007). The pilot began in 485 primary and secondary schools in September. Over the 2007 Comprehensive Spending Review period, building on the lessons of the pilot, one-to-one tuition in English and mathematics will be extended to 300,000 children in each subject.

<sup>13</sup> Terms of reference for the Williams maths review are available at <http://www.standards.dcsf.gov.uk/primary/mathematicsreview>.

**3.57** The professional desire that each good teacher has to see each pupil progress will come together with the engagement of parents as partners in their children's development. DCSF is not prescribing ways of engagement but providing support and tools for teachers, schools and parents to use as best fits the individual child or young person. Best results will come from highly professional teachers successfully engaging parents, with each playing a part in the individual child's development. Good leadership focused on teaching and learning will foster this sort of partnership.

**Access to  
extended school  
provision and  
strengthening  
support beyond  
the classroom**

**3.58** There is now clear evidence that children's wider learning environment and experiences outside the classroom greatly influence their outcomes and life chances in later life. Extended services and beyond-school provision will therefore increase, especially for those from disadvantaged backgrounds, to improve the pace and breadth of their development and help lift their aspirations. Schools will be encouraged to collaborate to ensure that by 2010 all schools can offer extended services to children, such as homework clubs after school, additional sport and music tuition drama and ICT clubs or catch up classes in English and mathematics, provided directly or through local third sector and community organisations. Research shows that schools providing extended services can improve pupils' achievements: extended schools have improved their Key Stage 2 average point score by 0.5 percentage points, compared to an increase of 0.1 percentage points in control schools and an increase in the national average of 0.2 percentage points.

**3.59** Extended schools will also support parents by providing access to information and support, including evidence-based parenting programmes as well as more informal opportunities for parents to engage with the school through information and family learning sessions. Funding has been announced to expand Parent Support Adviser (PSA) provision across all local authorities over 2008-11, in the context of the extended school core offer for parenting support. All local authorities are expected to draw on the positive evidence and good practice that emerged during the pilot phase of the programme in deciding how to make PSA provision available in their schools. Where a school has facilities suitable for use by the wider community, it will look to open these up to meet wider community needs. This could include playing fields and sport facilities as well as ICT facilities and halls. Schools will often be good places to provide access for parents and other adults in the community to adult learning and other programmes.

**3.60** Extended schools, working closely with other statutory services and the third sector, will have a particular focus on early identification of, and support for, children and young people who have additional needs or who are at risk of poor outcomes. This includes those with behavioural, emotional and health needs or other difficulties. Schools will have processes in place to identify these children and young people and provide swift and easy access to the support they need. These will often include arrangements developed with local authorities and Children's Trusts, including using the Common Assessment Framework, lead professionals, and ContactPoint to ensure coordinated support and intervention is provided.

**3.61** The Government is investing more than £1.4 billion in the extended schools programme over the next three years, which will include supporting extended service co-ordinators in secondary schools and clusters of primary schools to ensure sustainability. It includes £265 million over the 2007 Comprehensive Spending Review period to enable schools to offer two hours of free extended activities a week to the most disadvantaged children.



## Improved infrastructure

**3.62** Investment in the buildings and ICT of primary schools will increase in priority within the £21.5 billion available between 2008 and 2011. The new Primary Capital Programme, now being introduced, will focus investment through Building Schools for the Future-style 'strategies for change'. Each local authority will plan, with its primary schools and delivery partners, what improvements are needed to support the delivery of education and services to children and their families. This includes improving standards, reducing excess surplus places, increasing diversity of provision, promoting healthy school status, including children with special educational needs and disabilities, providing extended school facilities, joining up capital investment with Sure Start Children's Centres and wider children's services investment and co-locating services where possible.

**3.63** A £150 million pilot is running in 23 Authorities, involving around 30 schools. The full primary programme includes £500 million extra investment from 2009, but it could lever in some £2 billion a year of other government investment. The programme aims, over 15 years, to rebuild or take out of use 5 per cent of the worst-condition buildings, and to improve significantly at least half of the 18,000 primary schools. Precise indicators will be agreed with each local authority during 2008.

## 11 – 19: The secondary years

**3.64** Most young people succeed in secondary school but too many fail to make good progress after the transition from primary school and, for some, this can be the start of a more serious disengagement from learning. Despite educational improvements made since the introduction of the Government's Key Stage 3 Strategy, a sizeable minority of young people do not fulfil their early promise and fail to make sufficient progress in English and mathematics by 14. Beyond 14, the demands of the economy mean still higher numbers of young people need to reach 19 ready for their next phase of learning, with functional English and mathematics, flexible skills and competitive high status qualifications for our universities.

**3.65** The Government is legislating to raise to 18 the age at which young people must participate in schools, colleges and work-based learning and training providers from 2013. This is one of the most significant reforms of a generation, and sets challenging aspirations for the next generation who will need a sophisticated set of skills to work in tomorrow's global economy. The new targets for achievement at every level of the secondary system raise the bar and prepare the system as it builds toward a higher participation age. The progression targets will help to ensure that no child will lose momentum after transition to secondary school. The new GCSE targets, which now include performance in English and mathematics, will ensure that young people are equipped and ready for the challenges ahead of them and the attainment at 19 targets will ensure young people are equipped with the skills they need for further learning or employment.

**3.66** The priorities for improving achievement and participation in the 11-19 education system echo the priorities in primary schools. In particular, the strategy will:

- renew the focus on the core subjects;
- raise expectations of achievement and participation levels at 19;
- secure continuing progression for all pupils through an emphasis on personalised learning and individual learning routes for all;
- narrow the gap in education achievement;

- improve standards of behaviour, attendance and post 16 participation;
- extend choice and diversity of school provision to tackle failure and raise standards;
- improve infrastructure; and
- deliver a new curriculum and qualifications offer from 14 onwards

### Improving achievement in the core subjects

**3.67** The Government will improve provision to lift performance in English, mathematics and science. The National Strategies will continually evaluate and improve their help to schools through effective curriculum materials, training and consultant support. They will ensure that more children progress to secure A\*-C grades in GCSE English and mathematics, by rolling out the Study Plus programme to every local authority, with training for targeted schools. This intervention identifies children at risk of falling off track during Key Stage 4 and provides them with extra teaching in these subjects. In science, the National Strategies, working with the National Science Centre and other partners, will support schools to target children with the potential to achieve higher levels at Key Stage 3 and high GCSE grades to ensure that they remain on track and are encouraged to pursue science to A-level and beyond.

**3.68** The new secondary curriculum will free up around a quarter of the school day and enable teachers to give more help to pupils struggling to master the basics in English and mathematics, while raising standards across the board. The new curriculum will also enable schools to do more within the traditional school day to prepare pupils for the demands of the future. As well as an even sharper focus on literacy and numeracy and retaining established subject knowledge, the new curriculum places greater emphasis on equipping young people with the personal, learning and thinking skills they need to succeed in employment and adult life.

**3.69** The renewed Secondary Frameworks will reflect the curriculum changes to improve rates of progression through the subjects. This will be an important contribution to narrowing gaps and there are also a number of initiatives where schools are working in partnership with higher education to raise attainment, help pupils develop an interest in key subjects and widen participation. For example the Higher Education Funding Council for England funds projects with schools on science, technology, engineering and mathematics subjects as well as supporting routes into languages. Schools will want to maximise the contribution that working in partnership with higher education institutions can make to improving performance and developing pupils' interests and aspirations.

### Personalising the secondary system

**3.70** Building on the work of the sector so far, all secondary schools and colleges will be expected to personalise learning, with high quality teaching underpinned by better tracking of pupils and assessment for learning, which should lead to targeted support. More young people should make two levels of progress at Key Stage 3 and convert expected levels of achievement at Key Stage 3 to good grades at GCSE and then onwards to post 16 learning or training. There should be no 'stuck' pupils. The Making Good Progress pilots through single level tests and one-to-one tuition will help establish the model for support for progression including vulnerable groups. Field studies of effective approaches to secure progression will help to guide practitioners.

**3.71** The Department will invest £150 million over the 2007 Comprehensive Spending Review period in training teachers and school leaders on improving skills of assessment and pupil tracking. This will equip teachers in every primary and secondary school with the skills to set aspirational and achievable targets for all learners. It will

help school leaders to put the systems in place to track the progress of groups of pupils and make available a range of timely interventions and support suited to local needs. DCSF will review and improve the existing National Strategies suite of pupil intervention support, ensuring they support pupils to 'keep up', rather than offer only remedial support once problems have become entrenched. This focus on progress will prevent children, in particular boys, from quietly opting out of lessons and falling off track. This will enable further closing of the gender gap in English which, although down by 6 percentage points since 1997, remains at 13 percentage points.

**3.72** Over the 2007 Comprehensive Spending Review period, every child will have access to a personal tutor who will know them in the round and act as a main contact for parents. The tutor will co-ordinate support for the child, help with induction, agree learning targets, help the child make choices, and identify and help to tackle barriers to success beyond the classroom, arranging additional support where that is needed. For children in care, the designated teacher is already a well established role and the Government will be legislating to put this on a statutory footing following on from the White Paper *Care Matters: Time for Change*.

**3.73** From 2013 every 14-year-old will be able to take their personalised learning further into a Diploma. These new qualifications blend theoretical study with practical and applied learning related to an employment sector to prepare young people for work, or further study. Diplomas include functional skills, personal learning and thinking skills as well as an element of additional or specialist learning including a project which means young people can go into more depth in a specific area, broadening or deepening their knowledge. In delivering the new 14-19 curriculum and qualifications across an area, it is critical that providers work together to respond to student choice, to offer the range of provision that is needed and guide and support students to access and remain in that provision.

**3.74** At all ages, the theme of personalisation ensures that specific needs can be targeted, in recognition that there are particular groups who perform less well at some or all stages. For instance, although attainment gaps have narrowed for most minority ethnic groups, including Bangladeshi, Pakistani and Black pupils, gaps continue to widen for others, most notably Gypsy, Roma and Traveller pupils. Work to improve progress will be delivered through the National Strategies, with 57 local authorities already involved in at least one targeted programme and 30 involved in more than one. The 'Aiming High' strategy to raise attainment of minority ethnic pupils will be reviewed and strengthened, building on both universal and targeted programmes. The Black Pupils' Achievement Programme has expanded from 30 secondary schools to over 100, with the Black Children's Achievement Programme reaching an additional 100 primary schools. From September 2007, a new programme will reduce disproportionate exclusions of black pupils, initially working with over 100 schools in 11 local authorities and rolling out more widely over the 2007 Comprehensive Spending Review period. The e-learning and mobility project for Traveller children will more than double, to reach over 500 children, and the recently launched Gypsy, Roma and Traveller programme, working with parents and the Travelling community in 11 local authorities to boost attendance and raise attainment, will continue to grow. The Key Stage 4 Engagement programme will be mainstreamed to ensure that young people who are disengaged from learning are provided with personalised, work-focussed learning to help develop skills and re-motivate them to continue in learning.

**3.75** The roll out of extended schools will also be used to provide pupils with tailored support to tackle underlying causes of underachievement. Results in the first wave of

full-service extended schools improved at twice the national average rate between 2005 and 2006. The percentage of pupils achieving five-plus A\*–C grades at GCSE (Key Stage 4) and equivalents increased by just over 5 percentage points, compared to an increase of 3.5 percentage points in schools in the control group and an increase in the national average of 2.5 percentage points over the same period. Extended schools are therefore central to sustained school improvement and will be embedded in school improvement plans.

