

Business Plan 2011–2015

Department for Education

November 2010

This plan will be refreshed annually

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A) Vision

We are committed to transforming our education system so that all children, regardless of their background, thrive and prosper. The size of the overall budget deficit means we have had to make tough decisions. There will be many savings across the Department, but the Coalition Government is committed to bringing about the reforms to education and children's services that this country needs. Over recent years we have fallen behind in international league tables of educational performance compared with other OECD countries. In the most recent Performance in International Student Assessment (PISA) survey, we fell from 4th to 14th in science, from 7th to 17th in literacy, and from 8th to 24th in mathematics. We must reverse this trend in order to improve social mobility and to equip our school leavers to compete with their peers across the world. Our approach to reform has been shaped by the features of the highest performing school systems internationally and looks to the very best teachers and head teachers in this country to play a leading role beyond their own school.

We want parents to have more good schools to choose between and more opportunities to open new schools or get involved in the running of existing schools. We know, from international experience and evidence, that greater autonomy drives improvement, while central control is expensive, confusing and demotivating. So we will set schools free from top-down targets and a culture of inspection and instead put in place accountability arrangements that are more transparent and sharper in their focus on underperformance. In placing a new emphasis on rigour, higher standards and great teaching, we will ensure that children can become authors of their own life stories, and young people can continue in their learning and contribute to their communities.

We will support those who work in our schools and children's services. We will provide head teachers with flexibility on pay and conditions, we will ensure that teacher training meets the needs of the classroom, we will provide teachers with the powers that they need to instil good behaviour, and we will free social workers to do their day jobs without excessive bureaucracy. We will ensure that funding is fair and transparent, both by introducing new arrangements for school funding to encourage efficiency and by implementing our pupil premium for those who need extra support. We will provide capital investment to build new schools more quickly and more cost-effectively. We will reform early years education and Sure Start so that all children and families receive the support they need, particularly the most vulnerable. Where there is a role for government to play, we are committed to using every means at our disposal to empower families and ensure that all children are protected from harm and neglect.

But we also recognise that there are no easy solutions or quick fixes – through our radical power shift from the centre to local communities, and our horizon shift from focusing on the next initiative to reforming for the long term, we will change our education and children's services for the better.

B) Coalition Priorities

Structural Reform Priorities

- 1. Increase the number of high quality schools and introduce fair funding**
 - Learning from the international evidence, provide parents with more choice between high quality schools, give all schools more freedom, and reform funding arrangements to be fairer, more transparent and to deliver value for money
- 2. Reform the school curriculum and qualifications**
 - Ensure that all children gain the knowledge they need to prepare them for adult life, through a reformed National Curriculum and more robust academic and vocational qualifications up to the age of 19
- 3. Reduce bureaucracy and improve accountability**
 - Trust those who work in our schools and other services, replacing the current system of Whitehall bureaucracy with autonomy for professionals and more focused accountability
- 4. Train and develop the professionals who work with children**
 - Recognising that the quality of the workforce is fundamental to all other reforms, we will reform teacher training, professional standards, and pay and conditions, and also improve social worker training, capacity and retention
- 5. Introduce new support for the Early Years**
 - Introduce new support for the Early Years by retaining a universal offer, while also ensuring that services and opportunities reach those in greatest need
- 6. Improve support for children, young people and families, focusing on the most disadvantaged**
 - Help children to fulfil their full potential, by supporting families and focusing support on improving the lives of the most vulnerable children

B) Coalition Priorities

The Department will no longer...

...continue with programmes that should never have started, because they were the wrong thing to do, such as ContactPoint and the use of fingerprinting in schools.

...use the overly bureaucratic and poor value for money Building Schools for the Future programme. Instead, we will develop a new capital funding system that will build schools more quickly, more efficiently and in a more environmentally sustainable way.

...overwhelm professionals by interfering in their jobs and seeking to control what they do through excessive guidance or regulation. We will not demand excessive data returns and will not use top-down targets to drive performance.

