Every Child Matters:
Enjoy and Achieve

This paper is one of a series of 12 that presents the findings from NFER's analysis of Children and Young People's Plans (CYPPs) from a representative sample of 75 Local Authorities.[1] It sets out how 'Enjoy and achieve' features in this sample of plans and includes illustrative examples. Areas covered are:

- Priorities
- Actions
- Key Groups
- Targets
- Lead Agencies.

Summary of findings

- The themes addressed under 'Enjoy and achieve' fall into five main areas: **ready for school, primary attainment, secondary attainment, attendance and exclusion**, and **personal and social development and recreation**. In the analysis, attendance and exclusion have been dealt with separately, resulting in six main areas.

- Priorities and actions relating to personal and social development and recreation mainly refer to '**out of school**'. Enjoyment is chiefly aligned with recreation rather than with learning

- Most frequently cited **actions** include LA advice and support, interagency collaboration, and development of strategies/initiatives related to the curriculum or of services/provision for children and families.

- The **key groups** most commonly referenced are looked after children (LAC), children with learning difficulties and disabilities (CLDD), black and minority ethnic (BME) groups and boys and girls.

- Overall, 21 different **targets** appear in 'Enjoy and achieve'. Targets frequently cover achievement and are mainly numerical for key stages 2 to 4, less numerical for key stage 1 and Foundation Stage, and less specific for pre-school (e.g. focusing on ensuring readiness for school). Targets referring to school attendance feature frequently, as do targets around fixed period and permanent exclusions. Specific targets for the achievement of key groups focus mainly on LAC, but also feature frequently for BME and CLDD.

- **Lead agencies** are identified in just over half of CYPPs in relation to 'Enjoy and achieve' actions, most frequently in relation to primary and secondary attainment.

Local Government Association

department for
education and skills

I&DeA
improvement and development agency

The National Youth Agency

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emie

'Enjoy and achieve' priorities in the CYPPs

Within the CYPPs, the themes addressed under 'Enjoy and achieve' map on to the aims identified within the ECM outcomes framework and therefore fall into six main areas. As shown in Figure 1, reference to the six priorities varies across plans, as does the coverage of the sub-areas within them (see Figure 2). It should be noted that the figures here include all references in the plans to these areas as 'priorities'. However, there is considerable differentiation in the extent to which the priorities were addressed within each area.

