



# Annual report and accounts 2007–08



# **The Training and Development Agency for Schools Annual report and accounts as at 31 March 2008**

Annual Report presented to Parliament in pursuance of paragraph 17(3) of Schedule 13 to the Education Act 2005 and Accounts presented to Parliament on behalf of the Comptroller and Auditor General in pursuance of paragraph 18 of Schedule 13 to the Education Act 2005.

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*developing people, improving young lives*

# Introduction

The Children's Plan sets out the Government's commitment to making England the best place in the world for children and young people to grow up in. It places schools at the centre of the delivery of world-class children's services, helping to ensure that children achieve their full potential and that more and more young people stay on the path to a successful life.

The Training and Development Agency for Schools (TDA) has a critical role in achieving these priorities through our contribution to the development of an effective school workforce in England (other arrangements apply in Scotland, Wales and Northern Ireland). We are involved in securing the supply of the workforce by promoting teaching as an attractive career option and by assuring the quality of initial teacher training (ITT). We also play a lead role in in-service training and development for the entire school workforce. The TDA is at the forefront of school workforce reform and supports the remodelling of the school workforce to meet modern challenges.

As the delivery arm for the people development aspects of Government policy, we play a key part in raising standards in schools and giving every child the opportunity to achieve his or her potential. We strive to create the conditions in which schools can

gain access to the reliable support they need to develop, remodel and modernise their workforces. And we play an integral part in equipping the entire school workforce with the skills it requires to deliver personalised learning.

The TDA supports the Government's drive to narrow achievement gaps so that, for example, schools serving disadvantaged areas are better able to attract and retain high-quality teachers. During 2007–08 we explored the targeted use of incentives and closer alignment between ITT and continuing professional development (CPD) for teachers, and began to assess the impact of different routes into teaching in achieving this aim.

Workforce modernisation also means creating the conditions that will encourage the school workforce to work closely with the other professionals who provide extended children's services. We ensure that the key outcomes of the Every Child Matters

(ECM) agenda – helping all children and young people to stay safe, be healthy, enjoy and achieve, make a positive contribution to society, and achieve economic well-being – are embedded in all our work and are reflected in the outcomes we seek to achieve.

Looking to the future we are committed to working closely with government, other agencies, local authorities and schools to drive forward workforce development and reform. With our experience, track record, and commitment the TDA can help schools to meet the challenges ahead and help make England the best place in the world for children and young people to grow up in.



A handwritten signature in black ink that reads "Graham Holley".

**Graham Holley**  
Chief Executive and  
Accounting Officer

25 June 2008



A handwritten signature in black ink that reads "Brian K. Follett".

**Sir Brian Follett**  
Chair

25 June 2008



# The TDA's role and responsibilities

The TDA is an executive non-departmental public body of the Department for Children, Schools and Families (DCSF). Our principal aim is to secure an effective school workforce that raises educational standards, provides every child with the opportunity to develop his or her potential, and thereby improves children's life chances.

We have a leadership role to support and challenge the education sector to strengthen the capability of schools in developing their workforce and managing change more generally.

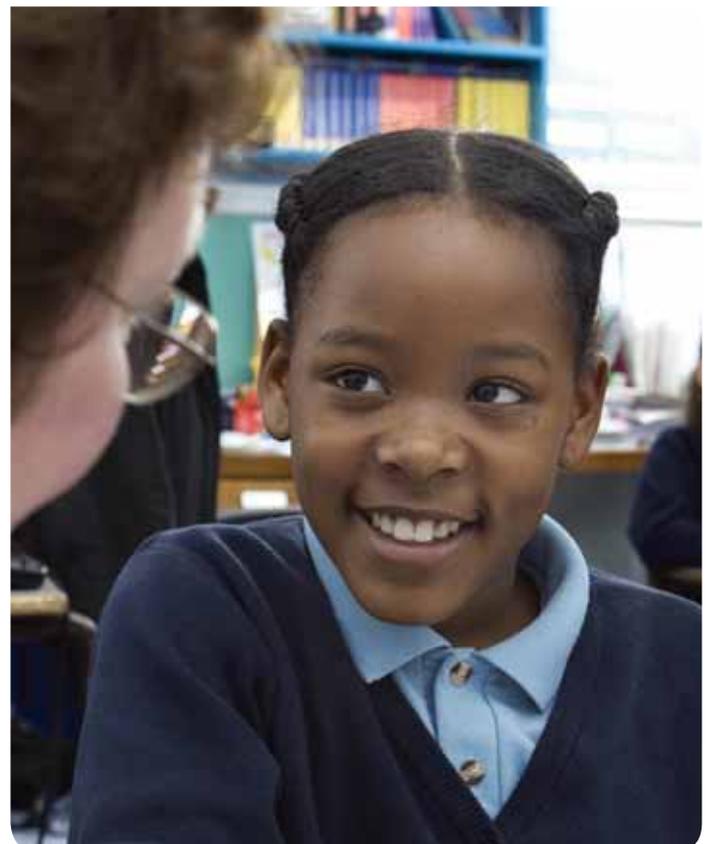
Our approach to achieving this is designed to benefit schools in three key areas:

- 1 Securing the supply of the school workforce through our promotion of the teaching profession and quality assurance for ITT. This helps schools to recruit sufficient good quality teachers to their workforces.
- 2 Supporting the development of the school workforce through our creation and promotion of professional and occupational standards, support of performance management arrangements, and stimulation of a sufficient supply of high-quality in-service training. This helps schools to increase the skills level of their workforces.
- 3 Supporting the ongoing reform of the school workforce, the wider education sector, and children's and young people's services. This helps schools to be proficient in managing the process of change required for workforce reform.

We work closely with the DCSF, the National College for School Leadership (NCSL), the Children's Workforce Development Council (CWDC), the Department for Innovation, Universities and Skills

(DIUS), and many other partners, in order to deliver on these responsibilities.

The performance review section details our achievements in delivering the benefits promised in our 2007–10 Corporate plan.





# Performance review

## Benefit one Securing workforce supply

We aim to help schools to recruit sufficient good quality teachers to their workforces through our promotion of the teaching profession and quality assurance of ITT.

Schools must be able to recruit new teachers of the highest calibre, skilled in the relevant subject areas. In addition, the school workforce should reflect the society it serves, in terms of ethnicity, gender and disability. Throughout the year we worked closely with ITT providers to make sure the right number of new trainee teachers entered the profession and that the training they received was of the highest possible standard. Furthermore, a range of targeted initiatives helped us to increase the extent to which the demographic and skills mix of those new trainees reflects the needs of English schools.

### Overall recruitment

We helped universities and other ITT providers to recruit almost 39,000 new trainees to ITT courses during the 2007/08 academic year, securing the supply of newly qualified teachers (NQTs) that will be needed for the 2008/09 year. These included over 16,000 new entrants to secondary mainstream courses and over 15,000 to primary mainstream courses. In addition, more than 7,200 new trainees entered through employment-based routes. We provided £257m in funding to mainstream ITT providers during the 2007–08 financial year, a similar amount to 2006–07, while a further £170m was made available for training bursaries, up from £166m in 2006–07.

### Priority subjects

We continued to improve recruitment in key priority subject areas. There were more than 3,600 new entrants to science ITT courses through all routes, with the numbers entering mainstream physics and chemistry courses both up by almost a third, compared to the previous year. Recruiting to mathematics remains a challenge, although

we came closer to achieving the Government's target than in previous years, with almost 2,500 new trainees entering mathematics ITT courses during 2007/08.

Recruitment to priority subject areas is supplemented through initiatives and programmes such as premium funding incentives for ITT providers, and 'subject enhancement' courses for graduates of disciplines other than sciences or mathematics: the latter enabled almost 600 trainees to start science or mathematics ITT courses during the year.

For the 2007/08 academic year we introduced flexible funding arrangements to enable ITT providers to offer special mathematics, physics and chemistry ITT courses to graduates requiring additional subject knowledge. The courses differ from enhancement courses in that the specialist subject learning is integrated with ITT in an extended, 18–24 month course. In its first year, the programme enabled more than 400 graduates to start ITT courses in mathematics, physics and chemistry.

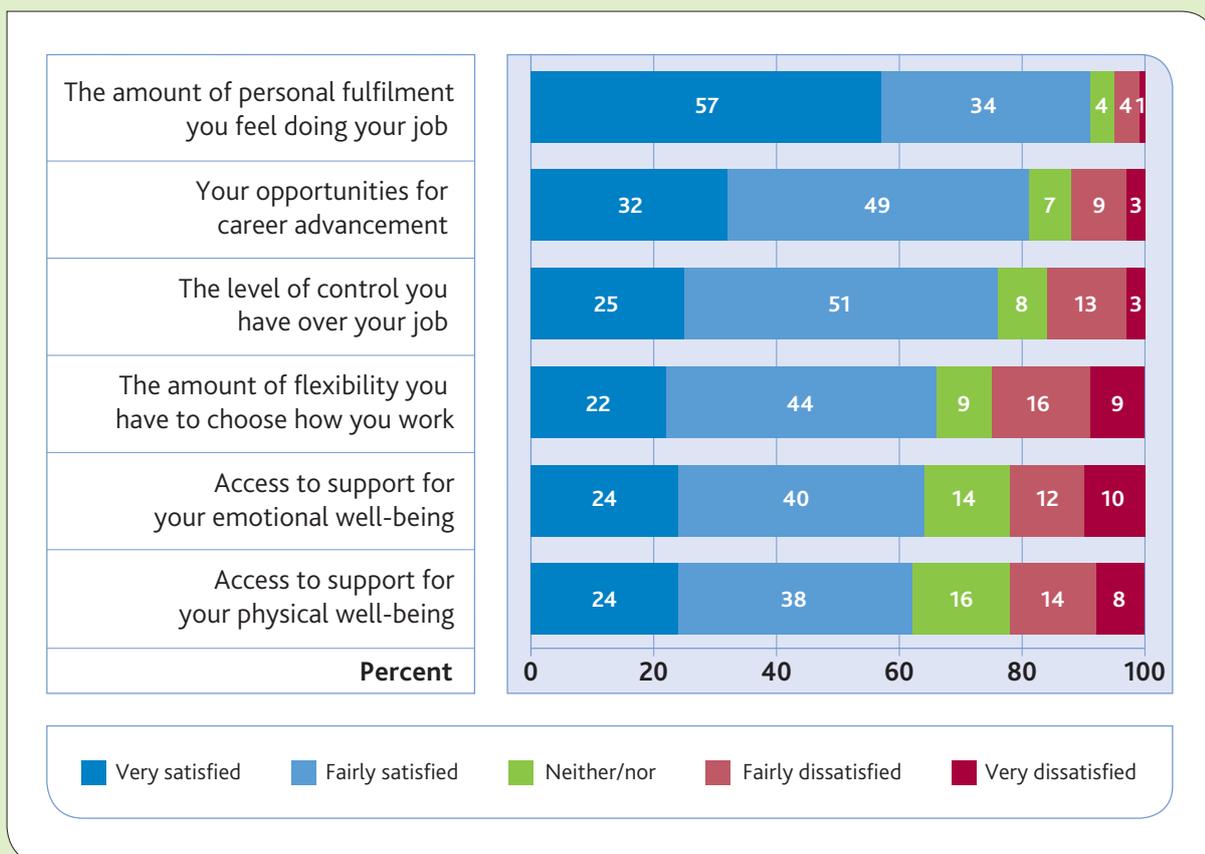
Through the Student Associates Scheme (SAS), which gives undergraduates the opportunity to gain classroom experience while pursuing their studies, we helped over 7,000 students – a third of whom were studying mathematics, physics or chemistry – to undertake school placements during the year. Around ten per cent of newly qualified teachers gained their first experience of the classroom through the scheme, and evidence from scheme providers suggests that around half of SAS participants will eventually go on to apply for ITT places.

## The attractions of teaching

Immense satisfaction can be derived from helping children learn, grow and develop to their full potential. To understand better how teachers view their roles, we asked Ipsos MORI to conduct research among 1,000 teachers, representing all phases and regions across England and Wales.

Overall satisfaction levels are high for nearly all of the different aspects explored. Of those relating to job satisfaction, teachers are particularly positive about the amount of personal fulfilment they feel doing their job – 91 per cent are very or fairly satisfied, including nearly six in ten who are ‘very’ satisfied. Moreover, a majority of teachers are satisfied with almost all aspects of their job. For example, over three quarters are satisfied with the opportunities available for career development and with the level of control they have over their job (81 per cent and 76 per cent respectively).

***“How satisfied or dissatisfied do you currently feel with each of the following aspects?”***



Source: Teachers Omnibus Survey, Ipsos MORI, November 2007

## Encouraging diversity

We recognise how important it is that the composition of the teaching workforce reflects the diversity of our society. We actively support ITT providers in their efforts to recruit new trainees from different social, cultural, ethnic and linguistic backgrounds. Additionally, we provide guidance, support and targeted advice to members of under-represented groups considering careers in teaching. Through these proactive measures, we increased the proportion of new trainees from minority

ethnic backgrounds to 11.8 per cent in 2007/08 – up from 11.6 per cent the previous year. We also increased the share of new trainees with a declared disability to 5.8 per cent, compared to 4.7 per cent last year.

A particular challenge over many years has been to increase the share of male teachers in primary schools. Last year we achieved a further increase in the proportion of male new entrants to mainstream primary programmes, from 14 to 15 per cent, progress we aim to improve on in future years.