...undertake inappropriate communications and marketing activity. We believe that public funding should be spent on improving schools and children's services instead.

...fund a range of arm's length bodies that are not properly accountable and cost a lot of money. We are closing some down and will reform the rest to make them more accountable and efficient.

C) Structural Reform Plan

The Coalition is committed to a programme of reform that will turn government on its head. We want to bring about a power shift, taking power away from Whitehall and putting it into the hands of people and communities, and a horizon shift, making the decisions that will equip Britain for long term success. For too long citizens have been treated as passive recipients of centralised, standardised services. This Government is putting citizens back in charge, and Structural Reform Plans are part of this shift of power from government to people.

This section sets out how, and when, the Department will achieve the reforms that are needed to make this happen. Structural Reform Plans are key tools for holding departments to account for the implementation of Programme for Government commitments, replacing the old top-down systems of targets and central micromanagement.

Each month, the Department publishes a simple report on its progress in meeting these commitments. These reports are available on the Number 10 website.

All legislative timings and subsequent actions are subject to Parliamentary timetable and approval.

1. Increase the number of high quality schools and introduce fair funding (p.1 of 2)

Learning from the international evidence, provide parents with more choice between high quality schools, give all schools more freedom, and reform funding arrangements to be fairer, more transparent and to deliver value for money

<u>ACTIONS</u>	<u>Start</u>	<u>End</u>
1.1 Increase the number of Academies		
i. Legislate to allow conversion of all schools to Academy status, establish conversion process and invite applications from outstanding schools	Completed	-
ii. Identify and match new sponsors for underperforming schools that will convert in 2011/12	Started	Mar 2011
iii. Begin to open applications to a wider group of schools	Dec 2010	Dec 2010
1.2 Introduce new Free Schools		
i. Agree pre-application support arrangements, establish approval criteria and open application process	Completed	-
ii. Amend planning guidance to increase number of potential sites for new schools	Started	Feb 2011
iii. Establish a revenue funding model for new school development	Started	Aug 2011
iv. Revise school building guidance	Started	Jan 2011
v. Approve and open the first new Free Schools	Nov 2010	Sep 2011
vi. Publish document outlining lessons learned in establishing and running Free Schools	Sep 2012	Sep 2012
1.3 Introduce new University Technical Colleges		
i. Develop proposals for introducing University Technical Colleges	Started	Mar 2011
<u>MILESTONES</u>		
A. First new Academy schools opened	Complete	
B. First Free Schools opened	Sep 2011	
C. First data released showing number of new schools broken down by type (Academy, Free School, University Technical College)	Sep 2011	
D. First University Technical Colleges opened	Sep 2011	

3. Reduce bureaucracy and improve accountability

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Trust those who work in our schools and other services, replacing the current system of Whitehall bureaucracy with autonomy for professionals and more focused accountability

ACTIONS	Start	End
3.1 Reduce regulatory and other burdens on schools and sixth form colleges		
i. Announce policy changes, including plans to remove burdens based in primary and secondary legislation, following a review of key policies, duties, guidance and other burdens	Started	Dec 2010
ii. Respond to Lord Young’s review on health and safety to encourage schools to undertake personal development activities for their pupils	Started	Jan 2011
iii. Work with the Home Office and the Department of Health to conduct a review of the Vetting and Barring Scheme and scale it back to common-sense levels	Started	Dec 2010
3.2 Support teachers in securing good behaviour in schools		
i. Develop new discipline strategy, including removing the need for written notice for detentions, providing anonymity for teachers facing false allegations, and ways to tackle bullying in schools	Started	Dec 2010
ii. Extend the list of items for which teachers can search pupils	Completed	-
iii. Bring forward legislation to implement changes to secure good behaviour, as necessary	Jan 2011	Jan 2011