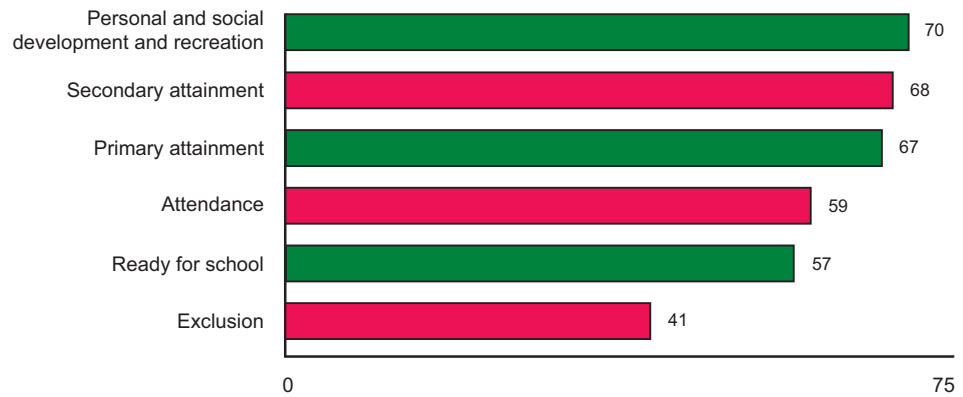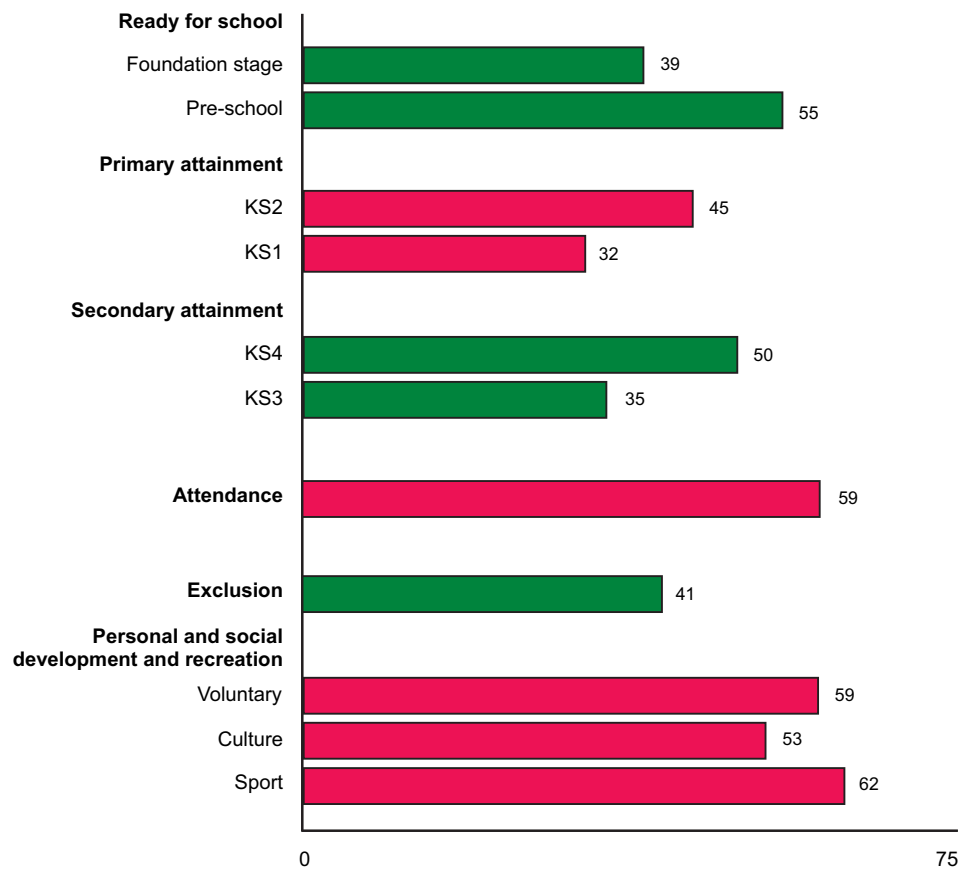**Figure 1 'Enjoy and Achieve' priority areas**

Priority area	Value
Personal and social development and recreation	70
Secondary attainment	68
Primary attainment	67
Attendance	59
Ready for school	57
Exclusion	41

Figure 2 'Sub-areas' within each priority area

Priority area	Sub-area	Value
Ready for school	Foundation stage	39
	Pre-school	55
Primary attainment	KS2	45
	KS1	32
Secondary attainment	KS4	50
	KS3	35
Attendance		59
Exclusion		41
Personal and social development and recreation	Voluntary	59
	Culture	53
	Sport	62

Actions

The plans specify a variety of actions in relation to the 'Enjoy and Achieve' arena, including those that are focused on strategies, policies, services and initiatives, those with a monitoring or auditing focus, as well as those directed at particular groups such as professionals, children and young people, or parents and carers. Table 1 (overleaf) shows the ten most commonly cited actions in relation to 'Enjoy and achieve'.

Least frequently mentioned actions across the five priority areas are: training/CPD for other professionals, identification and monitoring at LA level (e.g. implementing LA quality assurance procedures), and activities to develop schools 'status' (e.g. Artsmark, Sportsmark status).

Level of detail of actions

The level of detail of actions varies across the CYPPs, for example, between plans that detail actions in the form of **low-level statements** characterised by a basic outline of proposed intentions, such as, 'we will ensure that the provision of education 5–16 years is of good quality by supporting the professional development of school staff' (Unitary LA), and those that set out **high-level action statements**, which often provide information related to what they are proposing, explicit operational details, an attached timescale and a lead agency responsible for the action.