**3.76** Research from the Universities of Manchester and Newcastle, and from Ofsted and others, also points to the considerable benefits of extended services for improving the motivation, behaviour, attendance and achievement of pupils. In addition to their educational benefits, extended schools can lead to better mental and physical health and better social outcomes for children and young people. As all schools move towards providing extended services by 2010, the Government will encourage them to improve partnership working with other statutory and third sector agencies to improve children's resilience and access to specialist services such as Child and Adolescent Mental Health Services and drugs and substance misuse advice. This will often be through arrangements developed through local Children's Trust partners to provide effective multi-agency support.

#### **Behaviour, attendance and lifestyle**

**3.77** Missing school increases the likelihood of pupils leaving without qualifications. Misbehaviour interferes with the teaching process and learning experience. Similarly, bullying can be an obstacle to achievement of the Every Child Matters outcomes.<sup>14</sup> Research shows that pupils who reported persistently disrupting lessons had lower Key Stage 3 results in all core subjects than other pupils. There is a significant correlation between Ofsted inspection judgements on behaviour and standards reached by learners. Absence levels are strongly associated with deprivation (as measured by free school meals). The Government's drive to improve school attendance includes a specific focus on persistent absence (on those pupils who are absent for 20 per cent or more of the school year).

**3.78** The Government's PSA (14) to increase the number of children and young people on the path to success sets out to improve support for those who drop out of school, including those missing from any lists. The Government is implementing a comprehensive national programme to strengthen schools' capacity to manage behaviour and is providing extensive advice and support to schools to prevent and tackle bullying. The behaviour improvement programme includes providing access to training materials, consultancy advice, extra funding for schools facing the greatest behaviour challenges, helping schools to form partnerships on behaviour management and stronger legal powers to discipline pupils and secure parental engagement. Ofsted judged 3 per cent of secondary schools (and less than 0.5 per cent of primary schools) to have unsatisfactory behaviour standards in 2005-06 compared with 6 per cent (and 2 per cent respectively) in 1997-98. It is vital that those pupils who, for a range of reasons, are unable to attend a mainstream school receive high quality provision. The Children's Plan sets out plans to improve the quality of such alternative provision, including the publication of performance data for pupils not on a school roll, to ensure local authorities have incentives to improve their performance.

<sup>14</sup> The Government's PSA (13) to improve children and young people's safety has an underpinning indicator on bullying.

**3.79** The focus on participation in education and training is just as critical post-16. It is clear that in order to compete internationally more young people need to leave education with a higher set of skills and relevant qualifications for employers and higher and further learning providers. It is important to support all young people to overcome barriers to achievement through financial support particularly the Education Maintenance Allowance as well as to provide personalised targeted support, advice and guidance for young people with specific needs. The 14-19 entitlement will provide an offer to cater for all young people and partnerships are already working closely to make sure every 16-year-old has a suitable offer, supported by high quality information advice and guidance and the right financial support.

**3.80** The Government's PSA (13) – To improve the health and wellbeing of children and young people, sets out a commitment to enable all children to enjoy a healthy lifestyle, supported by the right environmental and emotional conditions. Young people of secondary school age are subject to many pressures and health risks, and they need to be provided with the resilience, skills and support services to manage these risks. A key component of the Government's strategy to achieve this is the National Healthy Schools Programme, which sets key criteria for schools to work to in personal, social and health education (PSHE), physical activity, healthy eating and emotional health and wellbeing. All secondary schools are expected to be participating in the programme by 2009.<sup>15</sup>

**Tackling under-performance and failure, and to raise standards in schools and colleges**

**3.81** As with primary schools, secondary schools are required to evaluate their own progress and, with the support of School Improvement Partners, set challenging targets. The strengths of good schools, through federations and trusts, will help raise standards more widely.

**3.82** The Prime Minister's new target, to ensure no school by 2011 has less than 30 per cent of its pupils achieving 5 or more A\*-C grades at GCSE, puts more emphasis on reducing under-performance in particular secondary schools. In the Budget 2008 a £200 million package to support a new National Challenge programme to raise standards in more than 600 secondary schools was announced. Drawing on measures developed within London Challenge, the National Challenge will empower more of the best head teachers to help turn around schools which are stuck in patterns of low attainment; create new trusts and federations based on successful schools; and, in areas of greatest need, drive forward a faster expansion of the Academies programme. Some of these 600 schools already add considerable value, with relatively high proportions of pupils making good progress in Key Stage 3 and 4; others fall some way behind. The Department will set out a detailed strategy for the National Challenge programme in May, and will agree individual plans suitable to each of these schools, working with local authorities and a range of partners willing to provide direct support which will lift performance locally.

**3.83** Within the *Education and Inspections Act 2006*, there is now a new, stronger, legal framework for tackling school failure and under-performance. Local authorities are expected to be more active in preventing school failure and are systematically challenged to take swifter and more radical action where it occurs. Additional financial support may be made available to support this on a case by case basis and where a solution is beyond what the local authority would reasonably expect to fund itself. Although numbers of unacceptably low-attaining schools have fallen substantially,

<sup>15</sup> This also relates to the Government's PSA (22) to 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 school sport.



there is more to do. School intervention increasingly involves strong schools with leadership capacity and expertise combining in federations that draw weak schools out of failure, and sustain improvement.

**3.84** If a failing school has to be replaced, the Government expects the local authority to consider the best options for that replacement. The local authority can hold a competition – which gives those who are interested in providing the new school the opportunity to set out proposals. Alternatively, and with the Secretary of State's consent, the local authority can work with a sponsor who would establish an Academy. Post-16, we have proposed that there should be a clear framework for assessing performance which is common across all providers of education and training for young people and adults. This will treat all providers in a consistent way, make available a full range of reliable data which can accurately assess performance and therefore provide the single, transparent basis for making commissioning decisions, as well as underpinning information to young people, parents and employers. We think that this framework will need to include information about the standards achieved and the quality of provision, about the views of young people and (where appropriate) of employers and the value for money achieved. It should include key performance measures of individual achievement at 19, which are now part of local authority performance indicators. We believe that such a framework could build on the Framework for Excellence, which has been developed by the LSC, to serve a similar purpose within the FE sector. It is currently being piloted with 100 providers including FE Colleges, work based learning providers and Sixth Form Colleges. The first Overall Performance Ratings will be published in 2010. In order to serve the purpose we will need it for in future, we will look to develop and refine the Framework so that it can include School Sixth Forms and other providers as part of the pilot process from September 2009

**3.85** The Government will invest in academies as independent, all-ability schools – free to pupils, subject to the same admissions arrangements as other schools and funded by the State – in areas of high deprivation and low achievement, and where there is inadequate choice of good schooling.

#### **14-19 Qualifications and Curriculum Reform**

**3.86** The 14-19 reforms aim to create a system in which every young person can prepare themselves through education and training to make a success of their life. At the centre of these plans is the reform of curriculum and qualifications. The Government is creating a qualifications system in which every young person can learn the right subject for them, at the right level for them, learning in a style that suits them – no matter where they are in the country – and achieve a valuable qualification if they succeed. Putting that in place, together with the right information, advice and guidance and the right personal and financial support arrangements, is a key part of our drive to raise participation in learning post-16 and attainment by 19.

**3.87** The Government has set out clear goals to reform 14-19 qualifications through:

- a new curriculum for 11-14 year-olds
- 17 new Diploma qualifications including extended diplomas covering each of the key sectors of the economy as well as science, languages and humanities, mixing the best of theoretical and practical learning. The first five Diplomas will be taught from September 2008 across the country in 144 local consortia of providers. From 2009 317 consortia will be involved in Diploma delivery. All 17 Diplomas will be available from 2011.

- New functional skills qualifications so that all young people have to learn to use English, mathematics and ICT in practice and a new framework of ‘personal, learning and thinking skills’ – the key skills such as the ability to communicate well and to work in a team.
- A reformed and strengthened general qualification (GCSE and A level) route. At A level changes are being made to ensure that assessment places even more emphasis on deep learning and the ability to make connections across a subject. ‘Stretch and challenge’ is being introduced to assessments at A2, and an A\* grade to reward the most exceptional performance. At the same time the burden of assessment is being reduced and an Extended Project is being introduced from September 2008.
- The Government is expanding Apprenticeships and has recently published "World Class Apprenticeships" its strategy for the programme in England. It sets out how the commitment to put in place by 2013 an entitlement to an apprenticeship place for all suitably qualified young people will be delivered. It will be a key element of plans to raise the participation age, providing a high quality alternative route for those young people who do not wish to stay in full-time education.
- A new Foundation Learning Tier of lower level (Entry level and level 1) qualifications, so that, for the first time, there will be good progression routes to higher level learning and qualifications for those now working at a lower level.

**3.88** In future, as Diplomas become a national entitlement, public funding should be directed to just four routes: the general (GCSEs and A levels), the new Diplomas, Apprenticeships and the Foundation Learning Tier. “Promoting achievement, valuing success: a strategy for 14-19 qualifications” was published recently, setting out how this will be achieved.

**3.89** The proposal to raise to 18 the age at which young people must participate in schools, colleges and work-based learning and training providers will not take effect until 2013, but builds on a rising platform of provision, choice and support for young people which is being put in place as a part of the 14-19 reforms. It is important that the system is galvanised to build towards the raised participation age so that by 2013 there is an offer for young people in every area which excites them and engages them in education or training.

**3.90** Collaboration is an essential part of 14-19 provision. It is unlikely that any one institution will be able to offer the 14-19 entitlement alone. Local consortia of providers are working together to deliver Diplomas from 2008. To ensure that providers are ready to deliver these new, innovative qualifications we established the Gateway process to assess consortia and identify those best equipped to secure the necessary awarding body approval to deliver the Diplomas. A range of partners worked through regional panels to decide which areas have the capacity to deliver Diplomas – lead officials in Government Offices, the Learning and Skills Council, Higher Education, National Strategies, Diploma Development Partnerships, Qualifications and Curriculum Authority and DCSF. 144 consortia passed Gateway one and will be delivering Diplomas in 2008 and 317 have been recommended for delivery in 2009.

**3.91** Central to local collaboration will be 14-19 Partnerships that are driven by young people's choices. Partnerships are being convened by local authorities and the Learning and Skills Council (LSC) and include schools, colleges, training providers and employers. Government Offices have a key role in looking regionally at the spectrum of provision in place and bringing together areas to consider cross border issues.

**3.92** Information, advice and guidance (IAG) forms one of the key building blocks on which the raising of the participation age and wider 14-19 reforms rest. Good quality, impartial IAG about learning and career options challenges stereotypes and raises aspirations. It is very important if young people are to make learning choices that are right for them and which will encourage them to participate in learning and then achieve their full potential. Working through Children's Trust arrangements and 14-19 partnerships, local authorities are responsible for commissioning information, advice and guidance services, linking school and college based provision for careers education to wider support services that help young people become more self-reliant and better equipped with impartial advice to manage their own personal and career development. The 14-19 partnerships convened by local authorities will help local authorities to commission and manage IAG services that meet recently published "quality standards" for IAG. And they will work with schools and colleges to ensure that their, key, responsibilities for ensuring that their young people have the help they need are met. Local areas, led by the LSC in the medium term and then by the local authority, need to decide together how best to meet the needs of young people in the area through a combined offer which includes the full range of choice and setting on offer, a prospectus of all the courses on offer. Local partnerships also need to make sure they track and contact all young people together so that each is offered a suitable course and supported to participate. This is especially critical for those young people at risk of disengagement.