MILESTONES	
A. Burdens based in secondary legislation removed	Apr 2011

4. Train and develop the professionals who work with children

Recognising that the quality of the workforce is fundamental to all other reforms, we will reform teacher training, professional standards, and pay and conditions, and also improve social worker training, capacity and retention

ACTIONS	Start	End
4.1 Attract the best entrants into the school workforce and then develop them through effective initial teacher training and continuing professional development		
i. Increase funding to Teach First, allowing it to extend its reach to more schools across the country, including a new Teach First Primary programme	Completed	-
ii. Publish proposals to improve the quality of the school workforce, by reforming initial teacher training and continuous professional development, and by creating new programmes to attract the best to the profession, including former members of the armed forces	Dec 2010	Dec 2010
4.2 Reform teachers' standards, pay and conditions		
i. Develop revised teacher standards and performance management regulations	Nov 2010	Sep 2011
ii. Develop proposals on pay and conditions	Mar 2011	Sep 2012
4.3 Recruit, train and improve the capacity of social workers who work with children and families		
i. Support the development of new standards for employers of social workers	Nov 2010	May 2011
ii. Support the development of new professional standards for social workers	Nov 2010	Sep 2011
MILESTONES		
A. New standards for employers of social workers produced	May 2011	
B. Revised performance management regulations for teachers published	Sep 2011	
C. New professional standards for social workers produced	Sep 2011	
D. First annual data released on number of Teach First teachers	Sep 2011	

5. Introduce new support for the Early Years

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Introduce new support for the Early Years by retaining a universal offer, while also ensuring that services and opportunities reach those in greatest need

ACTIONS	Start	End
5.1 Retain a national network of Sure Start Children's Centres with a core universal offer, while also ensuring that they deliver proven early intervention programmes to support families in the greatest need		
i. Develop a Sure Start Children's Centres reform programme	Started	Mar 2011
ii. Work with local authorities to develop a plan to increase voluntary and community sector involvement within Sure Start Children's Centres, improve accountability arrangements, increase the use of evidence-based interventions, and introduce greater payment by results	Jan 2011	Mar 2011
iii. Introduce a new Early Intervention Grant to provide local authorities with the funding they need to support Sure Start and other intervention programmes	Apr 2011	Jun 2011
5.2 Ensure access to sufficient and high quality Early Years provision		
i. Implement the new Early Years Single Funding Formula for 3 to 4 year olds	Nov 2010	Apr 2011
ii. Develop proposals to improve the quality of the Early Years workforce	Mar 2011	Mar 2011
iii. Explore options for allowing parents greater flexibility to use their early education entitlement	Mar 2011	Mar 2011
MILESTONES		
A. Local Government Finance Settlement finalised, with details of Early Intervention Grant	Dec 2010	
B. Trials of new approaches to extension of free early education for 2 year olds in lead local authorities started	Apr 2011	

D) Departmental expenditure

This section sets out how the Department is spending taxpayers' money as clearly and transparently as possible.

We have included a table to show the Department's planned expenditure over the Spending Review period, as agreed with the Treasury. It is split into money spent on administration (including the cost of running departments themselves), programmes (including the frontline), and capital (for instance new buildings and equipment). As soon as possible, we will include the proportion of this expenditure that goes to the voluntary and community sector and to small businesses.

By April 2011, each department will also publish a bubble chart setting out in detail how its settlement will be allocated for the 2011/12 financial year, across its key programmes and activities.

Table of spending for 2011/12 to 2014/15

This section sets out the Department's planned expenditure over the Spending Review period, as agreed with the Treasury.

£bn ^{1 2 3}	Baseline 2010/11	2011/12	2012/13	2013/14	2014/15
Total departmental expenditure allocation	58.4	56.1	56.3	56.2	57.2
<i>Administration spending⁴</i>	0.5	0.5	0.4	0.4	0.4
<i>Programme spending⁴</i>	50.3	50.7	51.7	52.5	53.5
<i>Capital spending</i>	7.6	4.9	4.2	3.3	3.4
<i>Spend on voluntary and community sector (%)⁵</i>	Data to be confirmed				
<i>Value of contracts to small and medium sized enterprises (%)⁵</i>	Data to be confirmed				

1. Detailed breakdown of these budgets will be published by April 2011

2. Excludes departmental Annually Managed Expenditure

3. Numbers may not sum due to rounding

4. Excludes depreciation

5. To be confirmed at the end of each financial year

Common areas of spend

The indicators below will help the public to judge whether the Department is being run efficiently, and can be compared across departments.