## Quality of initial teacher training

In September 2007 we implemented revised qualified teacher status (QTS) standards and requirements, following consultation with the sector and approval by the Secretary of State. These frameworks – which reflect the themes of ECM, personalisation, and the changing curriculum – help to underpin the quality of ITT.

The overall quality of ITT provision improved for the fourth year running: 97 per cent of training places allocated by us during the year were to ITT providers rated 'excellent' or 'good' by the Office for Standards in Education, Children's Services and Skills (Ofsted), up from 76 per cent just four years earlier.

We continued to work closely with ITT providers to help them improve the quality of their training further: as a result all 17 eligible ITT providers that were inspected by Ofsted for possible upgrading from 'B' to 'A' category (the highest quality) were successful in their applications.

During the year we also worked with Ofsted and the wider ITT sector to develop an improved framework for inspection: following consultations, this will be implemented by Ofsted in September 2008. The revised framework will apply to inspections of all courses and programmes leading to the award of QTS, and to programmes preparing teachers for the award of Qualified Teacher Learning and Skills in the further education sector.

We also conducted a formal consultation on proposals for improving the quality of the Graduate Teacher Programme. The results and outcomes were shared with providers of employment-based routes in ITT. The improvements, designed to secure the quality of subject training, will be implemented in full from September 2008.



We funded and managed the ITT element of the Teach First programme (see box), which has now been running for five years and has placed over 1,000 graduates in secondary schools facing challenging circumstances in London, Manchester and Birmingham. The programme will be extended to Liverpool during 2008 and to Yorkshire and The Humber region in 2009.

### Teach First

Teach First is a programme designed to enable top graduates to spend two years working in challenging secondary schools in London, Manchester and the Midlands, qualifying as a teacher while completing leadership training and work experience with leading employers.

Working with specially selected partner schools and businesses, Teach First aims to build the leaders of the future by providing high-quality teacher and leadership training, internships, coaching and networking.

It is for high-flying graduates who may not otherwise have considered teaching or are not sure of it as a long-term career. It leads to qualified teacher status (QTS) but also provides the potential to develop a commercially-oriented career.

## Quality of initial teacher training – the trainees' views

Newly qualified teachers (NQTs) continued to be highly satisfied with the overall quality of their training and the preparation for teaching that they receive<sup>1</sup>. The proportion rating the overall quality of their training and preparation as 'very good' or 'good' increased by two percentage points on last year to 88 per cent. This is the highest overall approval rating since the TDA began surveying NQTs in 2001.

There was significant year-on-year improvement in NQTs' assessment of how well their training helped them to establish and maintain a good standard of behaviour in the classroom: 71 per cent rated their training in this area as 'very good' or 'good', compared with 68 per cent in 2006 and 59 per cent in 2003 (see box).

Increasingly, NQTs feel better prepared to teach learners with special educational needs and learners of different abilities. Asked how well their training prepared them for teaching learners with special educational needs, 52 per cent gave 'very good' or 'good' ratings, the highest proportion in five years.

In relation to teaching learners of different abilities, 65 per cent rated their training and preparation as 'very good' or 'good' – also the highest in five years.

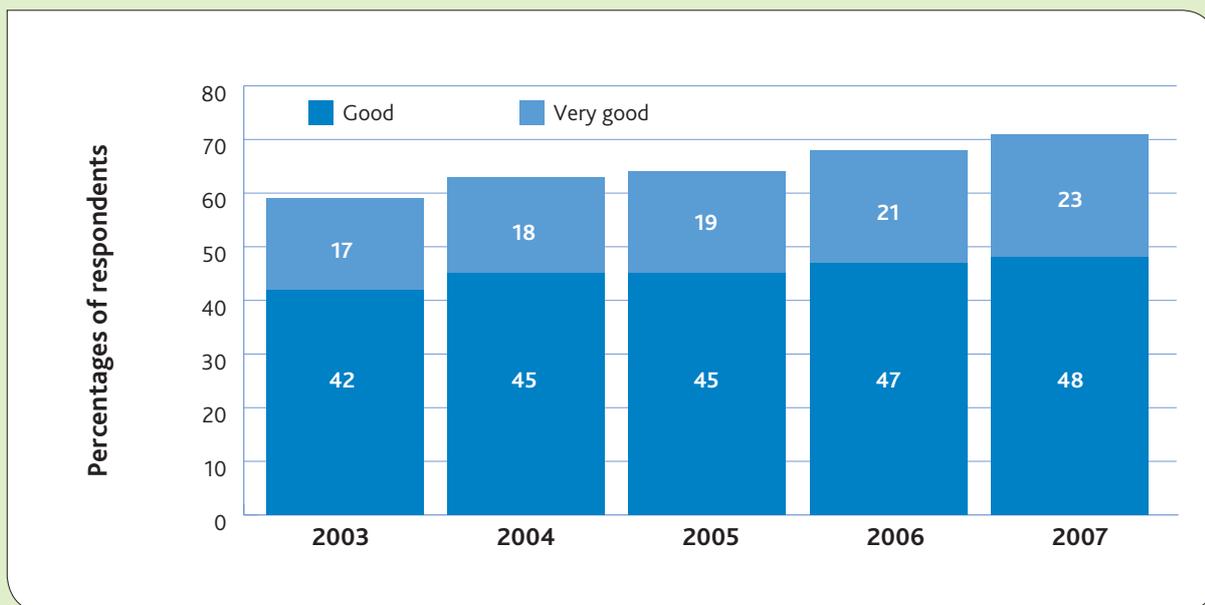
The sector continues to make progress in preparing NQTs to teach children from minority ethnic backgrounds, although ratings remain lower than for other aspects of initial teacher training. The percentage of NQTs rating their training as 'very good' or 'good' reached a five-year high, with a seven percentage point increase since 2003.

## Supporting ITT providers

Delivering on our promises requires us to work closely, collaboratively and supportively with many partners. We manage and monitor these relationships continuously. During 2007–08 the proportion of ITT providers rating their overall working relationships with the TDA as 'very good' or 'good' grew to 88 per cent, up from 85 per cent in 2006–07. The proportion rating the TDA's overall service provision as 'very good' or 'good' increased from 71 to 74 per cent. These findings demonstrate a year-on-year improvement since 2004<sup>2</sup>.

### NQTs' perceptions of their training

*"How good was your training in helping you to establish and maintain a good standard of behaviour in the classroom?"*



Source: Newly Qualified Teacher Survey, TDA, June 2007

<sup>1</sup>Newly Qualified Teacher Survey, TDA, June 2007

<sup>2</sup>TDA Provider Perception Survey, GfK NOP, June 2007

## Benefit two

### Supporting workforce development

We aim to help schools increase the skills levels of their workforces by creating and promoting professional and occupational standards, supporting performance development arrangements, and stimulating a sufficient supply of high-quality in-service training.

#### A 'new professionalism'

In its evidence to the School Teachers' Review Body (STRB) in 2005, the Rewards and Incentives Group (RIG) framed a vision of a 'new professionalism'. The new professionalism recognises how important it is for teachers to maintain and improve their professional practice and for them to have proper access to appropriate provision. It promotes professional development as an integral part of a teacher's everyday life.

By focusing on their practice and developing their expertise, teachers are better able to help pupils achieve their potential, as well as gain personal job satisfaction and progress in their careers. This is at the heart of the new professionalism and its relation to professional standards, performance management and continuing professional development.

#### Professional and occupational standards

To support the rising level of professionalism within teaching we published guidance on the core standards for NQTs and on the standards related to the craft of teaching for later career stages. The value of these standards is illustrated by the demand from teachers and school leaders: we distributed over 429,000 copies during the year, mostly in response to requests from practitioners.

Through a range of initiatives, including a comprehensive programme of nationwide workshops, we ensured that teachers understand – and are able to apply – the standards. At the end of 2007 more than three-quarters of teachers were aware of the standards and planned to use them to identify their training and development needs<sup>3</sup>.

To provide similar assistance to other members of the school workforce, we published revised national occupational standards (NOS) for supporting teaching and learning in schools, and

guidance for employers, candidates and awarding bodies relating the NOS to national vocational qualifications. We also introduced a revised set of professional standards for higher level teaching assistants (HLTAs), together with updated support materials for all those involved in training, preparation and assessment for HLTA status.



#### Performance management of teachers

Revised performance management arrangements for teachers and headteachers came into effect during 2007. Having prepared schools in advance, our aim during the year was to provide all the support necessary to ensure the new arrangements were adopted and implemented as quickly and efficiently as possible.

We briefed a team of specially skilled trainers and made these available to local authorities (LAs) and schools to help them realise the benefits of the revised arrangements and improve their understanding of how the revised performance management arrangements, revised professional standards for teachers, and the guidance on teachers' CPD can be used together to unleash the potential of their staff.

<sup>3</sup> Teachers Omnibus Survey, Ipsos MORI, December 2007

To answer performance management questions from LA staff we set up and maintained a dedicated helpline throughout the year, responding to several hundred calls. Working with the social partnership for school workforce reform we provided guidance materials and resources for schools, including briefing materials, 'how to' sheets and online resources.

### Continuing professional development for teachers

There is strong evidence that teachers who continue to develop their skills during their careers contribute more to improved pupil attainment<sup>4</sup>. During 2007–08 we continued to provide support to schools and teachers, to help the latter extend and enrich their skills, and launched several new initiatives to further enhance teachers' professional development.

For teachers in their first three years of teaching, we published online guidance materials to support their early professional development; we also

provided guidance and materials for those in schools and local authorities responsible for the development of teachers during their early years. The guidance is designed to help ensure that performance management coherently builds on induction, and to provide support for teachers taking on additional responsibilities.

In collaboration with social partners, we developed and distributed guidance materials for schools on CPD, and worked with LAs to support CPD leadership. We created an online resource for CPD leaders, and began work with the NCSL to develop a national training and development programme for CPD leaders.

An indication of the effectiveness of these initiatives is that three-quarters of schools are now using models of CPD that include planned and evaluated outcomes<sup>5</sup>.

We launched a series of pilot CPD programmes for improving the subject knowledge of non-specialist teachers of mathematics, chemistry and physics. The pilots will run for two years in three separate

### Special educational needs (SEN) and disability

The Government's strategy for SEN and disability, *Removing barriers to achievement*, sets out its vision for enabling children with SEN and disabilities to realise their potential.

The strategy includes a programme of action and review covering four key areas:

- early intervention
- removing barriers to learning
- raising expectations and achievement, and
- delivering improvements in partnership.

One of the strategy's aims is to ensure that teachers' training and development provides a good grounding in the core skills and knowledge of SEN and disability. In support of this strategy, during 2007–08 we continued to implement a wide-ranging programme to enhance the knowledge, understanding and skills in relation to SEN of teachers during their initial training, induction and continuing professional development. The programme is helping teachers to strengthen their capacity to support the learning and development of children with special educational needs and disabilities.

During the year we developed training materials for ITT providers, a model scheme for extended placements for trainees in special schools and other specialist provision, and guidance and exemplar materials to support newly qualified teachers during their induction. We began piloting a modular postgraduate course for experienced teachers and are developing a national scheme for accrediting newly appointed 'SEN coordinators' (teachers specifically responsible for coordinating special educational provision in schools).

We also worked with the National Strategies on the Inclusion Development programme, which is designed to provide continuing professional development for staff in schools in relation to the most frequently encountered types of special educational need.

<sup>4</sup> Making a difference – the impact of award-bearing in-service training on school improvement, Office for Standards in Education, Children's Services and Skills, January 2004

<sup>5</sup> Teachers Omnibus Survey, Ipsos MORI, December 2007

regions of England, with more than a hundred participating teachers offered up to 40 days development support each. Following independent evaluation, a decision will be taken on whether to extend the programmes nationally.

Throughout the country, schools have developed many distinctive, local approaches to teachers' CPD. To identify the most effective CPD practices and explore opportunities for sharing the best ones more widely, we commissioned and funded more than 230 projects, involving 679 schools. These will be carefully evaluated during the coming year and learning applied to further improve and support teachers' CPD across England.

We awarded grant funding to support 55 CPD programmes focusing on one or more of the 'national priorities' for teachers' professional development. These programmes will offer CPD provision to 10,000 teachers during the next three years. We also funded 52 local projects to support the development of subject leaders in primary schools and promote subject teacher networks in secondary schools, and provided grants to four subject associations to develop subject-specific online CPD resources.

An important element of CPD is the option for teachers to study for a masters-level qualification, where this is appropriate for their development. Through the Postgraduate Professional Development programme (PPD), the TDA provides

funding support to academic institutions offering relevant qualifications, subject to them meeting rigorous quality requirements. During 2007–08 the PPD programme enabled 33,000 teachers to participate in postgraduate professional development, further enriching the quality of the teaching workforce.

We also worked closely with the DCSF to develop proposals for a new masters in teaching and learning (MTL) qualification, specifically designed for the teaching profession (see box).

### **The masters in teaching and learning (MTL) the new qualification for teachers**

Plans to transform teaching into a masters-level profession over the next decade were included in the DCSF's Children's Plan, launched last December. The TDA worked closely with the DCSF to develop the proposals for a new masters-level qualification and ministers have now asked the TDA to lead on the development and delivery of the programme. The TDA will work with social partners and consult widely.

Initially, the programme will be available to teachers in the first five years of their career.