Looking across the five priority areas within 'Enjoy and achieve', there is greater reference to raising attainment in key stages 2 and 4 than in key stages 1 and 3, and this is reflected in the actions specified for each of these stages (where more actions are specified at key stages 2 and 4 than 1 and 3). Actions relating to Foundation Stage are similar to those for primary attainment. Actions relating to alternative provision were particularly cited in relation to exclusions and less so with respect to attendance.

Overall, **enjoyment is chiefly aligned with recreation rather than with learning**. As such, the development of specific activities/strategies related to play was also among the main actions cited (e.g. developing and implementing a coordinated play and recreation strategy).

Key groups

The CYPPs analysed make reference to 22 different key groups of children and young people when presenting priorities, actions and targets in relation to 'Enjoy and Achieve'.

The analysis shows that, across all the five ECM outcome areas, the four most commonly mentioned key groups are, in order of frequency, LAC, CLDD, BME pupils and boys and girls (see Figure 3).

Figure 3 Prevalence of LAC, CLDD and BME in CYPPs in relation to 'Enjoy and Achieve'
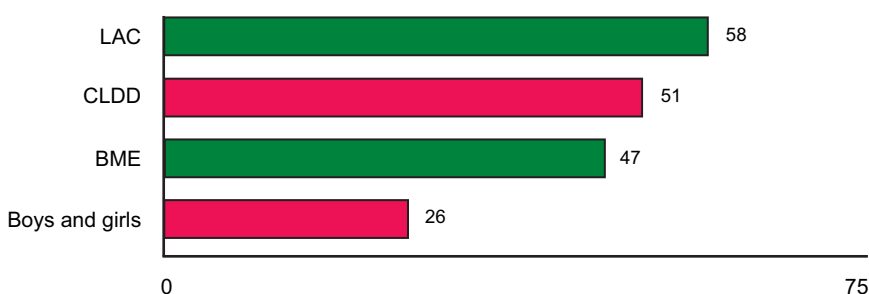
Table 1   Ten actions most commonly cited when referencing 'Enjoy and achieve'

Action	Examples
LA advice, support and dissemination to schools and settings	**Attainment:** *'Work with schools to review their curriculum in line with national requirements, ensuring the review is used as an opportunity to be more responsive to personalised learning needs'.* (Unitary LA)
Collaboration and networking – inter-agency	**Attendance:** *'Develop a county-wide local area multi-agency Attendance Strategy, focusing on innovative, collaborative approaches to raising attendance.'* (County LA) **Personal and social development and recreation:** *'Continue to support a broad and balanced curriculum including sport and arts based activities in partnership with other agencies'.* (Metropolitan LA)
Development/ implementation of strategies/initiatives related to the school curriculum and learning	**Attainment:** *'Renewal of Literacy and Mathematics Frameworks, including Rose Review, extend modern languages in primary schools, extend arts and creativity in primary.'* (Metropolitan LA)
Development/ implementation of services or provision for children families and learning	**Attendance and exclusion:** *'Broaden the range of intervention support for poor attending pupils from the EWS to maximise effective engagement by students and their families; develop closer links with the Family Support Team to complement the EWO function.'* (Unitary LA) **Ready for school:** *'Develop integrated children's services closer to local communities through the Children's Centres and Extended Schools Programmes.'* (County LA)
Implementation of overarching plans and strategies (general/national)	**Attainment:** *'Implement the intervention strategies detailed in the Primary and Secondary National Strategies. Develop strategies which place an emphasis on enjoyment, 'learning to learn, loving to learn', creative approaches across curriculum, with improved learning environments; continue cross-phase working.'* (Metropolitan LA)
Identifying and monitoring – of schools	*'Continue to deploy our targeted support for improvement to those schools, Early Years settings and childminders identified as having the greatest need in order that their performance is improved to good or outstanding.'* (Unitary LA)
Planning/reviewing/mapping/ auditing	*'Audit the level of wider opportunities currently available to children and young people to ensure that recreational and voluntary learning opportunities reflect the needs and interests of individuals as well as groups.'* (Metropolitan LA)
Training and CPD for schools and teachers	**Attainment:** *'Ensuring that the provision of education 5–16 years is of good quality, supporting the professional development of school staff and continue to deploy Advanced Skills Teachers and provide/broker training opportunities appropriately.'* (Unitary LA)
Activities to support family/ parents/carers	**Ready for school:** *'Improve access to, and take up of, family and parent support (including for instance advice and guidance, health, workshops, counselling, family learning, and parenting skills) by increasing the number of Children's Centres and schools providing a full range of extended services.'* (County LA)
Identifying and monitoring – of pupils	**Key groups:** *'Improving the monitoring of children from Traveller and ethnic minority backgrounds so support may be targeted more effectively.'* (Metropolitan LA)