**3.93** As partnerships plan and work together it is important to learn from what is working well across the country, by drawing on the experience of the first providers delivering the Diplomas, as well as the Increased Flexibility Programme and 14-19 Pathfinders.

### Improving achievement to age 19

**3.94** There has been good progress made in achievement at 73.9 per cent of people aged 19 in 2007 were qualified to at least Level 2 and 48 per cent of young people aged 19 were qualified to Level 3. Participation rates have risen to their highest levels ever. The total number of 16-18 year olds in education and training increased by 15,500 to 1,547,000 at end 2006, and an increasing number of young people are starting and completing apprenticeships.

**3.95** Whilst the 14-19 reforms will provide more opportunities for young people to participate and attain in the future we are also putting in place a range of measures to raise attainment now. Key to raising participation and attainment at level 2 and level 3 are:

- careful tracking of young people so that those at risk of not participating or attaining are identified and supported;
- guidance and support, particularly through transition, to make sure young people know how to access education, training or employment and to enable them to overcome barriers to participation;
- provision of a full range of courses to meet demand; and



- a sharp focus on provider quality led by the Learning and Skills council in delivering quality outcomes for all young people in every area;

**3.96** The post-16 progression measure, for data will be provided to all schools in July, will help schools assess if they have prepared young people for further learning and encourage them to ensure the whole cohort makes a good transition at 16 which will increase their likelihood of attainment by age 19. Specifically it will give schools information on the participation at 17 and attainment at ages 17, 18 and 19 of pupils attending the school at.

**3.97** Raising the participation age builds on our aspiration to continue to build levels of participation by 16-18 year olds and provides a sharp incentive to achieve levels as near to full participation as possible before implementation. This means making sure that there is a suitable place for every young person at every level wherever they live in the country. Since September 2007, there has been an online prospectus for every local area, setting out information about each course available across the area to inform choice, and we are strongly encouraging local authorities to develop a common application process alongside the prospectus to manage and track post-16 applications. In addition to the IAG strategy, we are encouraging the use of transition mentors and taster courses by schools to support young people as they make decisions about post 16 learning.

**3.98** The September Guarantee is critical to making sure a place is delivered for every young person every year. It was implemented nationally for the first time in 2007 and ensures that every young person is guaranteed the offer of a suitable place in post-16 learning by the end of the September after they leave compulsory education. Successful implementation of the Guarantee requires close partnership working between the LA, 14-19 partnerships, schools, colleges, training providers, Connexions providers and the LSC to prepare, support and enable young people to make the transition to post-16 learning. We are now extending the September Guarantee for 16 year olds to 17 year olds – this will build on existing arrangements to ensure that young people who complete courses at 17 or drop out during their first year of post-compulsory education are given the support to re-engage.

**3.99** Not all young people follow conventional learning paths and many young people who are NEET are not ready to go straight back into formal learning. As the system moves towards delivering the raised participation age it is critical that every young person is engaged in learning. There are a number of schemes run by local authorities and voluntary sector organisations offering short (2-12 weeks) re-engagement type activity to help restore young people's confidence. The entry to learning programme will build on these schemes by offering clear, continuous progression routes from re-engagement activity through transition units covering, for example, personal, learning and thinking skills, study skills and functional skills, to more formal learning.

**3.100** The LSC, in partnership with providers, local authorities and Connexions, is working to ensure that in every area of the country, supply of provision (in relation to type and level of learning) matches demand from young people. The LSC and the college sector are working to secure greater flexibility of provision so that it is easier for learners to start courses in January and other times of the year so that those who make a wrong choice or have not secured a learning place after year 11 can be re-engaged in learning quickly.

**3.101** At level 3 we have launched a priority review to establish what changes may need to be made to the delivery system to enable more young people to achieve level 3 skills by the age of 19 and to understand how to build on the conversion rates from level 2 to level 3 by age 19. The review will make recommendations in May and will be followed by a delivery plan.

**3.102** Breaking the link between deprivation and achievement will be taken further beyond the 11-16 system to make sure that all young people achieve regardless of their background at Level 2 and at Level 3 by the age of 19. The life chances of all young people in the system will be improved as the proportion of young people who are not in education, employment or training (NEET) as well as those in Jobs Without Training are reduced.<sup>16</sup>

### Improved infrastructure and facilities

**3.103** Improving the buildings and ICT of secondary schools and colleges to deliver the secondary reforms already features strongly in DCSF and DIUS's capital programmes, providing £21.5 billion of capital support between 2008 and 2011. Building Schools for the Future aims to renew all secondary schools where there is need, in fifteen waves of investment which started in 2005, subject to future public spending decisions. Currently, some 1,000 schools are now in planning investment through Building Schools for the Future, Academies, or the one-school pathfinder programmes. DCSF provides innovative design guidance to support high quality and sustainable school buildings, grounds and facilities. Local authorities in Building Schools for the Future have to plan strategically, with their schools, local colleges and wider delivery partners. The "strategies for change", developed with Partnerships for Schools as the department's delivery agency for BSF, which have to be agreed with DCSF, prompt the Local Authorities as commissioners of education, to plan to transform education in their areas across the 0-19 phase of learning, including improving standards, increasing diversity of provision, delivering 14-19 learning, promoting healthy school status and sustainability, with high quality provision for children with SEN and disabilities, and providing extended school facilities and opportunities for co-location on school premises of other services. DCSF is also looking at whether all its capital programmes can be managed in a more integrated and simplified way that will deliver better projects on the ground, and will be piloting options with Local Authorities, as well as how to co-locate services. Capital funding for colleges will be deployed by DIUS, alongside capital funding for schools and sixth form colleges to support a coherent local pattern of provision, in line with the local strategic commissioning plan. .

## National and local performers

**3.104** National and local partners have an important role to play in each phase of a child or young person's education. Many have a remit across each phase (for example, in both primary and secondary education). In the secondary phase where radical reform is currently being undertaken, the system is heavily reliant on a number of key deliverers working together:

- the Government has announced that in future all 16-18 funding will transfer from the LSC to local authorities which will give local authorities a new strategic commissioning role for 16-18 provision and enable them to deliver a truly integrated approach to young people's services. The local authority

<sup>16</sup> The Government's PSA (14) to increase the number of children and young people on the path to success has an underpinning indicator and target to reduce the number of young people who are not in education, employment or training (NEET).

role is a critical one working with secondary schools, and leading 14-19 partnerships, including Connexions services to provide for the needs of all young people in the area. Local authorities are expected to provide integrated youth support services and to ensure that all young people from year 9 onwards have access to good quality information, advice and guidance (IAG) in line with the recently published Quality Standards for IAG. This transition needs to be undertaken carefully to ensure that the skill and expertise in the system now is retained to focus on the achievement and participation of young people who are 16-18 whilst this change is made.

- The LSC currently oversees the delivery of post 16 learning and fund all post 16 providers including school sixth forms. They are a critical partner in the delivery of the September Guarantee, in engaging all young people in education or training, in participation and attainment rates at 19 and in performance management and accountability systems for the FE system, work-based learning and apprenticeship providers. We will continue to work closely with them and with local authorities over the period to deliver these targets;
- the section below on Accountability and Governance; and
- The Qualifications and Curriculum Authority are a key partner in the development and trialling of the new qualifications and curriculum offer, working with awarding bodies and with schools and colleges. Following consultation, the Government will bring forward legislation to establish a new independent regulator of qualifications and tests, in order to maintain public confidence in the rigour of qualifications and a new development agency for curriculum, assessment and qualifications.

**3.105** Employers and Higher Education Institutions (HEIs) are central to the credibility of the diplomas as high status qualifications among young people and parents. They are heavily engaged in the substance of the reforms and need to make sure that the new qualifications meet their needs. They are also critical to the delivery of the reforms - employers by working with schools and colleges to provide work experience and apprenticeship places; and HEIs by collaborating at a local level to make sure that there are suitable progression routes on from 14-19 qualifications into further learning. Existing partnerships such as Aimhigher partnerships, Educational Improvement Partnerships, Lifelong Learning Networks, alongside the 14-19 partnership, will all have a contribution to make to raising attainment and encouraging progression to higher level skills.

## **Schools systems issues**

**3.106** The following paragraphs apply to both Secondary and Primary Schools

### **Performance Management**

**3.107** Schools themselves will carry the lead responsibility for improving attainment and closing gaps. The performance management of staff within the school will recognise their success in improving the achievement of children. Local authorities will support schools, in particular through School Improvement Partners, in setting targets to secure the progression of all children. These targets will reflect local authorities' duty to promote high standards and the fulfilment of every child's educational potential. Local authorities should be giving particular attention to vulnerable groups such as

children in care. School Improvement Partners, supported by the National Strategies, will be working with all primary schools by April 2008.

**3.108** Poor rates of progression and variations in subject results will trigger both challenge and support. Weak and coasting schools will be subject to particular focus with valued added measures identifying where schools should be expected to achieve higher performance. The Intensive Support Programme for primary schools below floor targets and the additional targeted action plans for schools below floor targets for four years or more will continue to reduce the number of primary schools where less than 65 per cent of pupils secure the expected levels. The new National Challenge sets out the plans in secondary schools. Local authorities will be expected to intervene early to prevent the need for special measures, and to introduce radical measures of changes in governance such as partnership, federations with the presumption that schools will be closed which cannot make sufficiently rapid progress out of special measures.

## Workforce

**3.109** Evidence shows that graduate leadership in early years settings is the key to high standards and improved outcomes for young children. Currently although over 80% of early years provision is delivered through the private, voluntary and independent (PVI) sectors the percentage of staff at graduate level in these sectors are small – for example, only around 3 per cent of staff in PVI full daycare settings are graduates compared to around 40 per cent in maintained primary schools. The introduction of the Graduate Leader Fund (GLF) is specifically designed to deliver an increase in the number of graduates leading the learning and development of children in early years full daycare settings in PVI sector. By the end of the 2007 Comprehensive Spending Review period, a graduate should be leading practice in around 40 per cent of full day care settings in the PVI sector. The Children's Workforce Development Council has developed and is funding the Early Years Professional status to support this. Investment through the GLF amounts to £305 million between 2008 and 2011, including an additional boost, announced in the *Children's Plan*, directed towards getting more graduates into low quality settings in the most disadvantaged areas. To underline the GLF's importance there is also an in-principle commitment to making the funding available until 2015. In addition, 400 Sure Start Children's Centres leaders will be trained in the new National Professional Qualification in Integrated Centre Leadership. Continuous professional development for the wider early years workforce, particularly at Level 3, is being supported with additional funding made available to help with the cost of supply cover and enable the PVI sector staff to take part in training.