Indicators
Overall:
Cost of operating the department (including procurement, employment cost and property) over time and against projected cost
Number of employees, including breakdown by job type, seniority and their contract type (full time/part time)
Cost of corporate services (including human resources, finance, information and communications technology, communications, procurement) as a percentage of the cost of operating the department
On 3rd party spend:
Property cost per square metre and per employee
Cost of standard desktop computer per employee and number of electronic devices (laptops, desktops, mobile phones etc.) per employee
Value of major areas of spending (office products, travel etc.)
Number and value of major government projects and whether they will be delivered on time and to budget

E) Transparency

Greater transparency across government is at the heart of our commitment to enable the public to hold politicians and public bodies to account, to reduce the deficit and deliver better value for money in public spending.

This section will set out the information that will enable users of public services to choose between providers, and taxpayers to assess the efficiency and productivity of government departments and public services, holding them more effectively to account. By publishing a wide range of indicators, we will enable the public to make up their own minds about how departments are performing. We will use transparency to help us move from bureaucratic accountability to democratic accountability: replacing top-down targets and central micromanagement with information and choice.

This section is published in draft until April 2011 to allow for further consultation.

Information Strategy

Transparency is a key operating principle for the Department, enabling the delivery of better services for less money. By providing additional data that can be used in new and creative ways, we will enable the public to compare service providers, to hold the Department, schools and local authorities to account and to choose their favoured option. Transparency is championed by Sue Higgins, Director General for Finance and Corporate Services and will form a condition of funding for the whole departmental family.

- The Department has a dedicated web page for transparency from which all department releases can be accessed. www.education.gov.uk/aboutdfe/departmentalinformation/transparency. The Department will be making details of new contracts, expenditure, and the salaries of senior staff available via this web page, including all departmental spending and contracts over £25,000. Progress reports on the core projects being undertaken in the Department will continue to be published on the Number 10 website so that our progress can be monitored by the public.
- The Department believes that the public has a right to request information and we comply fully with our legal obligations under Freedom of Information and Data Protection. We will continue to explore ways in which we can release our information in an open and accessible format and build its release into regular publications. We are engaging with consumers of our data to ensure that we deliver ‘the right data, at the right time, in the right format’.
- Data will be published in line with the Public Data Principles and registered on www.data.gov.uk – as almost 300 of the Department's key datasets already are. The data underlying the Department’s Statistical First Releases are being released in a reusable format. Over the next 18 months the Department will continue to push forward initiatives to grant the public access to underlying data in a reusable format and will continue when possible to make ‘raw data’ available on request to users. For example, we intend to publish school level expenditure data broken down by key areas of spend for the first time. The Department’s data template describes the data sources available to the public.
- We will work to make it easier to locate, analyse and interpret our data. This increased accessibility will be achieved by the rationalising of websites, improving the signposting on them, and by developing the tools available to analyse our data. In particular, we plan to develop tools to enable parents to make more effective use of data, for example in choosing a school for their child. Making more data available in an open and accessible format will enable the market to develop new products that will help the public to hold both their local services and the Department to account.
- We aim to reduce the data collection burdens on our providers and to make better use of the data we do collect through better data linkage.

Input indicators

The indicators set out in this section are just a subset of the data gathered by the Department which will be made transparently available as outlined in the Information Strategy.