Other key groups most frequently and specifically mentioned in relation to 'Enjoy and Achieve' varied across the 75 plans. Examples of actions for the most frequently mentioned key groups are presented in Table 2.

Table 2 Most commonly cited key groups in CYPPs in relation to 'Enjoy and achieve'

Key group	Examples of actions cited
Looked after children (LAC)	*'Review data collection process, monitor LAC individually and promote good attendance to parents/carers.'* (Metropolitan LA)
Children with learning difficulties and disabilities (CLDD)	*'Improve transition arrangements for those with LDD in mainstream schools (JAR).'* (London borough)
Black and minority ethnic groups (BME)	*'Ensure that attainment of individual pupils from black and minority ethnic groups is tracked and training and advice provided to support to schools where needed.'* (Unitary LA)
Boys and girls	*'Tackling the range of factors, including challenging behaviour that pre-vent some young people – especially boys from achieving the best pos-sible outcomes at GCSE.'* (Unitary LA)
Vulnerable groups/children and those in need	*'Further develop inclusive policies with schools, targeting support for the most vulnerable and underperforming groups of children.'* (Metropolitan LA)
Socially excluded pupils/pupils from deprived families/low income families	*'Support the participation of children and young people living in areas of disadvantage.'* (Unitary LA)
Neighbourhood priority areas	*'Good level of development reached at the end of the Foundation Stage (including narrowing the gap in the 20% most deprived areas.'* (Metropolitan LA)
Children with English as an additional language (EAL)	*'Monitor, evaluate and review the impact of provision for pupils with English as an additional language in terms of attainment, achievement and rate of progress.'* (London borough)
Gypsy/Traveller pupils	*'Improve attendance rates in [names of local areas] and to target identified groups of children whose attendance causes concern. including Traveller pupils.'* (County LA)
Asylum seekers and refugees (including UASC)	*'The needs of vulnerable groups are a priority including pupils at risk of exclusion, unaccompanied asylum seekers and the attainment of white boys.'* (Metropolitan LA)

Targets

Overall, 21 different targets appear within 'Enjoy and achieve':

- Targets frequently cover **achievement**: more than three-fifths of plans focus on key stage 4/GCSE (including 16-year-olds achieving 5 A*–C grades); almost three-fifths focus on key stage 2 (e.g. 11-year-olds achieving key stage 2 level 4+ in English, maths and science); just over two-fifths of the plans focus on key stage 3 (including 14-year-olds achieving level 5+ in English, maths, science and ICT); and almost a third cover key stage 1 (e.g. children achieving level 2+ in reading, writing and maths at age 7).

- Targets tend to be **less numerical** in relation to key stage 1 and Foundation Stage, e.g. general statements referring to improving attainment such as 'the achievement of 7-year-olds will improve' (Metropolitan LA) and 'increase the proportion of children achieving well at the end of Foundation Stage'. (Metropolitan LA)

- For **pre-school**, targets are **least frequent** and **least specific**, focusing mainly on ensuring that 'children are more ready for school' (Metropolitan LA) or increasing access to childcare places. In addition, there are targets for assessing children's development at age 5 in almost a third of the plans (including the level of development at the end of Foundation Stage, e.g. 'children assessed as satisfactory in their social development on the Foundation Stage profile').