**3.110** The successful implementation of the Government's programme across both primary and 11-19 phases will require a skilled, diverse and adaptable workforce, highly motivated and with excellent leadership and support. That schools work with colleges and training providers in planning for and delivering the qualifications and curriculum change from 14 -19 is critical. This needs to be supported strategically by the local authority, but schools and colleges themselves will take the lead role in identifying and providing for the development needs of their staff. Since 2003, the Government, Welsh Assembly Government, local government employers and the majority of school workforce unions have been working under the banner of the National Agreement to raise standards in schools by tackling workload, support staff taking on enhanced roles and freeing teachers to focus on teaching and learning. The Agreement recognised that the workforce was critical to securing the highest quality of educational provision and discussions focus on ensuring that new policies take full account of the workload and workforce development implications for all school staff.

**3.111** DCSF will ensure that the national framework for the employment, deployment and development of school staff continues to provide schools with the support and flexibility they need. For teaching staff, this will be supported by newly implemented performance management arrangements and coherent standards. DCSF will<sup>17</sup> also introduce new statements of teachers' professional roles and responsibilities that will provide the basis of a modern contract for the profession. In addition, over the next three years DCSF will invest £44 million to make teaching a Masters level profession, working with the social partnership to introduce a new qualification; ensure new recruits spend at least one year in training; and establish a Transition to Teaching programme to attract more people with science, technology and engineering backgrounds into teaching. The Department is keen to ensure that the system is well-served with the leadership teams it needs to deliver the vision of the 21<sup>st</sup> century school as set out in the *Children's Plan*. The Department wants school leaders to contribute to wider system leadership, as they have already begun to do. In recent years, school leaders have helped spread excellence, challenge and expertise throughout the system in their work as School Improvement Partners, National Leaders of Education and Consultant Heads. The Secretary of State recently announced his plans to extend the number of schools supported by National Leaders of Education from 120 currently to over 500 in the next 5 years, and to increase the number of National Leaders of Education from 50 to some 200 in the secondary phase. He is also keen to expand the Future Leaders programme to ensure that there will be some 500 leaders who have benefited from it in the system by 2012.

## ACCOUNTABILITY AND GOVERNANCE

**3.112** The Training and Development Agency for schools (TDA) will have the responsibility to secure the availability of sufficient high quality teachers, including for subject specialist teaching in areas of current shortage such as science and mathematics. They will support the development needs of all staff including support staff and will ensure that the benefits of workforce remodelling continue to be applied across all schools in further support of DCSF's delivery objectives. The Quality Improvement Agency and the Secondary National Strategies will continue to support training to deliver the new functional skills qualifications. The National College of School Leadership (NCSL) will work with DCSF to ensure the supply of high quality school leaders. They will lead the pilot of a revised national qualification for school heads (NPQH) in 2008, which will provide future heads with the knowledge and skills needed to deliver the Government's ambitions for children and young people. The NCSL's work will include the development of improved and innovative models for primary leadership which will support better collaboration between schools and with wider children's services. Such models are a priority to raise standards in primary leadership and schools. Working with key partners, NCSL will develop further innovative programmes, such as Future Leaders and National Leaders in Education, that are helping to get the best leaders in the most challenging schools.

**3.113** Improving the school workforce's skills in raising achievement for children with special educational needs (SEN) is a key part of DCSF's SEN strategy. Over the next 3 years the Government will spend £18 million to improve outcomes and provision for children with SEN, and to increase parental confidence that children's individual needs are being met. Amongst other things, this funding will support particular action to improve workforce knowledge, skills and understanding of SEN and disability (in

<sup>17</sup> Pending recommendations of the School Teachers Review Body.



addition to funding the initiatives summarised at paragraph 3.54) through better initial teacher training and continuing professional development; to develop better data for schools on how well children with SEN are progressing (including guidance for schools on what constitutes good progress); and to continue strengthening the position of SEN coordinators in schools (including consulting on regulations requiring them to be teachers and working towards introducing nationally accredited training arrangements for those new to the role). The Inclusion Development Programme, delivered by the National Strategies, was launched in October 2007 for rollout over the 2007 Comprehensive Spending Review period. The programme will improve the workforce's confidence and skills in working with children with particular needs, such as communication difficulties, dyslexia, autism and with behaviour, emotional and social difficulties.

## HIGHER EDUCATION

**3.114** The Government's PSA (2), to improve the skills of the population, on the way to ensuring a world-class skills base by 2020, sets out a commitment to increase participation in higher education (HE) towards 50 per cent of those aged 18 to 30 specifically, with progress of at least one percentage point every 2 years between now and 2011 (using the 'HE Initial Participation Rate' measure). It is also committed to making significant progress year on year towards fair access. This involves widening participation, by helping more people from under-represented groups, particularly low socio-economic groups, to participate successfully in HE. It also involves ensuring fair access, so that people from under-represented groups have more opportunities to attend higher education institutions and courses which offer the highest financial returns:

**3.115** Widening participation in HE brings both economic and social justice benefits. Forecasts suggest that, of the 12 million jobs expected to become vacant between 2004 and 2014, 6 million will be in occupations most likely to employ graduates.<sup>18</sup> Over their working life, it is believed that the average graduate earns comfortably over £100,000 more than a similar individual with just A-levels. Graduates also experience better health, are less likely to commit crime and are more likely to engage in civil society. But despite 50 years of growth in the HE system, opportunities are still not available equally to all. Fewer than 30 per cent of HE entrants come from lower social classes (as opposed to over 70 per cent from higher social classes) and fewer than 20 per cent of young people from lower social classes go into HE, compared to over 43 per cent of higher social classes.

**3.116** Widening participation in HE depends critically on closing attainment gaps earlier in the education system – as described throughout this Delivery Agreement, but particularly in relation to Level 3 attainment by age 19. It also depends on raising aspirations, improving applications and admissions and financial support. This is a shared responsibility and ambition between DCSF and DIUS. Many activities to raise ambition, aspiration and encourage progression to higher level skills, supporting individuals to realise their full potential, are delivered in partnership between schools, colleges and universities. It is becoming clear that strong relationships between schools and further and higher education providers can deliver a huge range of benefits often exceeding those originally envisaged

<sup>18</sup> Source: Institute for Employment Research.

**Raising aspirations** **3.117** Raising aspiration can be a significant motivator in raising attainment. Efforts to raise aspirations will stem from DCSF's system leadership role which will promote the motivation and engagement of all children and young people and the development of a better equipped workforce. HE is a key partner in raising ambition and aspiration working collaboratively with schools. HEIs already work in partnership with schools through successful programmes such as the Aimhigher Programme, managed by Higher Education Funding Council for England, and the Student Associate Scheme, managed by the TDA. Aimhigher enables local partnerships of higher education institutions, schools and colleges to co-design and deliver a range of activities through which the attainment and aspiration levels of young people from backgrounds currently under-represented in HE can be raised. The popular and successful Student Associate Scheme involves high achieving students helping out as mentors and assistants in school classrooms. As role models they can inspire young people to achieve, and progress into higher education. The Government is considering whether it can better support links between current students and schools, in order to further raise aspirations, particularly for those course which offer the best economic returns.

**3.118** The benefits of schools working in partnership with HEIs are not restricted to these national programmes and both DCSF and the DIUS will continue to work together to ensure the environment is right for closer collaboration to take place. HE is a recipient of young people having completed the earlier stages of their education but it is also an important shaper of the wider education sector delivering teacher training developing the skills of the next generation of teachers and through ongoing continuing professional development. Additionally, individual HEIs often work in partnership with local schools to encourage and enable young people to apply for courses that best suit their potential through compact schemes. Increasingly, HEIs are also becoming involved in the establishment of Trust Schools and Academies, and there is scope for this to develop much further.

**3.119** Schools, colleges and universities are increasingly aware of the importance of the role of families in encouraging young people to aspire to HE. Aimhigher partnerships in particular are looking at ways to support parents, particularly those who have no personal experience of HE and may lack knowledge or have distorted views of the opportunities that currently exist in HE. DCSF and DIUS will continue to work in partnership to explore how parents can be supported and engaged.

**3.120** An independent review of HE admissions, and a subsequent public consultation on the HE application process, identified a range of ways through which HE applications and admissions – as delivered by the Universities and Colleges Admissions Service and individual HEIs - should be improved to support widening participation policy goals. This will include:

- making sure more and better information is available to HEIs on which they can base their admissions decisions;
- supporting the principle of 'holistic assessment' which involves consideration of broader contextual factors beyond attainment levels/forecasts; giving applicants better feedback on their applications;
- giving those who fail to gain an offer with their initial applications better opportunities to continue applying in search of a place; and
- offering applicants achieving higher grades than required by their first offer the chance to seek an alternative place that better matches their aspirations.

**3.121** Although peers have an increasing influence over young people as they move through their teenage years, parents and family remain important to young people. Young people take increasing responsibility for their own choices, but they still seek the views of their parents. It is important to ensure that young people and their families have high quality information, advice and guidance to help them make appropriate choices and a marketing campaign will publicise the range of options available. Local prospectuses will set out what is available in a specific area. The Quality Standards referred to in paragraph 3.94 set out clearly the Government's expectations of the information, advice and guidance services that local authorities are expected to provide for young people and their parents.

**3.122** In addition, literature and media activity takes place annually to raise awareness of the financial help available to those wishing to go into higher education. This is targeted at families, potential students, and those who advise them. An advertising campaign targeting these audiences has run for the last two years and a new campaign was launched in autumn 2007. This activity is branded Aimhigher - student finance works together with the Aimhigher initiative to target lower socio economic groups, in addition to ensuring the wider audience, including parents, have access to the facts on student finance

#### Measuring success

**3.123** To bring additional funding into the HE sector, HEIs in England have been able to increase their tuition fees up to a maximum of £3,000 per annum (index-linked) from 2006. In 2007 students were expected to pay up to £3,070. But students no longer need to pay these fees up-front and there are maintenance grants, loans and HEI bursaries available – HEIs wishing to charge the maximum fee are required to offer bursaries, predominantly for students from lower income households, but a broad range of students do benefit. Repayment of the government loans are linked to earnings and students do not have to start to repay until they have left higher education and are earning in excess of £15,000. Repayments are made at a rate of 9 per cent, on earnings above £15,000. Someone earning £18,000 would pay £5.19 per week.

**3.124** Additionally the Government recently announced a package of reforms to the student financial support arrangements that will make even more young people eligible for grants but will also provide young people from low income homes assurances about the financial support they will receive if they choose to go on to HE. From the 2008/09 academic year, a 16-year-old who qualifies for an Educational Maintenance Award will be guaranteed a minimum level of maintenance support at university. This 16-year-old will be guaranteed at least five years of maintenance support for their studies – through school, college and university. The guarantee will support aspirations for HE. It will provide certainty about the financial support to fulfil their potential.

**3.125** The HE sector itself has already developed and established a set of wide-ranging performance indicators which are available nationally and at institutional level to help HEIs benchmark their own performance. These are not Government targets. Through the Performance Indicator Steering Group, the HE sector continues to review and assess its performance indicators and is currently looking at the feasibility of developing other indicators which could support institutions.

**3.126** The interventions outlined above – coupled with and building on the interventions described throughout this Delivery Agreement, and allowing for demographic change - are expected to result in change in the following areas:



- improving the proportion of English-domiciled young people from lower socio-economic class backgrounds participating in full-time HE – currently 19.9 per cent;
- narrowing the gap between the proportion of English-domiciled young people from higher and lower socio-economic class backgrounds who are participating in HE – this gap is currently 23.4 percentage points;
- improving the number (currently 186,442) and proportion (currently 86.9 per cent) of young full-time first degree entrants to English HE who are from state schools;
- improving the number (currently 62,364) and proportion (currently 29.1 per cent) of young full-time first degree entrants to English HE from lower socio-economic classes; and
- improving the number (currently 28,938) and proportion (currently 13.5 per cent) of young full-time first degree entrants to English HE who are from low participation neighbourhoods.