The Department will adopt the following input indicators:

Input indicator	When will publication start?	How often will it be published?	How will this be broken down?
3-4 year old spend per child	Jan 2011	Annually	By local authority and nationally
Primary school spend per pupil	Jan 2011	Annually	By school, local authority and nationally
Secondary school spend per pupil	Jan 2011	Annually	By school, local authority and nationally
Unit funding of post-16 education	TBC	Annually	TBC
Funding per disadvantaged pupil	TBC	TBC but at least annually	TBC
Capital spending (This indicator will be determined following the review of capital spending, due to report in December 2010)	TBC	At least annually	By school
Spending by maintained schools on their 'back office' functions and procurement e.g. financial management, as a percentage of total school expenditure	Jan 2011	At least annually	By school

Impact Indicators (p.1 of 2)

Our impact indicators are designed to help the public to judge whether our policies and reforms are having the effect they want. Further detail on these indicators can be found in our full list of datasets. The Department will adopt the following indicators:

Impact indicator	When will publication start?	How often will it be published?	How will this be broken down?
Readiness to progress to next stage of schooling (early years into primary, primary into secondary)	Age 11 published Aug 2010 Age 5 TBC	Annually	By school, local authority and nationally
Attainment at age 16	Basics measure- Apr 2011 English Bacc- TBC	Annually	By school, local authority and nationally
Attainment at age 19	Mar 2011	Annually	By local authority and nationally
Narrowing the gap in educational attainment: the achievement of children from different backgrounds or in different circumstances in comparison to the overall average (for example, children on free school meals, children with special educational needs, children in care)	Age 11 and 16 Dec 10/ Jan 2011; Age 19 Mar 2011 FSM: May/Jun 2011	Annually	Age 11 & 16 by school, local authority and nationally; Age 19 by local authority and nationally; higher education by local authority
School choice facing parents: indicator to be developed through consultation	TBC	TBC- at least annually	By local authority and nationally

Impact Indicators (p.2 of 2)

Impact indicator	When will publication start?	How often will it be published?	How will this be broken down?
How pupils are progressing in their attainment in English and maths between Key Stages	Age 7, 11 & 16 (pub.Dec 2010); Age 19, Mar 2011	Annually	Age 7, 11 & 16 by school, local authority and nationally; Age 19 by local authority and nationally
Ensuring a strong start for disadvantaged children: including an indicator based on Frank Field's Review on Poverty and Life Chances	TBC	At least annually	TBC
Reducing teenage pregnancy: under 18 conception rate	Apr 2011	Quarterly	By local authority and nationally

Other data (p.1 of 2)

We will publish a full range of datasets and our full departmental organogram on our website <http://www.education.gov.uk/aboutdfe/departmentalinformation/transparency>

We have highlighted key data that will be particularly useful to help people to judge the progress of structural reforms, and help people to make informed choices, under three headings:

1. Data that will help people to judge the progress of structural reforms:

- Number of new schools broken down by type (Academy, Free School, University Technical College), by local authority
- Number of apprentices in training, nationally
- Number of Teach First teachers, nationally
- Proportion of pupils receiving pupil premium, by school
- Number of families that have been through an evidence-based early intervention programme, by local authority (exact measure to be agreed after Graham Allen review)

Other data (p.2 of 2)

2. Data that will help people make informed choices:

- Achievements of children at the end of the Early Years Foundation Stage Profile, by school
- Pupil attainment at the end of Key Stage 2, Key Stage 4 and Key Stage 5, by school
- Proportion of pupils going into tertiary education, by local authority
- Qualifications held by teachers, by school
- Number of teachers who are full/part-time, teacher pay, and teacher absence, by school
- Type of school, specialism, age range of pupils, whether the school has a sixth form

3. Other key data:

- The number of children benefiting from a free early years place, by local authority
- All Department for Education spending and contracts over £25,000
- Past exam papers (including international)
- Characteristics of pupils, such as free school meal entitlement, age, special education need, by school
- Cost for each child looked after by the local authority
- Participation in education, training and employment by 16–18 year olds in England, by local authority
- Young people not in employment, education or training