- Targets referring to **school attendance** feature within 'Enjoy and achieve' in over half the plans (measured for example by half days missed or total absences), while targets around **fixed period and permanent exclusions** appear in almost a third of the plans (with a range of measures including 'fewer exclusions', 'maintaining low rates', 'rates below statistical neighbours' and 'no permanent exclusions').

- Specific targets are set for the **achievement of key groups**. For example, targets for **LAC** appear in more than half the plans, in terms of achievement at key stage 4/GCSE compared with their peers, and sometimes also at key stage 2 (e.g. 'educational achievement of 16-year-old LAC compared with peers with at least five GCSEs at grade A*–C or a GNVQ'). Targets for **BME** groups feature in over a third of the plans, in terms of narrowing attainment gaps with peers in the authority as well as with national averages at key stages 2, 3 and 4 – with some plans specifying targets for particular BME groups (e.g. Black Caribbean, Pakistani origin). Targets for **CLDD** feature in nearly a fifth of the plans, in terms of achievement, expectations and transitions, including 'increasing the number of children within the identified group who meet realistic but challenging individual targets for achievement at the end of each key stage' (County LA).

- Some plans have specific targets for the achievement of boys, girls, young people not in mainstream education, Gypsy Travellers, children and young people from low income families and vulnerable groups. Attendance targets for LAC are also common in nearly a third of plans, often measured by the numbers who miss 25 days or more of schooling a year.

Lead agencies

Overall, just over half of the plans explicitly identify a lead agent responsible for specified actions (in one or more of the 'Enjoy and achieve' priority areas), most frequently in relation to primary and secondary attainment (as shown in Figure 4).

Figure 4 'Enjoy and Achieve' priority areas in which a lead agent is specified
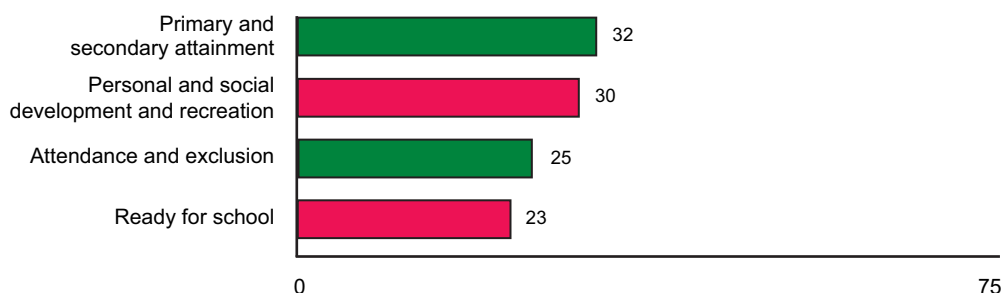
Education (sic), followed by Children and Young People's Services, are the main lead agencies cited in relation to ready for school, raising primary and secondary attainment (key stages 1–4), attendance and exclusion, and also for key groups, especially LAC and BME. For CLDD, however, plans cite a broader range of agencies in relation to support for this group, including social services (sic), Health and voluntary agencies. Sports and leisure services and the voluntary and community sector (e.g. Barnardo's) are cited in relation to personal and social development and recreation.

The lead agencies most commonly mentioned overall in relation to 'Enjoy and achieve' are shown below in order of frequency:

- Education
- Children and Young People's Service
- Social Services
- Connexions
- Arts/cultural organisations
- Leisure Services
- Voluntary services.

Other agencies identified include the Youth Service, Police, Housing, Learning and Skills Council, education business partnerships and transport.

Notes

1 When interpreting these interim findings, it is necessary to bear in mind that LAs had freedom to draft their CYPPs in order to meet their needs and circumstances best. Therefore, there would be no imperative for every plan to include all the pieces of information and detail discussed in the findings in this paper.

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