In collaboration with Lifelong Learning UK we published training and development guidance for teachers preparing to deliver diplomas for 14-19 year olds. We provided further support with an online tool, designed to help identify and analyse training needs for these teachers. We also developed an online training needs analysis tool for support staff who will be involved in diploma delivery.

### **Continuing professional development for classroom support staff**

Teaching assistants and other school support staff place a high value on in-service training and development: indeed, three-quarters of support staff questioned in a recent survey said training was "very important" in helping them to carry out their roles<sup>6</sup>.

The TDA provides both funding and quality assurance for a range of training and professional development programmes for school support staff, including those working in the classroom or in school management. We are also engaged



<sup>6</sup> Exploring school support staff experiences of training and development, National Foundation for Educational Research/Ipsos MORI, March 2008

in designing and establishing qualification and development frameworks appropriate for support staff.

During 2007–08 we produced a draft Sector Qualifications Strategy and proposed a new competency-based framework for support staff qualifications. Together these will guide the future development and delivery of all support staff qualifications.

We published comprehensive guidance to support the delivery and use of Support Work in Schools (SWiS) qualifications and commenced a programme to assess their impact. We also provided funding and support to local authorities and other partners to help them deliver over 7,500 SWiS qualifications.

We oversaw and funded quality-assured training, preparation and assessment, enabling over 5,000 school support staff to achieve HLTA status this year, taking the total to over 21,000 since HLTA status was introduced.

In addition, our work enabled more than 1,100 school support staff to begin training or assessment to become specialist HLTAs, able to support mathematics or science teaching in secondary schools.

### School business managers

School business managers play an increasingly important role in a growing number of schools: around 44 per cent of these professionals are full members of their respective school leadership teams. With our funding and support over 1,700 school business managers were able to study for and achieve professional qualifications, in partnership with the NCSL. More than 5,000 school business managers now have diplomas or certificates in school business management.



## Benefit three

### Supporting modernisation

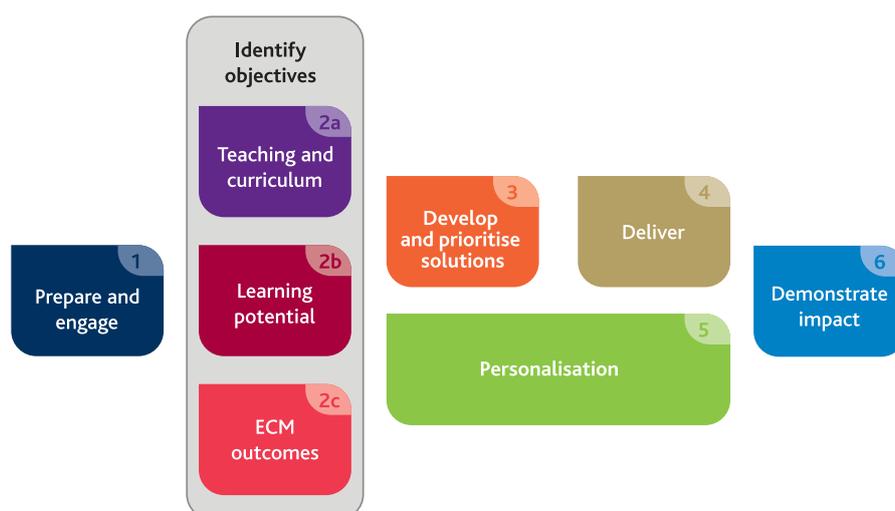
We aim to help schools to be proficient in managing the process of change required for modernisation, through supporting the introduction of extended services and promoting effective staff deployment.

#### Extended schools

We continued to work with LAs to help schools provide access to a range of extended services to benefit pupils, families and the wider community. We exceeded our target of 6,000 schools providing access to the full core offer of extended services by the end of September. At the end of March, over 10,000 schools were providing this access.

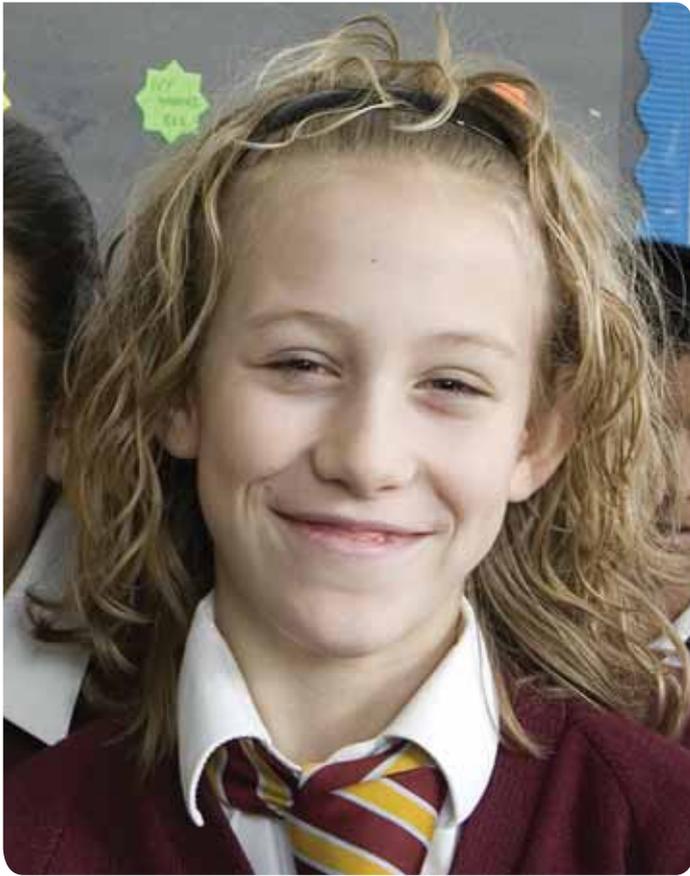
Through LAs we rolled out a school improvement planning framework for schools. The framework helps schools in integrating their requirements for self-evaluation and enables them to monitor the impact of their extended services. By the end of 2007–08 we had hosted over 60 regional and LA events, designed to help schools gain the maximum benefit from the framework.

#### The school improvement planning framework



We also ran workshops and provided support to help LAs and schools in overcoming specific challenges they face in developing access to extended services. This included focused support on extended schools in rural locations, accelerating extended schools in areas of high youth crime, and ensuring the inclusion of pupils and communities from disadvantaged backgrounds.

We continued the parent support adviser (PSA) pilot in 20 LAs. This is part of a broader government initiative for parents, particularly those whose children are at risk of developing behavioural, emotional or social difficulties. Over 700 PSAs are in post supporting over 1,100 schools. We also engaged with awarding bodies to commence the delivery of a parent support qualification, based on SWiS vocational qualifications.



### National agreement/social partnership

We continued to work with workforce modernisation teams in every LA as they support schools to ensure the gains made through the national agreement are maintained and maximised.

We worked with social partners and other stakeholders, including governor organisations, to clarify areas of the national agreement that are yet to be fully implemented in sustainable ways, producing options to address the key barriers.

We supported the Workforce Agreement Monitoring Group (WAMG) in hosting three national events for local social partnerships. These events helped WAMG to gather feedback and examples of effective practice, set out the areas of future focus, and identify actions to develop greater capability and capacity to progress this agenda.

Following the conferences, we undertook a programme of work with local social partnerships based on their identified needs.

Regional Delivery Partnerships continued to provide support for individual LAs through the coordination of regional network meetings covering all areas of work around the national agreement.

### Support service for school leaders

During 2007–08 we began pilot-testing a new information service – ‘The Key’ – designed to support school leaders. Over 2,000 school leaders had access to the service by the end of 2007–08. A full evaluation will be conducted during 2008–09, following which a decision on whether to proceed with a nationwide roll-out will be taken by the DCSF.

#### The Key

This is a unique service, developed in partnership with the NCSL, providing school leaders with responses to their questions on staff and school development issues via telephone, web and e-mail.

The Key differs from other information services by facilitating sharing of knowledge: when a problem has been solved once, the ‘solution’ can be used many more times, avoiding duplication of effort and saving school leaders’ time.

### Targeted youth support (TYS)

We worked with regional government offices to support them in their work with local authorities and local partners, reforming their targeted youth support services. As part of this support we ran over 100 local and regional events and developed a range of resources, including a TYS delivery framework which helps identify local critical success factors in implementing TYS and case studies showing emerging good practice and full delivery models. We also worked with the DCSF to provide intelligence on policy delivery and support central communications activity.

### Children’s Workforce Network

We worked to ensure the ECM agenda is embedded across the TDA and that the Agency plays its full role as a key partner in the Children’s Workforce Network.

We worked closely with the Children’s Workforce Development Council and other partners in the Children’s Workforce Network, contributing to the development of children’s workforce policy and action plans.

## Management and operations

In delivering the benefits described, we have ensured that our priorities accurately reflect those of schools, that our working practices offer most assistance and least burden, and that all our activities are conducted with maximum efficiency.

### Strategic direction

The introduction to this report set out the principal aim of the TDA: to secure an effective school workforce that raises educational standards, provides every child with the opportunity to develop his or her potential, and thereby improves children's life chances. To help us to continually improve the effectiveness of our services, during 2007–08 we commissioned a number of strategic research programmes: these will provide us with deeper insight into many of the critical issues facing schools today, for example the challenges and experiences of school leaders in attracting, developing and deploying the very best people.

This evidence-based approach informs our immediate business planning and our longer-term strategies. During 2007–08 we provided the Secretary of State with a detailed, five-year strategic plan, illustrating our commitment to delivering on the promises contained in the Children's Plan – and making England the best place in the world for children and young people to grow up in.

Of course, we cannot achieve this alone, and many other organisations are working hard to help the vision become a reality. We have always worked in partnership with government departments and agencies, and during the year we reinforced and grew these collaborative relationships.

### Corporate development

In December 2007, following a pay and grading review, a new organisational structure came into effect. A new group, the Strategic Leadership Team (SLT), made up of the CEO, the three Executive Directors (Teachers, Development and Improvement, and Supporting Delivery), and the Finance and Strategy Directors, was formed. The Corporate Leadership Group (CLG) was replaced by the Directors' Group (DG), made up of SLT members and all Directors.

The new structure has led to greater efficiencies in the use of senior staff time, and a clearer sense of roles and responsibilities.

### Managing our people

We retain our Investors in People status and in 2007–08 continued to encourage our people to contribute to the vision and direction of the Agency. We ensured our corporate priorities for our own learning and development were closely aligned to our aims. We allocated appropriate resources to ensure we developed our people in line with these priorities. And we set clear and measurable criteria, ensuring our investment in our own learning is providing real benefit and best value.

The effectiveness of this approach is borne out by the findings of our independently-managed staff survey<sup>7</sup>: 89 per cent of our staff said they understand how their roles contribute to the overall strategic aims and objectives of the TDA and a similar percentage said they share the agency's values. The survey also revealed a high level of 'engagement' among our staff, which is particularly encouraging as we prepare to relocate our offices from London to Manchester (see below).

### Relocation

By April 2010 we will have completed our move from London to Manchester. While this relocation will ultimately deliver significant benefits, in the short term it provides a challenge to maintaining business continuity.

As evidenced by the findings of our staff survey, during 2007–08 we remained an attractive employer by continuing to provide an enjoyable and interesting working environment and providing attractive career development opportunities and competitive benefits for all staff.

<sup>7</sup> Training and Development Agency Staff Survey 2007, ORC International, February 2008

## Communications

Our ability to influence change and improvement in the development and impact of the school workforce is highly dependent on a clear understanding of the TDA's role and capabilities among school leaders. We achieve this understanding through carefully targeted communications, always mindful of the need to avoid the 'burden' that excessive communications can cause.

A study conducted during the year showed that almost three-quarters of school leaders were aware of the TDA<sup>8</sup>. School leaders are also aware of our roles in supporting workforce development, helping them to understand the Government's modernisation agenda, and in recruiting good quality people into the school workforce. We continue to build on this awareness in delivering ever more effective support to school leaders.

## Financial and contract management

During the year we sought to ensure maximum efficiency in our operations. We continued to increase our use of structured project and programme management processes to assist us in achieving this.

During 2007–08 we saved five per cent on the 2004–05 baseline efficiency target, contributing our share of 15 per cent towards the Comprehensive Spending Review 2004 efficiency target set under the Gershon review. We commissioned



a value-for-money study into our teacher recruitment marketing and communications activities, which will report during 2008–09. The study will help us to assess the effectiveness of all our marketing activities and the media used in this area, and ensure that they are fit for purpose and adequately cover all of the TDA's expanded remit.

As part of the internal audit strategy for 2007–08, our internal auditors reviewed our resources management systems to assess the sufficiency of the controls to ensure the integrity, accuracy, security and authority of transactions and the associated financial records. The audit found that the control system in place supports the financial statements and management accounts. Overall, they concluded that our framework of financial and operational procedures is robust.

## Data security

The TDA places the highest priority on the security of its information and data assets, including those relating to third parties. During 2007–08 we started to further strengthen our data management and security practices and finalised plans to ensure they meet new Cabinet Office guidelines. A project to establish a new information security management system commenced in April 2008, aimed to ensure full compliance with the ISO27001 information assurance standard by March 2009.