## ACCOUNTABILITY AND GOVERNANCE

**3.127** At national level, the Secretary of State for Children, Schools and Families leads this PSA. The Director General for Schools is the Senior Responsible Owner (SRO) for this PSA. Responsibility for widening participation in higher education rests with DIUS. DIUS is also responsible for the further education system, which provides for the majority of 16- to 19- year-olds; and therefore has a key role to play in these PSAs. Communities and Local Government, the Department of Health and the Department for Work and Pensions also have a key contribution to make in respect of delivering improved performance, measured against the indicators for these PSAs.<sup>19</sup>

**3.128** At national level, performance is overseen by a PSA Board. The PSA Board chaired by the SRO, with cross-government membership manages performance against the indicators underpinning the PSA, considers what impact the actions set out in this Delivery Agreement are having on performance, takes corrective action where necessary, and escalates risks or issues to Ministers.

**3.129** The Cabinet Sub-Committee on Families, Children and Young People (DA(FCY)) considers policy affecting families, children and young people; and reports as necessary to the Committee on Domestic Affairs.<sup>20</sup> There are also groups at ministerial level to support cross-government work, especially where there dual-accountability arrangements exist between central government departments. DA(FCY) is supported by a cross-government Officials Group (chaired by the Permanent Secretary for Children, Schools and Families), which looks at performance across all the PSAs for children and young people and escalates significant risks or issues.

<sup>19</sup> See also PSA 12.

<sup>20</sup> <http://www.cabinetoffice.gov.uk/secretariats.aspx>

## CONSULTATION

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**3.130** This Delivery Agreement has been updated in light of the *Children's Plan*, which was published in December 2007.<sup>21</sup>

**3.131** In preparing the *Children's Plan*, the Secretary of State for Children, Schools and Families led a national consultation, 'Time to Talk', with the public and stakeholders to collate evidence of their concerns and ideas for how the delivery of services can be improved. Views were gathered from a series of deliberative events around the country - some just for children and young people as well as a video unit for a number of schools allowing children and young people to give their views in a 'Big Brother' style Diary Room. A stakeholder 'toolkit' was produced to facilitate schools and other key organisations to facilitate their own discussions. In addition, preparation of the *Children's Plan* was supported by meetings of the *Children's Plan* Expert Groups, three age-related groups (0-7, 8-13 and 14-19) made up of practitioners in key areas related to the delivery of children's services, which made recommendations for the *Children's Plan* and have since supported the Department with updating the Delivery Agreement.

**3.132** The DCSF will continue to engage partners on the implications of this Delivery Agreement as it is implemented and developed.

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<sup>21</sup> <http://www.dcsf.gov.uk/publications/childrensplan/>

## MEASUREMENT ANNEX

### PSA 10: Raise The Educational Achievement Of All Children And Young People

Indicator 1	Early Years Foundation Stage attainment
National target	Increase the proportion of young children achieving a total points score of at least 78 across all 13 Early Years Foundation Stage Profile (EYFSP) scales - with at least 6 in each of the communications, language and literacy and language (CLL) and personal, social and emotional development (PSED) scales - by an additional 4 percentage points from 2008 results, by 2011.
Data provider	Department for Children, Schools and Families.
Data set used	Early Years Foundation Stage Profile (EYFSP) results. <sup>22</sup>
Baseline	Baseline will be confirmed in October 2008.
Frequency of reporting	Annual. EYFSP results will be published in the October of the year in which the assessment is carried out.
95 per cent confidence interval at last outturn	Not applicable – data covers all children who are assessed and is not a sample.
Data Quality Officer	Children Early Years Data Unit, Data Services Group, Corporate Services Directorate, Department for Children, Schools and Families.
Minimum movement required for performance assessment	A one percentage point movement is sufficient to make a performance assessment.

### DEFINITION OF KEY TERMS

- *Early Years Foundation Stage:*

This is a statutory framework for children's learning and development and welfare from birth to the end of the academic year in which they turn 5. It covers six areas of learning:

- Personal, Social and Emotional Development (3 scales)
- Communication, Language and Literacy (4 scales)
- Problem-solving, reasoning and numeracy (3 scales)
- Knowledge and understanding of the world (1 scale)
- Physical Development (1 scale)

<sup>22</sup> Work is underway with the National Assessment Agency (NAA) to improve practitioner understanding of the FSP and therefore the reliability and consistency of the results. This includes plans to target support to Local Authorities where consistency of assessments is a particular concern.

- Creative Development (1 scale)

- *Early Years Foundation Stage Profile:*

The EYFS is assessed through the Early Years Foundation Stage Profile, a continuous observational assessment during academic year in which a child reaches age 5.<sup>23</sup>

- *Total points score:*

Each of the six areas of learning at the Early Years Foundation Stage has a scale (or scales), achievement against which is recorded through a points score of 1-9. Points 1-3 relate to the 'stepping stones' (progression towards the Early Learning goals); points 4-8 are the early learning goals which establish expectations for most children to reach by the end of the foundation stage; and point 9 indicates working beyond this expectation. The maximum total points score a young child achieve across all the scales is 117, meaning they scored 9 across all scales. A total points score of 78 or more, with at least 6 points across the PSE and CLL scales, is deemed a "good level of development."

- *Young children:*

This is defined as children who become five during the academic year in which the assessment is carried out.

## National Target

**A.1** The national target will be assessed following the submission of EYFSP results by Local Authorities at the end of August each year. A final assessment of the target will be made by October 2011 (reflecting results in the 2010/11 academic year).

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<sup>23</sup> More information on the Foundation Stage Curriculum is available at: <http://www.standards.dfes.gov.uk/eyfs/>

Indicator 2	Proportion achieving level 4 in both English and maths at Key Stage 2
National target	Increase the proportion achieving level 4 in both English and maths at Key Stage 2 to 78 per cent by 2011.
Data provider	Key Stage 2 data is provided by the National Assessment Authority (NAA). The Department for Children, Schools and Families collates the data, enabling it to be matched to the National Pupil Database and published in the Achievement and Attainment Tables.
Data set used	Provisional results: Key Stage 2 National Curriculum test results data.  Revised and final: National Pupil Database.
Baseline	In 2007 – 71 per cent of pupils achieved level 4 in both English and maths. Figures for 2008 will be available in December 2008.
Frequency of reporting	Annual. Provisional Key Stage 2 data will be available in August, with revised data (including all late review outcomes and amendments requested by schools) available in December and final data available, but not published, the following June. For example, provisional results for Key Stage 2 in the 2008/09 academic year (the first academic year of the CSR07 period) will be available in August 2009, with revised results in December 2009 and final results in June 2010. Provisional and revised national results are unadjusted (i.e. overseas pupils are included).
95 per cent confidence interval at last outturn	Not applicable – data covers all pupils in maintained schools (including academies) and some independent schools, not a sample of pupils.
Data Quality Officer	Schools Data Unit, Data Services Group, Corporate Services Directorate, Department for Children, Schools and Families.
Minimum movement required for performance assessment	Proportions will be reported as percentages to one decimal place.

## DEFINITION OF KEY TERMS

- *Key Stage 2:*

This reflects achievement of children at age 11 years. The Key Stage 2 National Curriculum test results data covers all pupils in England who returned valid end of Key Stage 2 test results (as defined in Education Act 1996). Those pupils who attain Level 4 or 5 are counted towards achieving the level 4 target. These are measured as a percentage against all pupils who returned valid Key Stage 2 test results (including those disapplied from the National Curriculum under section 364/365 of the Education Act 1996, those pupils working below the level of the tests, those pupils who were absent from the tests and those who sat the test but failed to gain enough marks to register a level). More information on Key Stage 2 is available at: [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx)

- *Expected level:*

The target level for a pupil at the end of Key Stage 2 is level 4.

- *Final year of Key Stage:*

All pupils who will move onto the next Key Stage programme of study in the next school year are regarded as being in the final year of that Key Stage. All children in this final year of a Key Stage must be assessed.

**A.2** The data may be affected by changes to the assessment system, but the QCA have responsibility for ensuring that standards in the tests remain consistent from year to year. A particular issue, following the recommendation of the QCA (as regulator), is the ending of “borderlining” – the process where test papers which are 1, 2 or 3 marks below a threshold are re-checked to ensure that pupils are not (unfairly) given a lower mark than should have been the case. The impact is expected to be a discontinuity in the time series, and DCSF is seeking to quantify the effect. The Government has announced the intention to establish a new, independent qualifications regulator, which - when first established in shadow form - may be able to advise on the impact.

## **National Target**

**A.3** The national target will be assessed when Key Stage 2 results become available in August and December. A final assessment of the target will be made in December 2011 (reflecting results in the 2010/11 academic year).

Indicator 3	Pupils achieving Level 5 at Key Stage 3 in both English and maths at Key Stage 3
National target	Increase the proportion achieving level 5 in both English and maths at Key Stage 3 to 74 per cent by 2011.
Data provider	Key Stage 3 data is provided by the National Assessment Authority (NAA). The Department for Children, Schools and Families collates the data, enabling it to be matched to the National Pupil Database and published in the Achievement and Attainment Tables.
Data set used	Provisional results: Key Stage 3 National Curriculum test results data.  Revised and final: National Pupil Database.
Baseline	In 2007 – 67 per cent of pupils achieved level 5 in both English and maths. Figures for 2008 will be available in December 2008.
Frequency of reporting	Annual. Provisional Key Stage 3 data will be available in August, with revised data (including all late review outcomes and amendments requested by schools) available the following February and final data available the following July. For example, provisional results for Key Stage 3 in the 2008/09 academic year (the first academic year of the CSR07 period) will be available in August 2009, with revised results in February 2010 and final results available, but not published, in July 2010. Provisional and revised national results are unadjusted (i.e. overseas pupils are included).
95 per cent confidence interval at last outturn	Not applicable – data covers all pupils in maintained schools (including CTCs and academies) and some independent schools, not a sample of pupils.
Data Quality Officer	Schools Data Unit, Data Services Group, Corporate Services Directorate Department for Children, Schools and Families.
Minimum movement required for performance assessment	Proportions will be reported as percentages to one decimal place.

## DEFINITION OF KEY TERMS

- *Key Stage 3:*

This reflects achievement of children and young people at age 14 years. The Key Stage 3 National Curriculum test results data covers all pupils in England who returned valid end of Key Stage 3 test results (as defined in Education Act 1996). Those pupils who attain Level 5, 6, 7 or 8 (Level 8 is only achievable in maths) are counted towards achieving the level 5 target. These are measured as a percentage against all pupils who returned valid Key Stage 3 test results (including those disapplied from the National Curriculum under section 364/365 of the Education Act 1996, those pupils working below the level of the tests, those pupils who were absent from the tests and those who sat the test but failed to gain enough marks to register a level). More information on Key Stage 3 is available at: [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx)



- *Expected level:*

The target level for a pupil at the end of Key Stage 3 is between levels 5 and 6. The Department for Children, Schools and Families' practice is to measure against those pupils achieving level 5 and above.