## Governance

### Data protection:

- During the year we received two formal access requests

### Freedom of information:

- We received 23 requests
- We responded to all 23 within the required 20 working days

### Complaints:

- 34 complaints were received
- 94 per cent were handled within our 15-day commitment
- Two were upheld

<sup>8</sup> TDA Stakeholder tracking survey, Central Office of Information, July 2007



### Sustainable development

During 2007–08 our Environmental Management Scheme (EMS) enabled us to gain certification to the internationally-recognised ISO14001 environmental management standard, and registration under the European Eco-Management and Audit Scheme. These standards require a systematic approach to planning, controlling, measuring and improving our organisation’s environmental performance. By establishing and implementing our EMS we aim to manage our environmental impacts associated with supply, development and modernisation of the school workforce.

In our Sustainable Development Action Plan we set out our objectives and targets in both training and development of teachers and the wider school workforce, and in our own operations in the areas of waste management, procurement and carbon emissions (by introducing enhanced recycling systems, a sustainable procurement policy and a ‘green travel’ plan).



# Management commentary

## Review of 2007–08

1 Full details of our achievements are given in the performance review section of this document, but in summary our significant achievements were:

- Over 16,200 new entrants were recruited onto mainstream secondary initial teacher training (ITT) courses during the 2006/07 academic year, meeting 98 per cent of the 16,500 target set by government, compared with 97 per cent in the 2005/06 academic year
- Over 3,000 new entrants were recruited onto mainstream science ITT courses, representing 96 per cent of the government target, compared with 93 per cent the previous year; another 590 trainees entered ITT courses through employment-based routes
- We achieved increases of 31 per cent in new entrants onto physics ITT, 32 per cent onto chemistry ITT, and six per cent onto biology ITT
- We increased the share of new trainees with a declared disability to 5.8 per cent, compared to 4.7 per cent last year
- We funded and managed the ITT element of the Teach First programme, which has now been running for five years and has placed over 1,000 graduates in secondary schools facing challenging circumstances in London, the North West and the Midlands
- We published guidance on the core standards for NQTs and on the standards related to the craft of teaching for later career stages
- Guidance materials for schools on CPD were developed and distributed in collaboration with social partners; at least three-quarters of schools are now using models of CPD that include planned and evaluated outcomes
- We developed guidance materials and resources for schools; these included case studies, 'how to' information sheets and online resources
- We introduced a revised set of professional standards for higher level teaching assistants

(HLTAs), together with updated support materials for all those involved in training, preparation and assessment for HLTA status

- We continued to work with LAs to help schools provide access to a range of extended services for their pupils and the wider community; we exceeded our target of 6,000 schools providing access to the full core offer of extended services, with over 10,000 providing this access at the end of March 2008
- We continued the parent support adviser (PSA) pilot in 20 LAs. This is part of a broader government initiative for parents, particularly those whose children are at risk of developing behavioural, emotional or social difficulties
- We worked with all nine government offices (GOs) to support them in working with LAs and local partners in redesigning targeted youth support
- We worked to ensure the Every Child Matters (ECM) agenda is embedded across the TDA and that the Agency plays its full role as a key partner in the Children's Workforce Network

Many of the above represent activities that are relatively new, or have gained in importance in recent years. This movement in the focus of the TDA's activities is reflected in the operating cost statement (OCS).



## Future developments

2 In 2008–09 we will continue to raise children's standards of achievement and promote their well-being by improving the training and development of the whole school workforce. We will:

- secure the supply of teachers by promoting the teaching profession, and assure the quality of ITT
- support the development of the school workforce by
  - creating and promoting professional and occupational standards
  - supporting performance management arrangements, and
  - stimulating sufficient supply of high-quality in-service training
- support the ongoing modernisation of the school workforce, the wider education sector and children's and young people's services.

3 Our Strategic plan 2008–13 provides the detail of our approach to developing an effective school workforce that improves children's and young people's life chances. We are committed to delivering integrated training, development and modernisation services for schools, children's services and government with passion and without compromise. In all that we do, we will continue to embrace our core values: listen, improve, deliver.

4 The Children's Plan outlines the government's commitment to securing the well-being and

academic attainment of children and young people. The TDA contributes to achieving these outcomes through helping to secure and develop an effective school workforce.

## Board members during 2007–08

5 Board members are appointed for a term of three years by the Secretary of State for Children, Schools and Families and are drawn from a variety of backgrounds. Some are headteachers, governors, teachers or work in other parts of the education system; others have business backgrounds. Several are members of the governing bodies of institutions that receive grants from the TDA. Board members during 2007–08 were:

- Professor Sir Brian Follett: Chair, appointed for a second term September 2006
- Graham Holley: Chief Executive from March 2006
- Christopher Baker: Business consultant, appointed for a second term October 2005
- Brenda Bigland CBE: Headteacher, Lent Rise Combined School, Slough, appointed for a second term February 2006
- Andrew Buck: Partnership Headteacher, Eastbrook – Jo Richardson Partnership, Essex (formerly known as Jo Richardson Community School), appointed for a second term February 2006
- Professor Deborah Eyre: Professor of Education, the University of Warwick (formerly Director,



National Academy for Gifted and Talented Youth), appointed October 2006

- Ian Ferguson CBE: Chairman, Data Connection Ltd, appointed October 2006
- Professor David Green: Vice Chancellor, the University of Worcester, appointed February 2006
- Professor Christopher Husbands: Dean of the Faculty of Culture and Pedagogy, Institute of Education, University of London (formerly Dean of the School of Education and Lifelong Learning, University of East Anglia), appointed October 2006
- Dr Nick Johnson OBE: formerly Chief Executive, London Borough of Bexley, resigned from the TDA Board December 2007
- Joan Munro: National Advisor, Workforce Strategy, Improvement and Development Agency for Local Government, appointed October 2005
- Dame Gillian Pugh: Children's Workforce Development Council Board member, appointed February 2006
- Richard Thornhill: Headteacher, Loughborough 'Fresh start' Primary School and Children's Centre, London, appointed February 2006, and
- Susan Tranter: Headteacher, Fitzharrys School, Oxfordshire, appointed February 2006.

**6** The TDA Board has the power to co-opt up to two non-voting members, subject to the approval of the Secretary of State. There were no co-opted members in 2007–08.

**7** Reciprocal arrangements exist between the TDA and various sector bodies, for observers to attend TDA Board meetings. The TDA Board invites observers from the Higher Education Funding Council for England (HEFCE), the General Teaching Council for England (GTC), and the National College for School Leadership (NCSL). TDA Board meetings are also attended by assessors from the DCSF, and the Office for Standards in Education, Children's Services and Skills (Ofsted).

### **Board members' directorships and other significant interests**

**8** The TDA requires Board members to register with the TDA any company/organisation directorship or other significant interests within 14 days of their appointment or of the interest

arising. This includes remunerated employment or directorship, political activity which might influence their judgement or could be perceived to do so, connection with initial teacher training institutions or other aspects of the TDA business, and any significant shareholdings in a public company which have a nominal value greater than £25k or less than £25k but greater than one per cent of the issued share capital of the company.

**9** The register of interests is available for inspection on request during normal working hours at the TDA's offices at 151 Buckingham Palace Road, London, SW1W 9SZ.

### **Audit Committee**

**10** In March 2007, the Board approved revised terms of reference for the Audit Committee for 2007–08. The main purpose of the Committee is to advise the Accounting Officer and the Board on:

- the adequacy of the TDA's internal control and risk management systems
- the annual and longer-term plan for the TDA's internal audit service
- audit reports submitted by the TDA's internal audit service
- reports from the National Audit Office (NAO), the TDA's external auditors
- the criteria for the selection and appointment of internal auditors, and
- the adequacy of management responses to issues identified by audit activity.

**11** The members of the Committee during the year were:

- Christopher Baker: Chair, TDA Board member, appointed for a second term October 2006
- James Aston MBE: external member, appointed June 2006
- Ian Ferguson CBE: TDA Board member, resigned September 2007
- Professor Christopher Husbands: TDA Board member, appointed September 2007
- Deborah Goodwin OBE: external member, second term of appointment completed June 2007
- Tim Head: external member, appointed June 2005
- Roy Ransley: external member, appointed September 2007



**12** Under the Audit Committee terms of reference, members normally serve for a period of three years, but may serve for a second three-year term.

**13** The Committee met on four occasions in 2007–08. The Chief Executive in his role as Accounting Officer, the head of the internal auditors, the Finance Director, the Executive Director of Supporting Delivery and the Executive Director for Teachers normally attend the meetings. The NAO as the external auditors and the DCSF as the sponsoring department are advised of all meetings and attend as observers if they so wish.

**14** In accordance with its revised terms of reference, the Committee submitted its annual report for 2007–08 to the Board in June 2008. The report highlighted the recommendations made by PKF, our internal auditors, on the TDA's and school-centred initial teacher training providers' (SCITTs') systems of internal control, management's response to those recommendations, and progress to date.

**15** The Committee periodically meets the internal and external auditors without officers present.

#### **Audit services**

**16** The TDA annual accounts are audited by the NAO on behalf of the Comptroller and Auditor General. The Comptroller and Auditor General is appointed as TDA external auditor under statute and reports to Parliament on the audit examination.

#### **Other services**

**17** The external auditors received no remuneration for non-audit services during the year.

#### **Audit assurance**

**18** The Accounting Officer has taken all necessary steps to make himself aware of all relevant audit information and has also ensured that the NAO is aware of that information.

#### **Equality and diversity**

**19** The TDA has an equal access to employment policy which applies to all job applicants, workers and employees. We monitor staffing and recruitment with regards to gender, race, disability and age. In 2007–08, of the 64 staff appointed, 59 per cent were women, 74 per cent were white, 23 per cent were from minority ethnic groups and three per cent did not declare their ethnicity. Of the new starters, 1.5 per cent declared that they regarded themselves as having a disability. And of the 306 staff in post at 31 March 2008, 53 per cent were women (2007: 53 per cent), 78 per cent were white (2007: 80 per cent), 19 per cent were from ethnic minorities (2007: 18 per cent), three per cent had not declared their ethnic origin (2007: two per cent), and three per cent declared that they regarded themselves as having a disability (2007: 2.8 per cent).

**20** The TDA is committed to complying with the Employment Equality (Age) Regulations, which make it illegal for employers to discriminate against employees, trainees or job applicants because of their age and ensure that all employees, regardless of age, have the same rights in terms of training and promotion.

**21** We are continuing our commitment to promote equality and value diversity in the school workforce and among our own staff. We have published our race and disability equality scheme and action plan. We will monitor progress against the action plan annually and review the scheme by 2010. Procedures are also now in place to assess the impact of our work on race and disability equality and we have published them in full in the Race and disability equality scheme monitoring report December 2007, which is available on our website.

**22** In 2007 the TDA published its first gender equality scheme and action plan under the specific duties of the gender equality duty. We are monitoring progress against the action plan and will publish our first annual progress report in summer 2008. Similarly we published the first annual progress report against our race and disability equality scheme and action plan in December 2007. The report includes details of our achievements to date and our race and disability equality priorities for the coming year. It also includes details of the equality impact assessments we have completed along with the results of those assessments. As at 1 January 2008, nine race, disability and gender equality impact assessments had been approved by programme boards. The results of the assessments are informing ongoing policy design and delivery.

### Sustainable development

**23** During 2007–08 our Environmental Management Scheme (EMS) enabled us to gain certification to the internationally-recognised ISO14001 environmental management standard, and registration under the European Eco-Management and Audit Scheme. These standards require a systematic approach to planning, controlling, measuring and improving our organisation's environmental performance. By establishing and implementing our EMS we aim to manage our environmental impacts associated with supply, development and modernisation of the school workforce.

**24** In our Sustainable Development Action Plan we set out our objectives and targets in both training

and development of teachers and the wider school workforce, and in our own operations in the areas of waste management, procurement and carbon emissions (by introducing enhanced recycling systems, a sustainable procurement policy and a 'green travel' plan).

### Health, safety and welfare at work

**25** We maintain an up-to-date health and safety policy statement and a health and safety manual, which is available to all staff. The policy statement sets out the organisational responsibilities of the Chief Executive, directors, managers, team leaders and all employees in respect of health and safety.

### System of internal control

**26** The Chief Executive's statement on internal control is produced on pages 39 to 42. In reviewing the effectiveness of this system of internal control, the Chief Executive is advised by the Finance Director, the Strategic Leadership Team (SLT), the Audit Committee, the Higher Education Funding Council for England (HEFCE), and PKF, the TDA's internal auditors.

### Data security

**27** In accordance with Cabinet Office guidelines, the TDA is required to report personal data-related incidents. The Agency maintains personal data pertaining to employees, contractors, suppliers, school workforce candidates and stakeholders. In 2007–08, there were no incidents formally or informally reported to the Information Commissioner's Office.



**28** The data security paragraph in the Statement on Internal Control (SIC) on page 42 sets out our data protection statement and actions to manage information risk.

### Grant and grant-in-aid for the period and net expenditure for the year

**29** The grant and grant-in-aid (GIA) was £777.313m (2006–07: £729.52m). The total GIA excludes £4.436m allocated in 2007–08 but remained not drawn down at 31 March 2008. This has not been included in 2007–08 in compliance with Government Financial Reporting Manual (FRM) guidelines; it will be drawn down in 2008–09 and accounted as part of the year’s resources.