- *Final year of Key Stage:*

All pupils who will move onto the next Key Stage programme of study in the next school year are regarded as being in the final year of that Key Stage. All children in this final year of a Key Stage must be assessed.

**A.4** The data may be affected by changes to the assessment system, but the QCA have responsibility for ensuring that standards in the tests remain consistent from year to year. A particular issue, following the recommendation of the QCA (as regulator), is the ending of "borderlining" – the process where test papers which are 1, 2 or 3 marks below a threshold are re-checked to ensure that pupils are not (unfairly) given a lower mark than should have been the case. The impact is expected to be a discontinuity in the time series, and DCSF is seeking to quantify the effect. The Government has announced the intention to establish a new, independent qualifications regulator, which - when first established in shadow form - may be able to advise on the impact.

## **National Target**

**A.5** The national target will be assessed when Key Stage 3 results become available in August and February. A final assessment of the target will be made in February 2011 (reflecting results in the 2010/11 academic year).

Indicator 4	Proportion achieving 5A*-C GCSEs (or equivalent), including GCSEs in both English and maths, at Key Stage 4
National target	Increase the proportion achieving 5A*-C GCSEs (and equivalent), including GCSEs in both English and maths, at Key Stage 4 to 53 per cent by 2011.
Data provider	Key Stage 4 data is the examination results data provided by the Awarding Bodies. The Department for Children, Schools and Families collates the data, enabling it to be matched to the National Pupil Database and published in the Achievement and Attainment Tables.
Data set used	National Pupil Database.
Baseline	In 2007 46.7 per cent of pupils at the end of Key Stage 4 achieved 5+A*-C GCSEs and equivalent, including GCSEs in both English and maths. Figures for 2008 will be available in October 2008. <sup>24</sup>
Frequency of reporting	Annual. Provisional Key Stage 4 data will be available in October, with revised data (including all late review outcomes and amendments requested by schools) available the following January. For example, provisional results for Key Stage 4 in the 2008/09 academic year (the first academic year of the CSR07 period) will be available in October 2009, with revised results in January 2010.
95 per cent confidence interval at last outturn	Not applicable – data covers all pupils in all maintained (including CTCs and academies) and independent schools, not a sample of pupils.
Data Quality Officer	Alex Miller, Schools Data Unit, Data Services Group, Corporate Services Directorate, Department for Children, Schools and Families.
Minimum movement required for performance assessment	Proportions will be reported as percentages to one decimal place.

## DEFINITION OF KEY TERMS

- *Key Stage 4:*

This reflects achievement of children and young people at the end of compulsory school age.<sup>25</sup>

- *Proportion achieving 5A\*-C GCSEs and equivalent, including GCSEs in English and maths:*

Figures are cumulative, meaning the data includes all the results achieved by pupils in a particular year as well as any results pupils obtained in earlier years. The data includes GCSEs and all equivalent qualifications – that is,

<sup>24</sup> Work is also underway to control for a risk with comparability of Key Stage 4 data, because it is possible the introduction of new vocational qualifications has / will result in a slight upward bias in assessments.

<sup>25</sup> More information on Key Stage 4 is available at: [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx).

those qualifications which have been approved for use pre-16 (including GCSE Short Courses; Vocational GCSEs; Full GNVQs; GNVQ Language Units; NVQs; and VRQs). Figures are calculated as those achieving at least 5 GCSE grades A\*-C (and equivalent) including a grade C or above in English and maths GCSE.

- *English:*

This is defined as all English GCSEs, except English Literature. The Education (School Performance Targets) (England) (Amendment) Regulations 2006 No 3151.

- *Maths:*

This is defined as all maths GCSEs, except Statistics. The Education (School Performance Targets) (England) (Amendment) Regulations 2006 No 3151.

## National Target

**A.6** The national target will be assessed when Key Stage 4 results become available in October and January. A final assessment of the target will be made in January 2012 (reflecting results in the 2010/11 academic year).

Indicator 5	Proportion of young people achieving Level 2 at age 19
National target	Increase the proportion of young people achieving Level 2 at age 19 to 82 per cent by 2011.
Data provider	Department for Children, Schools and Families.
Data set used	<p>The dataset is created through matched administrative data. It brings together several data sources at an individual level, using personal identifiers such as name, date of birth, gender and home postcode where available. This includes data from the:</p> <p>Pupil level Schools Census database, which contains information on the participation and personal characteristics of pupils in maintained schools (collected by the Department for Children, Schools and Families).</p> <p>Awarding bodies, which contains information about the achievement of pupils at all institutions (it is collated by the Department for Children, Schools and Families' contractor (RM plc) and is matched to the National Pupil Database and published in the Achievement and Attainment Tables).</p> <p>National Information System for Vocational Qualifications (NISVQ) database, which contains information on people's vocational achievements at all institutions (collected by the Department for Children, Schools and Families, from awarding bodies).</p> <p>Individualised Learner Record (ILR) database, which covers participation and qualifications obtained in Further Education (FE) and Work-based Learning (WBL). It is collected by the Learning and Skills Council (LSC), from learning providers.</p>
Baseline	73.9 per cent for the 19 in 2007 cohort.
Frequency of reporting	Annual. Estimates of level 2 at 19 attainment will become available in February of the following year. For example, the estimate of attainment in the 2008/09 academic year (the first academic year of the CSR07 period) will be available in February 2010.
95 per cent confidence interval at last outturn	Not applicable – data covers all learners and is not a sample.
Data Quality Officer	14-19 Targets & Modelling Team, Young People Analysis Division, Young people Directorate, Department for Children, Schools and Families.
Minimum movement required for performance assessment	A 0.1 percentage point movement is sufficient to make a performance assessment.

## DEFINITION OF KEY TERMS

- *Proportion of young people:*

This is defined as the number of individuals in a cohort who have gained a level 2 or higher qualification by the end of the academic year in which they turn 19 divided by the size of the cohort at academic age 14 (measured by the Annual School Census).

- *Level 2 at 19:*

The following achievements are currently counted as achievement at level 2:

- 1 Double Award GCSE at grade A\* to C equals 40 per cent
- 1 full GCSE at grade A\* to C equals 20 per cent
- 1 short GCSE at grade A\* to C equals 10 per cent
- 1 full intermediate GNVQ equals 80 per cent
- 1 part 1 intermediate GNVQ equals 40 per cent
- 1 Advanced Extension Award equals 5%
- 1 free standing maths qualification at level 3 equals 10%
- 1 Key Skills pass at level 3 equals 20%
- 1 AS level (including VCE) at grade A to E equals 50 per cent
- 1 A/A2 level (including VCE) at grade A to E equals 100 per cent
- 1 Advanced GNVQ pass equals 100 per cent
- 1 NVQ pass at level 2 or higher equals 100 per cent
- 1 'full' VRQ pass at level 2 or higher equals 100 per cent
- 1 International Baccalaureate pass equals 100%
- 1 Apprenticeship pass equals 100%

Combinations of qualifications at different levels are allowed where their parts add up to 100% of a level 2. For example, a candidate with 3 full GCSEs at grades A\*-C (20% each) and 1 AS level (50%) would be deemed to have attained a level

GCSEs and GNVQs are subject to discounting. For example, if a learner gains 1 short GCSE (10%) in 2004 and 1 full GCSE (20%) in the same subject in 2005, discounting means that the person has 10% of a full level 2 in 2004 and then 30% in 2005 as the short GCSE is replaced by the full one.

More information is available at: Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2006 (Provisional).

## National Target

**A.7** The national target will be assessed when level 2 at 19 results become available in February each year. A final assessment of the target will be made in February 2012 (reflecting results in the 2010/11 academic year).

Indicator 6	Proportion of young people achieving Level 3 at age 19
National target	Increase the proportion of young people achieving Level 3 at age 19 to 54 per cent by 2011.
Data provider	Department for Children, Schools and Families.
Data set used	<p>The dataset is created through matched administrative data. It brings together several data sources at an individual level, using personal identifiers such as name, date of birth, gender and home postcode where available. This includes data from the:</p> <p>Pupil level Schools Census database, which contains information on the participation and personal characteristics of pupils in maintained schools (collected by the Department for Children, Schools and Families).</p> <p>Awarding bodies, which contains information about the achievement of pupils at all institutions (it is collated by the Department for Children, Schools and Families' contractor (RM plc) and is matched to the National Pupil Database and published in the Achievement and Attainment Tables).</p> <p>National Information System for Vocational Qualifications (NISVQ) database, which contains information on people's vocational achievements at all institutions (collected by the Department for Children, Schools and Families, from awarding bodies).</p> <p>Individualised Learner Record (ILR) database, which covers participation and qualifications obtained in Further Education (FE) and Work-based Learning (WBL). It is collected by the Learning and Skills Council (LSC), from learning providers.</p>
Baseline	48 per cent for the 19 in 2007 cohort.
Frequency of reporting	Annual. Estimates of level 2 at 19 attainment will become available in February of the following year. For example, the estimate of attainment in the 2008/09 academic year (the first academic year of the CSR07 period) will be available in February 2010.
95 per cent confidence interval at last outturn	Not applicable – data covers all learners and is not a sample.
Data Quality Officer	14-19 Targets & Modelling Team, Young People Analysis Division, Young people Directorate, Department for Children, Schools and Families.
Minimum movement required for performance assessment	A 0.1 percentage point movement is sufficient to make a performance assessment.

## DEFINITION OF KEY TERMS

- *Proportion of young people:*

This is defined as the number of individuals in a cohort who have gained a level 3 qualification by the end of the academic year in which they turn 19 divided by the size of the cohort at academic age 14 (measured by the Annual School Census).

- *Level 3 at 19*

The following achievements are currently counted as achievement at level 3:

- 1 Advanced Extension Award equals 5%
- 1 Free Standing Maths Qualification at level 3 equals 10%
- 1 Key Skills pass at level 3 equals 15%
- 1 AS level (including VCE) at grades A to E equals 25 per cent
- 1 A/A2 level (including VCE) at grades A to E equals 50 per cent
- 1 Advanced GNVQ pass equals 100 per cent
- 1 NVQ pass at level 3 or higher equals 100 per cent
- 1 'full' VRQ pass at level 3 or higher equals 100 per cent
- 1 International Baccalaureate pass equals 100%
- 1 Advanced Apprenticeship pass equals 100%

Combinations of qualifications at different levels are allowed where their parts add up to 100% of a level 3. For example, a candidate with 2 AS levels (25% each) and 1 A/A2 level (50%) would be deemed to have attained a full level 3.

AS and A/A2 levels are subject to discounting - for example, if a learner gains 1 AS level (25 per cent) in 2004 and 1 A/A2 level (50 per cent) in the same subject in 2005, discounting means the learner has 25 per cent of a full level 2 in 2004 and 50 per cent in 2005 as the AS level is replaced by the A/A2 level. More information is available at: Level 2 and 3 Attainment by Young People in England Measured Using Matched Administrative Data: Attainment by Age 19 in 2006 (Provisional).

## National Target

**A.8** The national target will be assessed when level 3 at 19 results become available in February each year. A final assessment of the target will be made in February 2012 (reflecting results in the 2010/11 academic year).