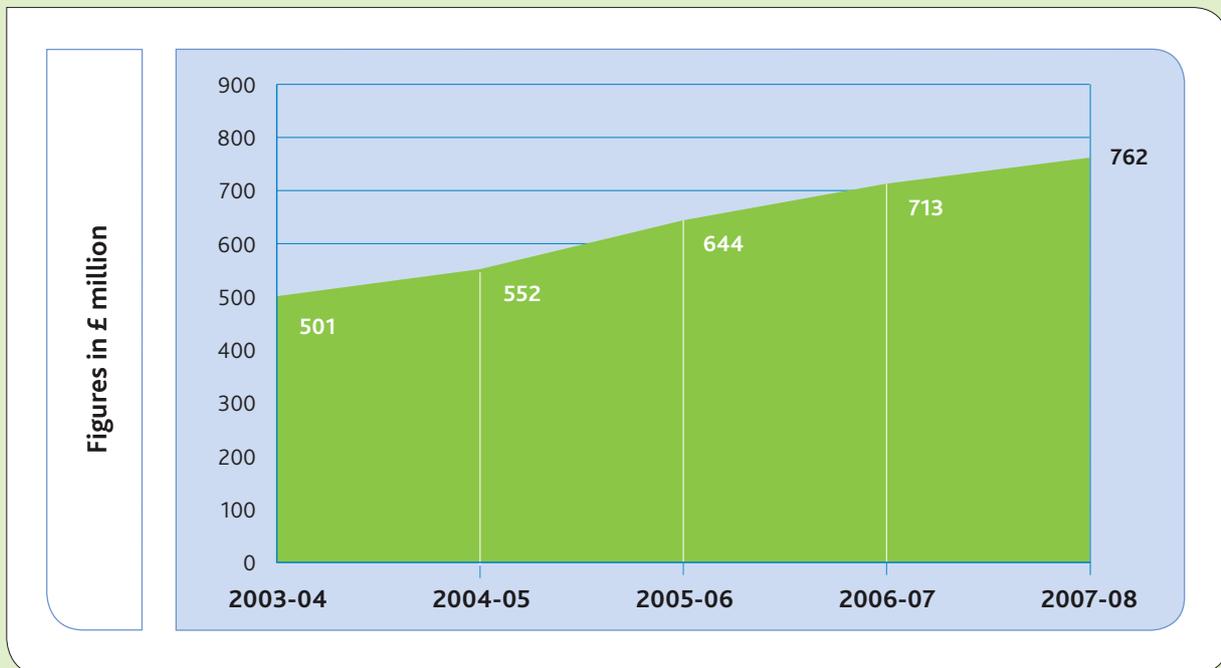
**30** Of the £777.313m, funding for programme costs was £752.15m (2006–07: £705.544m) and for administration costs was £24.663m (2006–07: £24.376m). The capital expenditure element in the administration costs amounted to £542k (2006–07 £2.841m) and it is shown as additions in notes 8 and 9 to the accounts. In addition, the TDA was allocated a further £500k, excluding provisions,

towards the preparatory work for the relocation to Manchester by March 2010.

**31** Programme and administration expenditure continue to be accounted for through the operating cost statement (OCS) regardless of the source of funding, while the GIA goes directly to the balance sheet and forms part of the general reserves. As a result, the OCS shows a net of general receipts expenditure for the year of £795.641m (2006–07: £735.865m).

**32** The TDA programme expenditure as accounted on a resource basis has increased from £501m in 2003–04 to £761.825m in 2007–08, an increase of £260.825m or 52 per cent during the period. The difference with the GIA in paragraph 29 is represented by non-cash items, including grant not drawn down of £4.436m. The increase in funding reflects the TDA’s continued success in ITT recruitment as a result of the new initiatives (eg incentives), and our expanded remit under the Education Act 2005. The diagram below shows our programme expenditure funding trends to 2007–08.

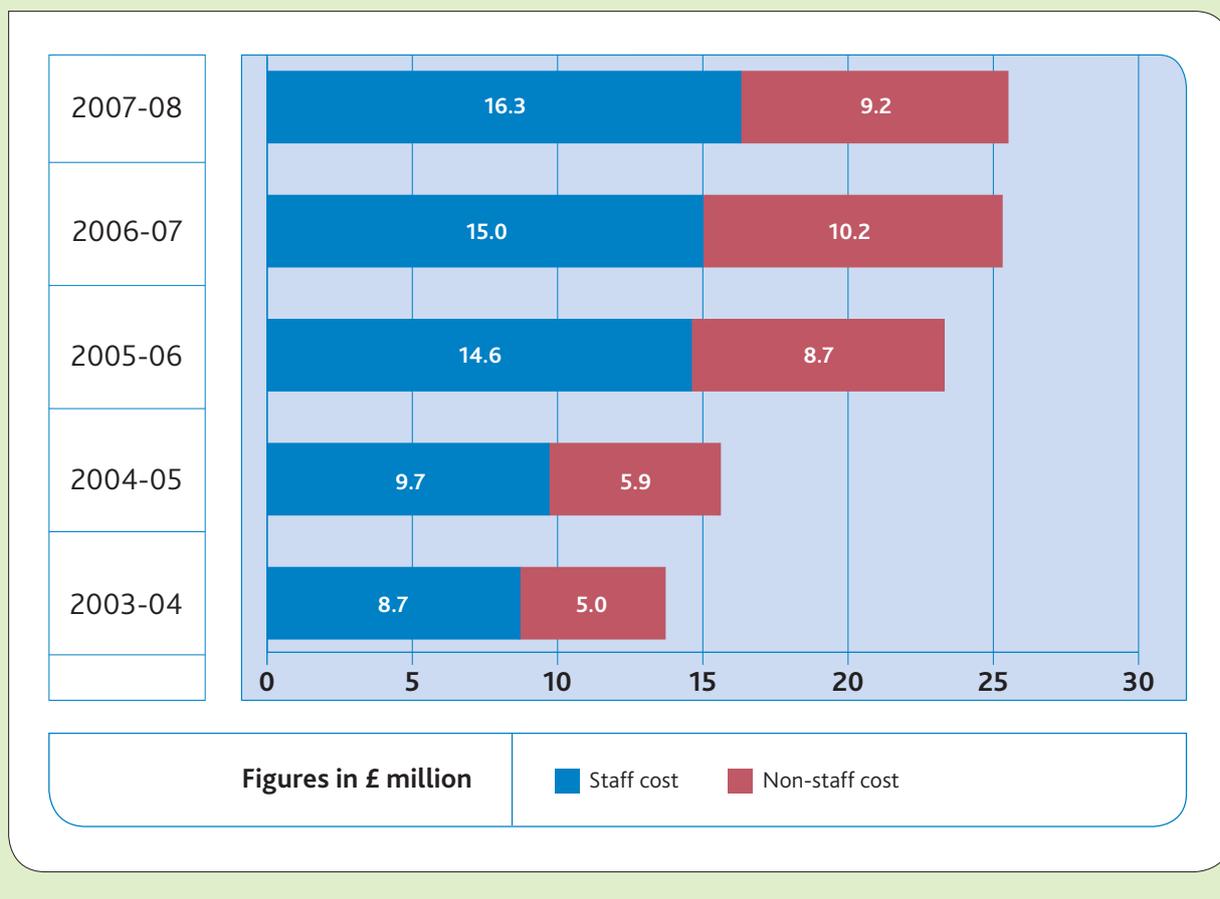
### Actual programme expenditure



**33** The diagram below shows the TDA administration spend trends for the five years to 31 March 2008, split between staff and non-staff costs. During the period the staff and non-staff costs have increased from £8.7m to £16.3m and

£5m to £9.2m respectively. The relocation cost for the year amounted to £413k. Overall administration cost in proportion to programme expenditure has increased marginally from 2.7 per cent in 2003–04 to 3.3 per cent in 2007–08.

### Actual administration costs



**34** As part of the CSR04 funding allocation the TDA was set an administration efficiency savings target of five per cent per annum on the 2004–05 baseline (total savings of £4.09m) for the three-year period from 2005–06 to 2007–08. The TDA achieved the full target over the period. In addition the Agency, following its office relocations from Portland House to Buckingham Palace Road, generated savings of £3.2m per annum to the Exchequer over and above the Gershon efficiency targets.

### Financial results for 2007–08

**35** The operating cost statement on page 45 shows a net expenditure of £795.641m compared to

grant-in-aid of £777.313m, an excess of expenditure over income for the year of £18.328m. The overspend is due to grant income not drawn down at year-end, holdback and relocation provisions.

**36** The Manchester relocation provision amounted to £9.418m and has been calculated under Financial Reporting Standards (FRS12 – Provisions, Liabilities and Contingencies). The provision relates to expected costs of office space wastage, additional recruitment costs, redeployment costs and onerous lease costs that arise purely as a result of the office relocation to Manchester. The provision is based on the TDA's current legal or constructive obligation. It does not cover the full expected relocation cost.



### Going concern

**37** The balance sheet at 31 March 2008 shows net total liabilities of £6.387m, which takes into account a relocation provision of £9.418m. The DCSF has already agreed to fund the relocation programme out of funds voted by Parliament. It has accordingly been considered appropriate to adopt a going concern basis for the preparation of these financial statements.

### Notional costs

**38** In accordance with HM Treasury guidance on non-departmental public bodies' reports and accounts, the accounts include the notional cost of capital, which amounts to £(5k) (2006–07: £392k). The negative notional cost of capital is due to an increase in current and long-term liabilities from £10.534m to £28.95m as a result of the relocation provision. Note 5 to the accounts explains the basis for calculating these charges.

### TDA/DCSF financial memorandum

**39** During 2007–08, there were no services provided free of charge by the DCSF. All services were paid for in accordance with provisions of the individual service level agreements (SLAs) concluded with the Department.

### Income other than DCSF grant and grant-in-aid

**40** Income other than DCSF grant and GIA (note 2 to the accounts) is £1.513m (2006–07: £1.601m). This income is generated under a memorandum of understanding with the National Assembly for Wales for promoting teaching in Wales and with the Higher Education Funding Council for England (HEFCE) for non-higher education institutions capital expenditure contribution.

### Cash balances at 31 March 2008

**41** At 31 March 2008, the TDA had a cash balance of £3.319m (2006–07 £2.485m) which was fully committed (note 12 to the accounts).

### Fixed assets

**42** Note 1 to the accounts explains the policy adopted for the capitalisation of fixed assets. The accounts include capital expenditure amounting to £542k in the period, which was incurred on the provision of new computers and enhancement of the finance system. The corresponding figure in 2006–07 was £2.841m including the fit-out cost for TDA offices at 151 Buckingham Palace Road.

**43** During 2007–08, all IT assets and other assets acquired during the year were revalued using average price indices. As a result, and after adjusting for additions and accumulated depreciation, the net book value of fixed assets has gone down from £2.684m at 31 March 2007 to £2.232m at 31 March 2008.

#### **Payment of creditors**

**44** The TDA supports HM Treasury’s Better payment practice code. During the period ending 31 March 2008, 93 per cent (2006–07: 93 per cent) of invoices were paid within the 30-day period.

**45** No interest has been paid or claimed by creditors under The Late Payment of Commercial Debts Act (2006–07: an immaterial sum was paid)

Graham Holley  
Chief Executive and Accounting Officer

25 June 2008



# Saving Northcote Road



# Remuneration report

## Part one

### Unaudited information

#### Service contracts of senior management

**46** New appointments to director-level posts are on merit and by fair competition. New opportunities are usually widely advertised, although exceptionally more limited advertising is appropriate.

**47** Current policy is to appoint the Chief Executive on a fixed-term contract; other senior managers are appointed on open-ended contracts or on a period of secondment from other employers. Open-ended contracts have a retirement age of 65 and a notice period of three months.

**48** Early termination, other than for misconduct or inefficiency, would result in compensation under the Civil Service Compensation Scheme. There have not been any payments in 2007–08.

#### Remuneration of senior management

**49** The Remuneration Committee comprises three members: Professor Sir Brian Follett (TDA Chair), Christopher Baker and Joan Munro.

**50** The policy on the remuneration of senior managers is to ensure that the remuneration package takes account of:

- the need to recruit, retain and motivate suitably able and qualified people who can, as a team, lead the TDA to achieve its aims as well as taking responsibility for particular aspects of the business
- contribution to the achievement of TDA objectives
- comprehensive pay and grading reviews conducted periodically by specialist reward consultants
- pay movements in the wider economy, the public sector and the senior civil service, in particular the annual Treasury pay guidance

- the pay levels and pay system for all other TDA staff, and
- the affordability of the proposals, taking account of the TDA's annual administration budget.

**51** The pay system for directors is analogous to that of all other TDA staff where there is pay progression and the opportunity to be awarded annual non-consolidated bonuses based on individual performance.

**52** Individual performance is assessed against key objectives which are agreed at the beginning of the financial year taking account of the relevant objectives in the TDA's corporate plan.

**53** The remuneration package includes basic pay and non-consolidated bonus payments. Increases in basic pay are dependent on satisfactory levels of performance and non-consolidated bonuses are to incentivise and reward higher levels of performance. Non-consolidated bonuses are awarded for higher levels of performance. Non-consolidated bonuses do not exceed 10 per cent of basic salary.



## Part two

### Audited information

#### Emoluments of Board members

**54** The TDA pays Board members £300 each per day for attendance at Board and sub-committee meetings. However, members who are public sector

employees, including headteachers, who already draw a full-time salary from the public purse, are not remunerated for serving as Board or sub-committee members.

**55** In 2007–08, the following sums have been paid to Board and sub-committee members or their respective employers:

Member / Employer	2007–08 £	2006–07 £
Steven Andrews	0	1,650
James Aston*	1,058	705
Christopher Baker*	10,046	11,104
Brenda Bigland (Lent Rise Combined School)	1,500	2,850
Jill Bourne	0	1,500
Andrew Buck (Jo Richardson Community School)	5,850	5,400
Deborah Eyre	4,800	2,400
Deborah Goodwin	600	1,500
David Green	3,150	4,350
Tim Head	1,500	1,200
Christopher Husbands	5,850	3,000
Nick Johnson	3,829	2,700
Roy Ransley	600	0
Barbara McGilchrist (University of London, Institute of Education)	0	1,650
Victoria Nye*	0	1,950
Gillian Pugh	4,650	4,050
Richard Thornhill (Loughborough 'Fresh start' Primary School)	4,500	4,800
Susan Tranter (Fitzharrys School)	4,500	5,750
<b>Total</b>	<b>52,433</b>	<b>56,559</b>

\* Include VAT

**56** Details of non-taxable travel and subsistence payments made to Board members are shown in note 7 to the accounts.

#### Emoluments of the Chair

**57** The Chair's total emoluments in the period to 31 March 2008 were £46k (2006–07: also £46k). The Chair received no bonuses or taxable benefits. No pension contributions are payable by the TDA on the Chair's emoluments.

#### Emoluments of the Chief Executive

**58** The Chief Executive's total actual emoluments for 2007–08 were £169k (2006–07: £154k) comprising salary of £131.9k (2006–07: £121.4k) and bonus of £3.7k (2006–07: £1.6k), and employer's contribution to the pension scheme of £33.6k (2006–07: £31k).

**59** The Chief Executive is a member of the Principal Civil Service Pension Scheme (PCSPS); contributions are paid at the rate of 25.5 per cent, as outlined in note 6(c) to the accounts. Graham Holley was

appointed as the Chief Executive of the TDA in March 2006 for a period of five years with an option to renew for a further two years.

### Salary and pensions entitlements of senior management

**60** The table below shows the salary paid and pension benefits accrued for each member of the

senior team in 2007–08 with the corresponding prior year figures (in brackets). Salary includes gross salary, performance-related pay allowance, recruitment and retention allowances, and location allowance.

**61** No benefits in kind have been paid to any member of the senior management team in 2007–08 or 2006–07.

	Salary paid, including performance bonus	Real increase in pension at 60	Total accrued pension at 60 at 31/3/08	Real increase in lump sum	Lump sum at 31/3/08	CETV* at 1/4/07	CETV at 31/03/08	Real increase CETV 31/03/08
	£'000	£'000	£'000	£'000	£'000	£'000	£'000	£'000
Graham Holley, Chief Executive	135 – 140 (120 – 125)	2.5 – 5 (15 – 17.5)	55 – 60 (50 – 55)	10 – 12.5 (45 – 47.5)	175 – 180 (155 – 160)	1,047	1,283	85
Michael Day, Executive Director, ITT	90 – 95 (85 – 90)	0 – 2.5 (2.5 – 5)	20 – 25 (20 – 25)	0 – 2.5 (7.5 – 10)	70 – 75 (65 – 70)	424	489	3
Hilary Emery, Executive Director, Development	110 – 115 (10 – 15)	0 – 2.5 (0 – 2.5)	0 – 5 (0 – 5)	– –	– –	3	37	30
Mike Berger-North, Director, Communications and Marketing from 13/11/06	70 – 75 (25 – 30)	0 – 2.5 (0 – 2.5)	2.5 – 5 (0 – 5)	– –	– –	32	57	18
Elizabeth Francis, Director, Teachers from 12/06/06	75 – 80 (55 – 60)	2.5 – 5 (17.5 – 20)	20 – 25 (20 – 25)	– –	– –	308	400	42
Habte Hagos, Director, Finance	70 – 75 (70 – 75)	0 – 2.5 (0 – 2.5)	20 – 25 (20 – 25)	– –	– –	335	401	15
Howard Kennedy, Director, Development	85 – 90 (80 – 85)	0 – 2.5 (0 – 2.5)	0 – 5 (0 – 5)	– –	– –	50	84	25
Jill Staley, Director, Wider School Workforce	80 – 85 (80 – 85)	0 – 2.5 (0 – 2.5)	30 – 35 (30 – 35)	0 – 2.5 (2.5 – 5)	95 – 100 (90 – 95)	648	746	9
Angela Walsh, Director, Corporate Services Group	80 – 85 (80 – 85)	0 – 2.5 (2.5 – 5)	40 – 45 (35 – 40)	– –	– –	829	901	19
Robert Wood, Director, Strategy	75 – 80 (75 – 80)	0 – 2.5 (0 – 2.5)	25 – 30 (25 – 30)	2.5 – 5 (2.5 – 5)	80 – 85 (75 – 80)	525	627	25
Lorraine Chapman, Director, Corporate Services from 11/06/07	55 – 60 <sup>†</sup>	2.5 – 5	25 – 30	7.5 – 10	75 – 80	451	602	63

\* Opening CETV balances have been revised on the advice of the scheme actuary

<sup>†</sup> Annualised salary and bonus would be in the range of 75 – 80

## Civil Service Pension (CSP)

**62** Pension benefits are provided through the CSP arrangements. From 1 October 2002, civil servants may be in one of three statutory based 'final salary' defined benefit schemes (classic, premium, and classic plus). The schemes are unfunded with the cost of benefits met by monies voted by Parliament each year. Pensions payable under classic, premium, and classic plus are increased annually in line with changes in the Retail Prices Index. New entrants after 1 October 2002 may choose between membership of premium or joining a good quality 'money purchase' stakeholder arrangement with a significant employer contribution (partnership pension account).

**63** Employee contributions are set at the rate of 1.5 per cent of pensionable earnings for classic and 3.5 per cent for premium and classic plus. Benefits in classic accrue at the rate of 1/80th of pensionable salary for each year of service. In addition, a lump sum equivalent to three years' pension is payable on retirement. For premium, benefits accrue at the rate of 1/60th of final pensionable earnings for each year of service. Unlike classic, there is no automatic lump sum (but members may give up – commute – some of their pension to provide a lump sum). Classic plus is essentially a variation of premium, but with benefits in respect of service before 1 October 2002 calculated broadly as per classic.

**64** The partnership pension account is a stakeholder pension arrangement. The employer makes a basic contribution of between three per cent and 12.5 per cent (depending on the age of the member) into a stakeholder pension product chosen by the employee. The employee does not have to contribute but where they do make contributions, the employer will match these up to a limit of three per cent of pensionable salary (in addition to the employer's basic contribution). Employers also contribute a further 0.8 per cent of pensionable salary to cover the cost of centrally-provided risk benefit cover (death in service and ill health retirement).

**65** The accrued pension quoted is the pension the member is entitled to receive when they reach 60, or immediately on ceasing to be an active member of the scheme if they are already 60.

**66** Further details about the CSP arrangements can be found at the website [www.civilservice-pensions.gov.uk](http://www.civilservice-pensions.gov.uk) Note 6(c) to the accounts provides further information on the actual pension contribution rates payable and the actual pension contribution paid by the TDA in 2007–08.

## The cash equivalent transfer value (CETV)

**67** This is the actuarially assessed capitalised value of the pension scheme benefits accrued by a member at a particular point in time. The benefits valued are the member's accrued benefits and any contingent spouse's pension payable from the scheme. It is a payment made by a pension scheme or arrangement to secure pension benefits in another pension scheme or arrangement when the member leaves a scheme and chooses to transfer the pension benefits they have accrued in their former scheme. The pension figures shown relate to the benefits that the individual has accrued as a consequence of their to-date employment, not just their current TDA appointment. CETVs are calculated within the guidelines and framework prescribed by the Institute and Faculty of Actuaries.

## The real increase in the value of the CETV

**68** This reflects the increase in CETV effectively funded by the employer. It takes account of the increase in accrued pension due to inflation, contributions paid by the member (including the value of any benefits transferred from another pension scheme or arrangement) and uses common market valuation factors for the start and end of the period.

Graham Holley

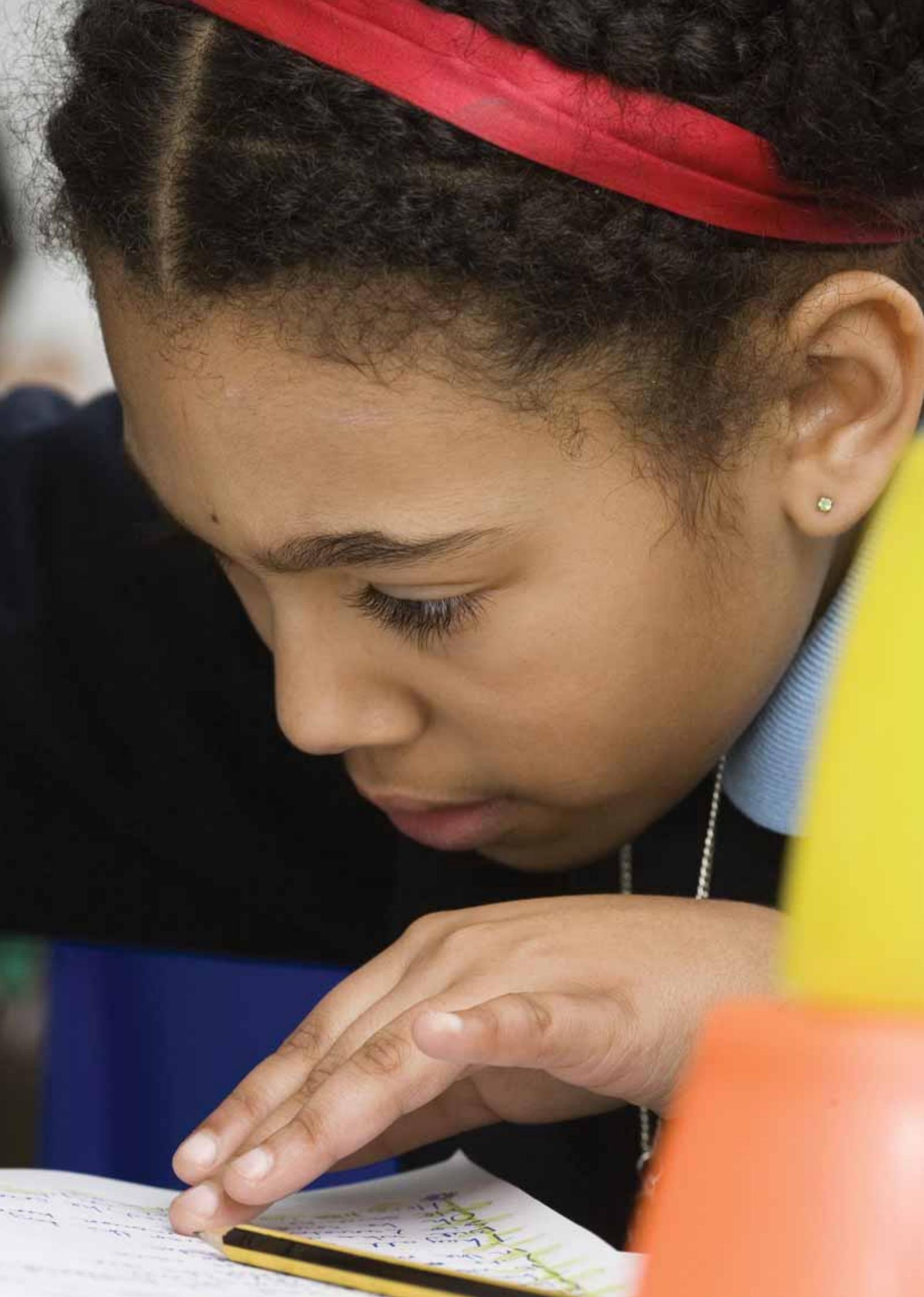
Chief Executive and Accounting Officer

25 June 2008

# Accounts

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# Accounts

## Statement of the Accounting Officer's responsibilities

Under schedule 1 paragraph 16 of the Education Act 1994 as amended by the Education Act 2005, the TDA is required to prepare a statement of accounts in the form and on the basis determined by the Secretary of State with the consent of HM Treasury. The accounts are prepared on an accrual basis and must give a true and fair view of the TDA's state of affairs at the year-end and of its operating cost statement and cash flows for the financial year.

In preparing the accounts, the Accounting Officer is required to comply with the requirements of the Government Financial Reporting Manual (FReM) and in particular to:

- observe the accounts direction issued by the Secretary of State, including the relevant accounting and disclosure requirements, and apply suitable accounting policies on a consistent basis
- make judgements and estimates on a reasonable basis
- state whether applicable accounting standards as set out in the Government FReM have been followed, and disclose and explain any material departures in the financial statements, and
- prepare the financial statements on a going concern basis, unless it is inappropriate to presume that the entity will continue in operation.

The Accounting Officer for the DCSF has designated the senior full-time official, the Chief Executive, as the Accounting Officer for the TDA. The responsibilities of an Accounting Officer, including responsibility for the propriety and regularity of the public finances for which the Accounting Officer is answerable, for keeping proper records and for safeguarding the TDA's assets, are set out in Chapter 3 of Managing Public Money, which is available on the Treasury website.