## PSA II: Narrow the gap in achievement between children from lower income and disadvantaged backgrounds and their peers

Indicator I	Achievement gap at Early Years Foundation Stage
National target	Improve the average (mean) score of the lowest 20 per cent of the Early Years Foundation Stage Profile (EYFSP) results, so that the gap between that average score and the median score is reduced by an additional 3 percentage points from 2008 results, by 2011.
Data provider	Department for Children, Schools and Families.
Data set used	Early Years Foundation Stage Profile (EYFSP) results. <sup>26</sup>
Baseline	Baseline will be confirmed in October 2008.
Proxy?	No – from 2007 onwards, the data set covers all children aged 5 who attend a school or a private, voluntary or independent sector childcare setting.
Frequency of reporting	Annual. EYFSP results will be published by the October of the year in which the assessment is carried out.
95 per cent confidence interval at last outturn	Not applicable – data covers all children who are assessed and is not a sample.
Data Quality Officer	Children Early Years Data Unit, Data Services Group, Corporate Services Directorate, Department for Children, Schools and Families.
Minimum movement required for performance assessment	A one percentage point movement is sufficient to make a performance assessment.

## DEFINITION OF KEY TERMS

- *Early Years Foundation Stage:*

This is a statutory framework for children's learning and development and welfare from birth to the end of the academic year in which they turn 5. It covers six areas of learning:

- Personal, Social and Emotional Development (3 scales)
- Communication, Language and Literacy (4 scales)
- Problem-solving, reasoning and numeracy (3 scales)
- Knowledge and understanding of the world (1 scale)
- Physical Development (1 scale)

<sup>26</sup> Work is underway with the National Assessment Agency (NAA) to improve practitioner understanding of the FSP and therefore the reliability and consistency of the results. This includes plans to target support to Local Authorities where consistency of assessment is a particular concern.

- Creative Development (1 scale)
- *Early Years Foundation Stage profile:*

The EYFS is assessed through the Early Years Foundation Stage Profile, a continuous observational assessment during academic year in which a child reaches age 5. More information on the Foundation Stage Curriculum is available at: <http://www.standards.dfes.gov.uk/eyfs/>

- *Average (mean) score* – this is defined as the score of the lowest achieving 20 per cent of children nationally;
- *Median score* – this is defined as the score of the middle child, where in an ordered list of scores half of the children would lie above and half of the children would lie below this child; and
- *Lowest 20 per cent of the EYFSP results* – this is defined as the average (mean) score for a particular cohort of children. It can be affected by extreme scores including, for example, a change in the number of children who undertake an alternative assessment and therefore score zero points.

## National Target

**A.9** The national target will be assessed following the submission of EYFSP results by Local Authorities at the end of August each year. A final assessment of the target will be made by October 2011 (reflecting results in the 2010/11 academic year).

Indicator 2	Achievement gap between pupils eligible for free school meals and their peers achieving the expected level at Key Stages 2 and 4
Data provider	Key Stage 2 data are the results of the National Curriculum assessment tests provided by the National Assessment Authority (NAA), and Key Stage 4 data are the examination results data provided by the Awarding Bodies. FSM data are collected by the Department for Children, Schools and Families (DCSF) as part of the pupil level School Census, which contains information on personal characteristics of pupils in maintained schools. DCSF collates all of the data, enabling it to be matched to the National Pupil Database.
Data set used	National Pupil Database (NPD).
Baseline	<p>The baseline for this target is performance in 2006:</p> <p>KS2: 24 percentage points. KS4: 28 percentage points.</p> <p>The latest performance (2007) is:</p> <p>KS2: 24 percentage points. KS4: 28 percentage points.</p>
Frequency of reporting	<p>Annual:</p> <p>Key Stage 2 data will be available in November. Key Stage 4 data will be available in November.</p>
95 per cent confidence interval at last outturn	Not applicable – data covers all pupils within maintained mainstream schools (including CTCs and academies), not a sample of pupils.
Data Quality Officer	Schools Data Unit, Data Services Group. Corporate Services Directorate, Department for Children, Schools and Families.
Minimum movement required for performance assessment	Proportions will be reported as percentages to one decimal place.

## DEFINITION OF KEY TERMS

- *Key Stage 2:*

This reflects achievement of children at age 11 years.<sup>27</sup>

- *Key Stage 4:*

This reflects achievement of children and young people at the end of compulsory school age.<sup>28</sup>

<sup>27</sup> More information on Key Stage 2 is available at: [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx)

<sup>28</sup> More information on Key Stage 4 is available at: [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx).

- *Free school meals:*

Children whose parents receive the following are entitled to free school meals:

- Income Support (IS);
- Income Based Jobseekers Allowance (IBJSA);
- Support under part VI of the Immigration and Asylum Act 1999;
- Child Tax Credit, provided they are not entitled to working Tax Credit and have an annual income, as assessed by HM Revenue and Customs, that (for 2007/2008) does not exceed £14,495; or
- The guaranteed element of State Pension Credit; and
- Children who receive IS or IBJSA in their own right are also entitled to free school meals.

- *Expected level:*

The target level for a pupil at the end of each Key Stage 2 is level 4.

- *Proportion achieving 5A\*-C GCSEs and equivalent, including GCSEs in English and maths:*

Figures are cumulative, meaning the data includes all the results achieved by pupils in a particular year as well as any results pupils obtained in earlier years. The data includes GCSEs and all equivalent qualifications – that is, those qualifications which have been approved for use pre-16 (including GCSE Short Courses; Vocational GCSEs; Full GNVQs; GNVQ Language Units; NVQs; and VRQs). Figures are calculated as those achieving at least 5 GCSE grades A\*-C (and equivalent) including a grade C or above in English and maths GCSE.

- *English:*

This is defined as all English GCSEs, except English Literature. The Education (School Performance Targets) (England) (Amendment) Regulations 2006 No 3151.

- *Maths:*

This is defined as all maths GCSEs, except Statistics. The Education (School Performance Targets) (England) (Amendment) Regulations 2006 No 3151.

**A.10** This indicator is the percentage point gap in attainment between pupils eligible for free schools meals (FSM) achieving Level 4 in English and maths at Key Stage 2, and their peers; and the percentage point gap between pupils eligible for free schools meals (FSM) achieving 5A\*-C at GCSE (and equivalent), including GCSE English and maths, and their peers.

**A.11** The data may be affected by changes to the assessment system, but the Qualifications and Curriculum Authority (QCA) have responsibility for ensuring that standards in the tests remain consistent from year to year. A particular issue, following the recommendation of the QCA (as regulator), is the ending of “borderlining” – the process where test papers which are 1, 2 or 3 marks below a threshold are re-checked to

ensure that pupils are not (unfairly) given a lower mark than should have been the case. The impact is expected to be a discontinuity in the time series, and DCSF is seeking to quantify the effect. The Government has announced the intention to establish a new, independent qualifications regulator, which - when first established in shadow form - may be able to advise on the impact.

**A.12** Significant changes to national rates of FSM may have an impact on these indicators – FSM rates will be monitored accordingly.

Indicator 3	Proportion of pupils progressing by 2 levels in English and maths at each of Key Stages 2, 3 and 4
National target	<p>Increase the proportion of pupils progressing by 2 levels in English and maths at each of Key Stages 2, 3 and 4 by:</p> <p>KS2: English 9 percentage points, maths 11 percentage points.            KS3: English 16 percentage points, maths 12 percentage points.            KS4: English 15 percentage points, maths 13 percentage points.</p> <p>by 2011.</p>
Data provider	<p>Key Stage 1 data are collected by the Department for Children, Schools and Families. Key Stage 2 and 3 data are the results of the National Curriculum assessment tests provided by the National Assessment Authority (NAA), and Key Stage 4 data are the examination results data provided by the Awarding Bodies. The Department for Children, Schools and Families collates the data, enabling it to be matched to the National Pupil Database.</p>
Data set used	National Pupil Database.
Baseline	<p>The baseline for this target is performance in 2006:</p> <p>KS2: English 81 per cent, maths 73 per cent.            KS3: English 30 per cent, maths 62 per cent.            KS4: English 56 per cent, maths 27 per cent.</p> <p>Latest performance (2007) is:</p> <p>KS2: English 83 per cent, maths 75 per cent.            KS3: English 27 per cent, maths 58 per cent.            KS4: English 54 per cent, maths 27 per cent.</p>
Frequency of reporting	<p>Annual:</p> <p>Key Stage 2 data will be available in November.            Key Stage 3 data will be available in December.            Key Stage 4 data will be available in November.</p>
95 per cent confidence interval at last outturn	Not applicable – data covers all pupils, in maintained mainstream schools (including CTCs and Academies), not a sample of pupils.
Data Quality Officer	Data Warehouse and Local Statistics Unit, Data Services Group, Corporate Services Directorate, Department for Children, Schools and Families.
Minimum movement required for performance assessment	Proportions will be reported as percentages to one decimal place.

## DEFINITION OF KEY TERMS

- *Key Stage 1:*

This reflects achievement of children at age 7 years. More information on Key Stage 1 is available at [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx)

- *Key Stage 2:*

This reflects achievement of children at age 11 years. More information on Key Stage 2 is available at: [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx)

- *Key Stage 3:*

This reflects achievement of children and young people at age 14 years. More information on Key Stage 3 is available at: [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx)

- *Key Stage 4:*

This reflects achievement of children and young people at the end of compulsory school age. More information on Key Stage 4 is available at: [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx)

- *Final year of Key Stage:*

All pupils who will move onto the next Key Stage programme of study in the next school year are regarded as being in the final year of that Key Stage. All children in this final year of a Key Stage must be assessed.

- *Eligible pupils:*

All pupils who completed the Key Stage in a school would be included in the number of pupils making or not making 2 levels of progress. This would include pupils who were absent for exams but would exclude pupils with no prior attainment, e.g. pupils arriving in England during the Key Stage.

- *Progression by two levels:*

This is defined as according to National Curriculum test levels (not sub-levels) for Key Stage 1-2 and Key Stage 2-3. For Key Stage 3-4, progress is defined using Level 5 to grade C as the measure of 'expected' progress - pupils making the following progress in English and maths would be considered to be making 2 levels of progress for Key Stage 1-2 and Key Stage 2-3 and the equivalent progress for Key Stage 3-4.

KS1-2	KS2-3	KS3-4
W to 2	2 to 4	Below 2 to G
1 to 3	3 to 5	2 to F
2 to 4	4 to 6	3 to E
3 to 5	5 to 7	4 to D
4 to 6	6 to 8 (maths)	5 to C
		6 to B
		7 to A
		8 to A* (maths)



**A.13** The data may be affected by changes to the assessment system, but the QCA have responsibility for ensuring that standards in the tests remain consistent from year to year. A particular issue, following the recommendation of the QCA (as regulator), is the ending of “borderlining” – the process where test papers which are 1, 2 or 3 marks below a threshold are re-checked to ensure that pupils are not (unfairly) given a lower mark than should have been the case. The impact is expected to be a discontinuity in the time series, and DCSF is seeking to quantify the effect. The Government has announced the intention to establish a new, independent qualifications regulator, which - when first established in shadow form - may be able to advise on the impact.

**A.14** Work is also underway to control for a risk with comparability of Key Stage 4 data, because it is possible the introduction of new vocational qualifications has / will result in a slight upward bias in assessments.

**A.15** In order to account for missing data, the teacher assessment results are used in place of test level for those pupils who were absent from the tests or whose test result is deemed to be below the level of the test.

### **National Target**

**A.16** The national target will be assessed in December, once when Key Stage 2, 3 and 4 results become available. A final assessment of the target will be made in December 2011 (reflecting results in the 2010/11 academic year).

Indicator 4	Proportion of children in care achieving Level 4 in English and Level 4 in mathematics at Key Stage 2
National target	Increase the proportion of children in care at Key Stage 2 achieving level 4 in English to 60 per cent by 2011, and level 4 in mathematics to 55 per cent by 2011.
Data provider	<p>Key Stage 2 data is provided by the National Assessment Authority (NAA), and Key Stage 4 data is provided by the Awarding Bodies. The Department for Children, Schools and Families' contractor (RM plc) collates the data, enabling it to be matched to the National Pupil Database and published in the Achievement and Attainment Tables.</p> <p>Children in Care (CiC) data, which will be matched to the National Pupil Database, is collected from Local Authorities by the Department for Children, Schools and Families (through the SSDA903 collection). The current measurement of the proportion of children in care achieving level 4 at Key Stage 2, however, is through the OC2 collection – which collects aggregate data from Local Authorities relating to children who have been looked after for at least 12 months. The Department for Children, Schools and Families intends for the OC2 collection to be superseded by the matched SSDA903 dataset (outlined above), but it is in the early stages of evaluation.</p>
Data set used	OC2 and in future the National Pupil Database and SSDA903 collection, subject to successful matching.
Baseline	The latest outturn figures are for 2006:
	<p>Percentage obtaining level 4 at Key Stage 2 English: 42.8 per cent.          Percentage obtaining level 4 at K at Key stage 2 Maths: 40.9 per cent          (for children who have in been in care for at least one year).</p>
Frequency of reporting	Annual. The OC2 data is published in April each year relating to the previous academic year. Key stage data matched to the SSDA903 collection should be available in autumn from 2008/09.
95 per cent confidence interval at last outturn	Not applicable – data covers all Children in Care (who are looked after for at least 12 months at 31 March) who fall into the cohort of interest and is not a sample.
Data Quality Officer	Safeguarding and Vulnerable Children's Analysis Team, Supporting Delivery Group (Local Transformation), Children and Families Directorate, Department for Children, Schools and Families.
Minimum movement required for performance assessment	Proportions will be reported as percentages to one decimal place.

## DEFINITION OF KEY TERMS

- *Key Stage 2:*

This reflects achievement of children at age 11 years. More information on Key Stage 2 is available at: [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx)

- *Level 4:*

This is the target level of attainment for a pupil at the end of Key Stage 2.

- *Children in Care (CiC):*

These are children cared for and accommodated by Local Authorities under sections 31 or 20 of the Children Act 1989.

- *OC2:*

This is an annual, aggregate-level data collection from Local Authorities which gathers information on outcomes for children who have been looked after for at least 12 months. Further information is available at <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000727/index.shtml>

- *SSDA903 dataset:*

This is an annual child-level data collection from Local Authorities which gathers information including care episodes, legal status and reasons for leaving care for all children who are looked after at any point during the course of a year. Further information is available at <http://www.dfes.gov.uk/rsgateway/DB/VOL/v000721/index.shtml>

**A.17** The data may be affected by changes to the assessment system, but the QCA have responsibility for ensuring that standards in the tests remain consistent from year to year. A particular issue, following the recommendation of the QCA (as regulator), is the ending of “borderlining” – the process where test papers which are 1, 2 or 3 marks below a threshold are re-checked to ensure that pupils are not (unfairly) given a lower mark than should have been the case. The impact is expected to be a discontinuity in the time series, and DCSF is seeking to quantify the effect. The Government has announced the intention to establish a new, independent qualifications regulator, which - when first established in shadow form - may be able to advise on the impact.

## National Target

**A.18** The national target will be assessed when Key Stage 2 results for Children in Care are published in the spring. A final assessment of the target will be made in autumn 2012 (reflecting results in the 2010/11 academic year).

Indicator 5	Proportion of children in care achieving 5A*-C GCSEs (or equivalent) at Key Stage 4
National target	Increase the proportion of children in care achieving 5A*-C GCSEs (and equivalent) at Key Stage 4 to 20 per cent by 2011.
Data provider	<p>Key Stage 2 data is provided by the National Assessment Authority (NAA), and Key Stage 4 data is provided by the Awarding Bodies. The Department for Children, Schools and Families' contractor (RM plc) collates the data, enabling it to be matched to the National Pupil Database and published in the Achievement and Attainment Tables.</p> <p>Children in Care (CiC) data, which will be matched to the National Pupil Database, is collected from Local Authorities by the Department for Children, Schools and Families (through the SSDA903 collection). The current measurement of the proportion of children in care achieving 5 + A* to C GCSEs and equivalent at Key Stage 4, however, is through the OC2 collection – which collects aggregate data from Local Authorities relating to children who have been looked after for at least 12 months. The Department for Children, Schools and Families intends for the OC2 collection to be superseded by the matched SSDA903 dataset (outlined above), but it is in the early stages of evaluation.</p>
Data set used	OC2 and in future the National Pupil Database and SSDA903 collection, subject to successful matching. <sup>28</sup>
Baseline	The latest outturn figures are for 2006 and show that 11.8 per cent of children in care (for at least one year) obtain 5 A*-C GCSEs or GNVQ equivalents.
Frequency of reporting	Annual. The OC2 data is published in April each year relating to the previous academic year. Key stage data matched to the SSDA903 collection should be available in autumn from 2008/09.
95 per cent confidence interval at last outturn	Not applicable – data will cover all Children in Care (who are looked after for at least 12 months at 31 March) and is not a sample.
Data Quality Officer	Safeguarding and Vulnerable Children's Analysis Team, Supporting Delivery Group (Local Transformation), Children and Families Directorate, Department for Children, Schools and Families.
Minimum movement required for performance assessment	Proportions will be reported as percentages to one decimal place.

<sup>28</sup> The dataset covers children are looked after for at least 12 months at 31 March - a small proportion of the cohort leave care after the data collection but before they sit their GCSEs or equivalent, although they will have been in care for (at least) the year immediately preceding this, so DCSF considers the indicator to be a fair measure of the care system.

## DEFINITION OF KEY TERMS

- *Key Stage 4:*  
This reflects achievement of children at the end of compulsory school age. More information on Key Stage 4 is available at: [www.qca.org.uk/qca\\_7125.aspx](http://www.qca.org.uk/qca_7125.aspx)
- *5A\*-C GCSEs:*  
This is the target level of attainment for a pupil at the end of Key Stage 4.
- *Children in Care (CiC):*  
Set out in sections 20 and 31 of the Children Act 1989.
- *OC2:*  
This is an annual, aggregate-level data collection from Local Authorities which gathers information on outcomes for children who have been looked after for at least 12 months.<sup>1</sup>
- *SSDA903 dataset:*  
This is an annual child-level data collection from Local Authorities which gathers information including care episodes, legal status and reasons for leaving care for all children who are looked after at any point during the course of a year.<sup>2</sup>

## National Target

**A.19** The national target will be assessed when Key Stage 4 results for Children in Care become available in the late autumn. A final assessment of the target will be made in late autumn 2012 (reflecting results in the 2010/11 academic year).

**A.20** The main risks to data quality are around the success of matching to the SSDA903 database. Work is also underway to control for a risk with comparability of Key Stage 4 data, because it is possible the introduction of new vocational qualifications has / will result in a slight upward bias in assessments.

<sup>1</sup> Further information is available at <http://www.dfes.gov.uk/rsgateway/DB/SFR/s000727/index.shtml>

<sup>2</sup> Further information is available at <http://www.dfes.gov.uk/rsgateway/DB/VOL/v000721/index.shtml>

<b>Indicator 6</b>	<b>The gap between the initial participation in full time higher education rates for young people aged 18, 19 and 20 from the top three and bottom four socio-economic classes.</b>
Data provider	The Department for Innovation, Universities and Skills.
Data set used	<p>The following data sets are brought together:</p> <p>The Higher Education Statistics Agency (HESA) collects information on students in higher education institutions (HEIs) which is routinely passed to the Department. Some of this data has been collected by the Universities and Colleges Admissions Service (UCAS) and passed to HESA.</p> <p>The Learning and Skills Council (LSC) collects information from further education (FE) colleges, which is routinely provided to the Department.</p> <p>The Office for National Statistics (ONS) administers the Labour Force Survey (LFS) and provides the dataset to the Department.</p> <p>The ONS and Government Actuary's Department (GAD) produce population estimates.</p> <p>The Higher Education Funding Council for England (HEFCE) produce POLAR (Participation of Local Areas) indicators of the characteristics of areas relevant to HE participation and provides data to the department.</p>
Baseline	<p>(a) The HE participation rate of young people (English, studying in UK HEIs and English FECs, based on the population of England) from lower social classes (i.e. NS-SEC 4, 5, 6 and 7). For 2005/6 the figure is 19.9 per cent; and</p> <p>(b) the gap between higher (NS-SEC 1, 2 and 3) and lower social classes young people participation rates (as described above). For 2005/6 the higher social class rate is 43.3 per cent and, as shown above, the lower social class rate is 19.9 per cent - so the gap is 23.4 per cent.</p>
Frequency of reporting	Annual, in May.
95 per cent confidence interval at last outturn	Not applicable.
Data Quality Officer	Higher Education Analysis, Student Finance Strategy, Department for Innovation, Universities and Skills.
Minimum movement required for performance assessment	A one percentage point movement is sufficient to make a performance assessment.

## DEFINITION OF KEY TERMS

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- *Higher education:*  
Study at Level 4 and above.
- *Participation:*  
Study at higher education level for at least six months
- *Initial:*  
No prior HE experience exceeding six months

**A.21** Note that this indicator is based on the number of 18, 19 and 20 year old English-domiciled initial participants in full-time higher education in the UK expressed as a percentage of initial participation rate of the 18, 19 and 20 year old population of England. Participation rates are calculated for the upper (1, 2 and 3) and lower (4, 5, 6 and 7) National Statistics Socio-Economic Classes and the indicator is the difference or gap between these participation rates.

**A.22** Technical problems with NS-SEC relate to the information being self-reported, and coded from a free text field when collected by UCAS. Unknowns are also an issue, although these have been proxied where possible.

**A.23** In addition, UCAS have indicated that they intend to make information on the applicant's socio-economic class available to institutions during the application process. If this happens (or if UCAS make changes to the way socio-economic class information is collected), there may be unintended consequences for the quality of socio-economic class information, and the adequacy of the measure will have to be re-assessed.

**A.24** For the above reasons, the DIUS remains committed to the development of a measure based on the applicant's family income and hopes to use it to supplement the social class information during the time of the CSR07 period, in order to provide a more accurate picture of the gap in achievement between children from lower income and disadvantaged backgrounds and their peers.

**A.25** Socio-economic class is used as a proxy for low income and disadvantaged background. There are weaknesses related to the use of the socio-economic classification variable. Socio-economic class is derived from the student's view of their highest earning parent's occupation, so can be subject to error on the part of the student or in the interpretation of the student's description of occupation. The coverage of the socio-economic class data is not complete, even for young full-time students. Students whose socio-economic class data are unknown are assigned to a socio-economic class based on their home postcode. The number of people in the general population (from the LFS) also contains 'unknowns' in this case there is no postcode information so all of these people are proxied by the whole population average distribution.









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