## Statement on internal control

### Scope of responsibility

As Accounting Officer, I have responsibility for maintaining a sound system of internal control that supports the achievement of the TDA's policies, aims and objectives, while safeguarding the public funds and TDA assets for which I am personally responsible, in accordance with the responsibilities assigned to me in Government Accounting and Managing Public Money.

The TDA is a non-departmental public body (NDPB) of the DCSF established by the Education Act 1994 as amended by the Education Act 2005. The TDA can therefore do only those things that the Education Acts provide that it can do.

The TDA's management statement and financial memorandum define the respective roles of the Accounting Officer, the non-executive Board, the principal accounting officer and ministers. The TDA's corporate plan, detailing its strategic aims and key operational objectives, is drawn up annually by officials and the Board, and is approved by ministers.

The management statement defines the reporting requirements placed on the TDA. Appropriate communication channels have been put in place to ensure the Department is informed of the business of the TDA and that we in turn are informed of the Department's requirements.

The TDA Board consists of between 12 and 16 non-executive members, one of whom is appointed by the Secretary of State as the Chair. They meet regularly with me and my senior managers to provide strategic guidance to the executive. As the Chief Executive I am a member of the Board.

The Board, through the Strategic Leadership Team (SLT), which acts as the risk management committee, is informed of the risks facing the TDA and the TDA's responses for dealing with risks. The Audit Committee has, as part of its responsibilities, a role in challenging the effective identification and management of risks.

### The purpose of the system of internal control

The system of internal control is designed to manage risk to an acceptable level rather than to eliminate all risk of failure to achieve policies, aims and objectives, it can therefore provide only reasonable and not absolute assurance of effectiveness. The system of internal control is based on a continuing process designed to identify and prioritise the risks to the achievement of TDA policies, aims and objectives, to evaluate the likelihood of those risks being realised and the impact should they be realised, and to manage them efficiently, effectively and economically. The system of internal control has been in place in the TDA for the year ended 31 March 2008 and up to the date of approval of the annual report and accounts, and this statement accords with HM Treasury guidance.

### Capacity to handle risk

The TDA has an established risk management policy, which is regularly reviewed. A Risk Management Committee with formal terms of reference consisting of the SLT, and its predecessor body (CLG), chaired by myself, was in place from the start of the financial year.

Bespoke training is provided to members of staff with responsibility for establishing and managing risk at programme and project level. The TDA's Head of Programme and Information Management provides day-to-day support to all staff on risk management and, in particular, supports the SLT and operational groups throughout the annual planning process to ensure risk issues are included at all stages.

### The risk control framework

The TDA does not operate a risk averse culture; it accepts that risks need to be taken in order to deliver its challenging agenda. I do, however, require risk to be properly evaluated and managed appropriately. In doing so I expect a balanced response to be made to risks, whereby the cost of control is weighed against the likely impact of a risk becoming a reality.

Risks are identified routinely at an operational level; high-level risks are subject to regular scrutiny by the SLT and reported to the Board quarterly. The strategic risk register for 2006–07 was reviewed towards the end of that year by the Risk Management Committee, taking into account the emerging planned aims and objectives for

the forthcoming financial year and the prevailing assessment of the risks on the existing register. Following this review, a risk register for 2007–08 was produced and approved by the Board, who assessed the current levels of impact and likelihood of each risk. Individual Board members took responsibility for monitoring risks with risk owners and challenging those owners to test the adequacy of mitigating actions.

### Review of effectiveness

The Board reviews the risk register every quarter. The TDA's risk appetite requires it to seek further mitigation where the assessment of current risk remains high. The Board acknowledges, however, that some factors operating in the TDA's external environment which it cannot mitigate may cause a risk to remain high. In these instances, it looks to more frequent monitoring by risk sponsors and owners, with the outputs reported to the Board, to reflect the need for tighter control.

Risk management is embedded within the TDA. The risk and control framework operates side-by-side with the TDA's corporate and operational planning process. So, for example, risk identification and assessment is carried out when strategic, operational and project plans are being considered. Risks are monitored and reported on in accordance with the TDA's monitoring process, or at project or programme board meetings as appropriate.

As Accounting Officer, I have responsibility for reviewing the effectiveness of the system of internal control. My review is informed by the work of the internal auditors, the HEFCE Assurance Service, the Finance Director and other senior managers within the TDA who have responsibility for the development and maintenance of the internal control framework, and comments made by the external auditors in their management letter and other reports. I have been advised on the implications of the result of this review of the effectiveness of the system of internal control by the Board, the Audit Committee and the Risk Management Committee. Plans to address control weaknesses and to ensure continuous improvements of the system are in place.

### Audit Committee

A duly constituted Audit Committee (a sub-committee of the Board) has operated through the year and its terms of reference reflect best practice. It consists of two Board members and three independent

members, two of whom are from the accounting profession and all of whom have recent and relevant financial experience. All are non-executives.

The Audit Committee has met regularly and has considered reports from internal audit on the system of internal control, risk management and governance, from the HEFCE on HEIs ITT providers' systems of internal control and the National Audit Office. They have also taken evidence from senior managers as and when they have deemed appropriate.

The Committee, also in line with best practice, has considered its own effectiveness. The Agency has made funding available for members' professional development training which each member is actively encouraged to undertake.

### Internal audit

A professional and an independent internal audit service, conducted by PKF, was maintained throughout the year. The Audit Committee agreed the internal audit strategy and plans for 2007–08. I met regularly with the internal auditors and received from them reports on internal audit findings, which included their professional opinion as to the level of assurance that is applicable to the TDA.

My review includes consideration of the internal audit opinion in conjunction with the Audit Committee and in the light of audit findings during the year. Internal audit was carried out in accordance with the internal audit strategy programme set out in the audit plan. The programme took into account the challenging agenda of the TDA and the internal auditors' assessment of the coverage required to meet government internal audit standards. The audit programme agreed for the year included reviews of the corporate governance and risk management, planning and change management system, resource management system, financial procedures and operations, and a review of programme management areas, including school-centred initial teacher training (SCITT).

Based on the audit work carried out, the internal auditors concluded that the system of internal control is adequate for the purposes of the TDA and is operating effectively in all key areas. In particular the governance and planning arrangements were found to be strong and there is generally a robust framework of financial and operational procedures. Most areas of activity reviewed were rated either sound or adequate and no areas were rated inadequate, see glossary.

The key areas arising from the internal audit that the TDA needs to address relate to contract and procurement arrangement, IT arrangements (including updating IT strategy) and obtaining an appropriate level of assurance in respect of funding provided to local authorities following the change in audit coverage by the Audit Commission. Through their report the internal auditors have alerted me to where improvements are necessary, and I take a personal interest in the implementation of such plans. A spirit of cooperation exists between my staff and internal audit and they work together to maintain a culture of continuous improvement. All recommendations made by the internal auditors have been accepted by management, and internal audit annually reviews the implementation of previous recommendations.

The internal auditors have reviewed this statement on internal control and confirmed that it reflects HM Treasury guidelines and follows a similar format to last year. They concur with the views expressed in this statement on internal control.

### Other assurance mechanisms

As Accounting Officer I am required to be satisfied that those organisations that the TDA funds also operate in an appropriate control environment. The TDA has established a SCITTs assurance process through internal audit visits and other monitoring processes put in place by my Finance Directorate. The TDA has a service level agreement with the HEFCE. This empowers the Council to monitor the control environment operated by those institutions that receive funding from the TDA and report their findings to me on a regular basis.

The Finance Directorate monitors that the organisations that receive funding from the TDA operate adequate control environments. They do this through a number of control checks, foremost of which are:

- provider financial assurance reports
- receipts and examination of ITT providers accounts
- contract management reports
- performance reviews
- Audit Committee scrutiny, and
- third party assurance (HEFCE, the Audit Commission).

As Accounting Officer I am satisfied with the TDA's governance, risk management and internal control arrangements and that the weaknesses identified by internal audit, which are being acted on, do not in any event represent a material threat to the TDA's operational effectiveness.

#### Data security

Data is a valuable asset to the TDA and its proper use is fundamental to the delivery of our services. We routinely review our systems and processes for handling data to protect privacy and to manage information professionally.

Consistent with good practice and in light of recent Cabinet Office guidelines, the TDA is examining the information and data it holds. The TDA recognises the importance of safeguarding information, including personal data, as part of the Agency's intangible assets. To ensure we are meeting the latest best practice, we are currently undertaking a thorough review of our systems, access, integrity and information security processes and procedures.

The TDA has put in place the following arrangements to mitigate against the risk of data loss or unauthorised use. We have:

- encrypted removable media (including laptops, removable discs, CDs, USB memory sticks and PDAs) to standards set by the Cabinet Office – in addition to being password protected
- appointed a Board member as a Senior Information Risk Owner (SIRO) to oversee our data risk management processes – the SIRO is familiar with information risks and the organisation's response
- set out an action plan for the implementation of Handling Information Risk in accordance with the Cabinet Office guidelines
- begun planning information risk awareness training programmes for key staff with data management responsibilities to highlight the new higher level information protection requirements, and
- discussed the new information risk assessment guidelines with our Audit Committee and updated our internal audit review to include information risk management assessment.

We will continue to work with the DCSF and the Office of Government Commerce (OGC) to formulate a robust information risk management policy within the timetable set by the Cabinet Office. The necessary resources are available to support the implementation and embedding of the policy.

Approved by the Board.

Graham Holley  
Chief Executive and Accounting Officer  
25 June 2008

## The certificate and report of the Comptroller and Auditor General to the Houses of Parliament

I certify that I have audited the financial statements of the Training and Development Agency for Schools for the year ended 31 March 2008 under the Education Act 1994 as amended by the Education Act 2005. These comprise the operating cost statement and statement of recognised gains and losses, the balance sheet, the cash flow statement and the related notes. These financial statements have been prepared under the accounting policies set out within them. I have also audited the information in the Remuneration Report that is described in that report as having been audited.

### Respective responsibilities of the TDA, the Chief Executive and auditor

The Training and Development Agency for Schools and Chief Executive as Accounting Officer are responsible for preparing the annual report, the remuneration report and the financial statements in accordance with the Education Act 1994 as amended by the Education Act 2005 and directions made thereunder by the Secretary of State for Children, Schools and Families and for ensuring the regularity of financial transactions. These responsibilities are set out in the Statement of the Training and Development Agency for Schools and the Chief Executive's responsibilities.

My responsibility is to audit the financial statements and the part of the remuneration report to be audited in accordance with relevant legal and regulatory requirements, and with International Standards on Auditing (UK and Ireland).

I report to you my opinion as to whether the financial statements give a true and fair view and whether the financial statements and the part of the Remuneration Report to be audited have been properly prepared in accordance with the Education Act 1994 as amended by the Education Act 2005 and directions made thereunder by the Secretary of State for Children, Schools and Families. I report to you whether, in my opinion, certain information given in the annual report, which comprises the introduction, the TDA's role and responsibilities, the performance review, management commentary and the information in the Remuneration Report that is described in that report as being unaudited, is consistent with the financial statements. I also report whether in all material respects the

expenditure and income have been applied to the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

In addition, I report to you if the Training and Development Agency for Schools has not kept proper accounting records, if I have not received all the information and explanations I require for my audit, or if information specified by HM Treasury regarding remuneration and other transactions is not disclosed.

I review whether the Statement on Internal Control reflects the Training and Development Agency for Schools' compliance with HM Treasury's guidance, and I report if it does not. I am not required to consider whether this statement covers all risks and controls, or form an opinion on the effectiveness of Training and Development Agency for Schools' corporate governance procedures or its risk and control procedures.

I read the other information contained in the annual report and consider whether it is consistent with the audited financial statements. I consider the implications for my report if I become aware of any apparent misstatements or material inconsistencies with the financial statements. My responsibilities do not extend to any other information.

### Basis of audit opinion

I conducted my audit in accordance with International Standards on Auditing (UK and Ireland) issued by the Auditing Practices Board. My audit includes examination, on a test basis, of evidence relevant to the amounts, disclosures and regularity of financial transactions included in the financial statements and the part of the Remuneration Report to be audited. It also includes an assessment of the significant estimates and judgments made by the Training and Development Agency for Schools and the Chief Executive in the preparation of the financial statements, and of whether the accounting policies are most appropriate to the Training and Development Agency for Schools' circumstances, consistently applied and adequately disclosed.

I planned and performed my audit so as to obtain all the information and explanations which I considered necessary in order to provide me with evidence to give reasonable assurance that the financial statements and the part of the Remuneration Report to be audited are free from material misstatement, whether caused by

fraud or error, and that in all material respects the expenditure and income have been applied to the purposes intended by Parliament and the financial transactions conform to the authorities which govern them. In forming my opinion I also evaluated the overall adequacy of the presentation of information in the financial statements and the part of the Remuneration Report to be audited.

## Opinions

### Audit opinion

In my opinion:

- the financial statements give a true and fair view, in accordance with the Education Act 1994 as amended by the Education Act 2005 and directions made thereunder by the Secretary of State for Children, Schools and Families, of the state of the Training and Development Agency for Schools' affairs as at 31 March 2008, and of its net expenditure for the year then ended,
- the financial statements and the part of the Remuneration Report to be audited have been properly prepared in accordance with the Education Act 1994 as amended by the Education Act 2005 and directions made thereunder by the Secretary of State for Children, Schools and Families, and
- information given within the annual report, which comprises the introduction, the TDA's role and responsibilities, the performance review, management commentary and the information in the Remuneration Report that is described in that report as being unaudited, is consistent with the financial statements.

### Audit opinion on regularity

In my opinion, in all material respects the expenditure and income have been applied to the purposes intended by Parliament and the financial transactions conform to the authorities which govern them.

## Report

I have no observations to make on these financial statements.

TJ Burr

Comptroller and Auditor General  
National Audit Office  
151 Buckingham Palace Road  
Victoria  
London  
SW1W 9SS

2 July 2008

# Operating cost statement

for the year ended 31 March 2008

	Notes	2007-08		Restated 2006-07	
		£'000	£'000	£'000	£'000
<b>Income</b>					
Operating income	2		1,513		1,601
			1,513		1,601
<b>Expenditure</b>					
<b>Programme:</b>					
Grants for qualifying activities	3	727,506		681,435	
Provision of information and advice	3	29,299		28,923	
Research on improving training of teachers	3	1,522		1,950	
School Leaders Service	3	3,099		285	
Other activities	3	399		103	
			761,825		712,696
<b>Relocation</b>					
Provisions	4	9,418		0	
In-year costs	4	413		0	
			9,831		0
<b>Administration costs:</b>					
Staff costs	6	16,347		15,012	
Other administration costs	7	8,152		8,317	
Loss on disposal of assets		10		533	
Depreciation and amortisation	8/9	1004		963	
Gain on revaluation	8/9	(15)		(54)	
Cost of capital	5	(5)		392	
			25,493		25,163
<b>Net operating expenditure</b>			(795,636)		(736,257)
Reversal of cost of capital			(5)		392
<b>Net expenditure for the year</b>			(795,641)		(735,865)
<b>Statement of recognised gains and losses</b>					
Revaluation of assets			15		31
			15		31

The notes on pages 48 to 62 form part of these accounts

# Balance sheet

as at 31 March 2008

	Notes	31 March 2008		31 March 2007	
		£'000	£'000	£'000	£'000
<b>Fixed assets</b>					
Intangible assets	8	21		114	
Tangible assets	9	2,211		2,570	
			2,232		2,684
<b>Current assets</b>					
Debtors	10	17,012		17,294	
Cash at bank and in hand	12	3,319		2,485	
		20,331		19,779	
<b>Creditors: amounts falling due within one year</b>					
Trade and other creditors	13	19,532		10,534	
Provisions	15	25		0	
<b>Net current assets/(liabilities)</b>			774		9,245
<b>Total assets less current liabilities</b>			3,006		11,929
<b>Provisions for liabilities and charges</b>	15		9,393		0
<b>Net total assets/(liabilities)</b>			(6,387)		11,929
<b>Financed by</b>					
General reserves	17	(6,430)		11,898	
Revaluation reserve	18	43		31	
<b>Total reserves</b>			(6,387)		11,929

The notes on pages 48 to 62 form part of these accounts

Graham Holley  
Chief Executive and Accounting Officer

25 June 2008

# Cash flow statement

for the year ended 31 March 2008

	Notes	2007-08		2006-07	
		£'000	£'000	£'000	£'000
<b>Net cash outflow from operating activities</b>	19a		(775,944)		(729,494)
Capital expenditure	19b		(535)		(2,836)
Financing: grant and grant-in-aid recieved			777,313		729,520
<u>(Decrease)/increase in cash during period</u>	19c		<u>834</u>		<u>(2,810)</u>

The notes on pages 48 to 62 form part of these accounts

# Notes to the accounts

## 1. Accounting policies

### Basis of preparation

The accounts are drawn up in accordance with the accounts direction, given by the Secretary of State for Children, Schools and Families, with the approval of the Treasury, in accordance with the Education Act 1994 (Schedule 1, paragraph 16(2)) as amended by the Education Act 2005, and the financial memorandum between the Secretary of State and the Training and Development Agency for Schools dated June 2007, copies of which may be obtained from the TDA or the DCSF. The accounts have been prepared in accordance with the 2007–08 Government Financial Reporting Manual (FReM) issued by HM Treasury.

The accounting policies contained in the FReM follow UK generally accepted accounting practices (UK GAAP) to the extent it is meaningful and appropriate to do so. Where the FReM permits a choice of accounting policy, the accounting policy which has been judged to be most appropriate to the particular circumstances of the TDA for the purpose of giving a true and fair view has been selected. The TDA's accounting policies have been applied consistently in dealing with items considered material in relation to the accounts.

### Basis of accounting

The accounts are prepared under the historical cost convention as modified by the revaluation of certain fixed assets.

### Intangible fixed assets and amortisation

The value of the intangible fixed assets has been stated at current cost, using appropriate indices published by the Office for National Statistics: Price Index Numbers for Current Cost Accounting (MM17) and Producer Price Indices (MM22).

### Tangible fixed assets and depreciation

Expenditure on the acquisition of tangible fixed assets is capitalised where these costs exceed £1k.

Depreciation is provided on all tangible fixed assets at rates calculated to write down the cost or valuation of each asset evenly to estimated residual value over its expected useful life, as follows:

Building refurbishment	–	four years (lease length)
Office furniture and equipment	–	three years
IT equipment (hardware and software)	–	three years

Depreciation is calculated on a monthly basis and is charged in the month of acquisition but not in the month of disposal.

The TDA's policy is to show the value of fixed assets at their current cost to the business except where it is considered that the effect of revaluation makes no material difference to the results for the year or the financial position at the year-end.

Building refurbishment costs, office equipment/furniture and IT hardware and software costs are revalued by comparing average indices for the year of purchase with those for the previous financial year. Indices are drawn from the following Office of National Statistics publications: MM17 and MM22.

### Accounting for fixed assets and general reserves

Grant-in-aid used for the purchase of fixed assets is credited to the general reserve. It is therefore not necessary to release amounts to the operating cost statement to offset the depreciation charge. Other grants received (whether from the sponsoring department or other sources) for the purchase of specific assets are credited to a general reserve and released to the operating cost statement over the useful life of the asset in amounts equal to the depreciation charge in the asset and any impairment.

Gains on revaluation of assets, including those specifically funded by grant-in-aid, are taken to the revaluation reserve.

Gain or loss on disposal of an asset funded by grant-in-aid is taken to the operating cost statement. For those assets funded by a specific grant, the gain or loss on disposal is accounted for through the operating cost statement with a corresponding transfer from the general reserve.

### Notional costs

Cost of capital is charged to the operating cost statement at the prescribed rate of the capital employed to calculate net operating expenditure and reversed out to arrive at net expenditure for the year. Capital employed comprises the average of total assets less current and long-term liabilities at the beginning and the end of the financial year, excluding non-interest-bearing bank balances with the Office of the Paymaster General and the Bank of England.

### Grant-in-aid receivable and grants payable

All grant and grant-in-aid (GIA) from the DCSF is treated as financing as it is a contribution from controlling parties giving rise to a financial interest. It is recorded as financing in the cash flow statement and credited to the general reserve.

### Grants payable

For initial teacher training and other grants that are paid on academic year profile, grant expenditure is recognised as at the payment dates agreed with the providers and as such no financial year-end accruals are expected for these streams of expenditure. In addition where such grant is based on estimated student numbers, case adjustments are made in the financial year in which the academic year ends, to reflect agreed adjustments arising from student number differences. These may result in a net debtor or creditor balance to the extent that the funding adjustments made to future profile payments have not been fully made/recovered before the financial year-end.

Programme debtors are also recognised where the TDA has a known entitlement to recover grant paid in the previous academic year or current/previous financial year (for example where activity has not been delivered), but have not been able to recover the grant before the end of the financial year. A programme creditor is recognised where TDA have not paid the amounts to which the body is entitled before the end of the financial year.

### Income

Other income is recognised in the operating cost statement for the year on an accruals basis.

### Value added tax

The TDA is not registered for VAT as it has insufficient chargeable output to permit registration. Input VAT is therefore not recoverable and it is treated as expenditure. No output VAT is chargeable.

### Taxation

The TDA does not trade and hence it is not liable to corporation tax.

## Leases

Rental costs in respect of operating leases are charged directly to the operating cost statement on an accruals basis. The TDA has no finance leases.

## Loans

Loans to staff for approved purposes have been classified as current assets.

## Pension costs

The Principal Civil Service Pension Scheme (PCSPS) is multi-employer defined benefit scheme, but the TDA is unable to identify its share of the underlying assets and liabilities. Contribution rates are determined from time to time by the Government Actuary and advised by HM Treasury. A full actuarial valuation was carried out at 31 March 2007.

Employees joining after 1 October 2002 can opt to open a partnership pension account – a stakeholder pension with an employer contribution.

## Provision and bad debt write off

Provisions are recognised when the TDA has a present legal or constructive obligation as a result of a past event. It is probable that a transfer of economic benefit will be required to settle the obligation and a reasonable estimate can be made of the amount of the obligation.

The TDA reviews its outstanding debtors on a regular basis with a view to pursuing and providing for bad and doubtful debts, where appropriate.

## 2. Operating income

	2007-08		Restated 2006-07	
	£'000	£'000	£'000	£'000
<b>Income from the National Assembly for Wales</b>				
Reimbursement of cost		904		993
<b>Other operating income</b>				
HEFCE grant income	608		608	
Miscellaneous income	1		0	
		609		608
<b>Total operating income</b>		<b>1,513</b>		<b>1,601</b>

### 3. Analysis of full cost expenditure on current programmes

	2007-08		Restated 2006-07	
	£'000	£'000	£'000	£'000
<b>Grants paid</b>				
<b>ITT</b>				
ITT provider funding	256,545		259,410	
Employment-based routes funding	92,986		88,273	
Training bursaries	170,160		165,900	
Secondary Shortage Subject Scheme	749		496	
Access to learning funds	91		86	
Golden Hello Scheme	28,215		27,954	
QTS skills tests	3,495		3,661	
Primary modern foreign languages	2,038		2,293	
ITT development	13,211		15,206	
Additional ITT recruitment activity	12,305		11,044	
Student Associate Scheme	12,606		12,460	
Aim Higher	0		807	
Under-represented groups	2,138		1,635	
		594,539		589,225
<b>Wider workforce</b>				
Specialisms and new roles	0		1,679	
Support staff training and delivery	12,362		7,073	
Higher level teaching assistants	17,398		14,530	
Qualifications and standards	224		239	
		29,984		23,521
<b>Teachers</b>				
Career-phase specific support	261		329	
Professional postgraduate development/Inset	18,421		17,165	
Curriculum	779		122	
Special educational needs	277		583	
Continuous professional development	9,759		493	
		29,497		18,692
<b>Development</b>				
National remodelling and sustainability	1,505		1,420	
Extended schools	6,142		3,579	
Targeted youth support	6,291		2,624	
Parent support advisers	22,204		5,261	
Performance management	2,198		4,101	
School workforce advisers and recruitment managers	21,425		18,290	
Programme delivery and management	13,721		14,722	
		73,486		49,997
Grants paid carried forward		727,506		681,435

	2007-08		Restated 2006-07	
	£'000	£'000	£'000	£'000
<b>Provision of information and advice</b>				
Media campaign, recruitment events, recruitment website	13,572		13,926	
Other communications activity	15,727		14,997	
		29,299		28,923
<b>Research</b>		1,522		1,950
<b>Other activities</b>				
Special projects		399		103
School Leaders Service (First Point)		3,099		285
<b>Total grants paid</b>		<b>761,825</b>		<b>712,696</b>

#### 4. Relocation costs

In accordance with FRS12 – Provisions, contingencies and liabilities, the estimated costs in respect of unused space at 151 Buckingham Palace Road during the period leading to March 2010, and dilapidation costs, staff visits, recruitment and redeployment costs, are noted below.

	Provision	In year cost	2007-08	2006-07
			£'000 Total	£'000 Total
Salary		272	272	0
NIC		29	29	0
Superannuation		62	62	0
<b>Total staff</b>		<b>363</b>	<b>363</b>	<b>0</b>
Non-staff	0	42	42	0
Other	9,418	8	9,426	0
<b>Total</b>	<b>9,418</b>	<b>413</b>	<b>9,831</b>	<b>0</b>

#### 5. Notional costs

##### Cost of capital

The cost of capital has been calculated at 3.5 per cent of the total average capital employed, which excludes non-interest-bearing balances. In March 2008 the TDA found itself in the unusual position of having net liabilities in its balance sheet which arose because of the provision for relocation costs. As a result the cost in 2007-08 is £(5k) to 31 March (2006-07: £392k). In accordance with HM Treasury guidance non-interest bearing bank balances with the Office of the Paymaster General and the Bank of England are excluded from the calculation of capital employed.

## 6. Staff costs

### a) The costs of staff, excluding those disclosed in note 4

The total costs of staff (including the Chief Executive) employed by and seconded to the TDA and agency temporary staff in the period to 31 March 2008 were:

	2007-08 £'000	2006-07 £'000
Staff salaries	10,906	10,680
Cost of temporary staff	2,309	1,171
Social Security costs	954	1,030
Superannuation costs	2,178	2,131
<b>Total</b>	<b>16,347</b>	<b>15,012</b>

### b) Average number of employees

The average number of permanent, seconded and agency temporary staff employed during the year was:

	2007-08 numbers	Restated 2006-07 numbers
Directors and senior managers	11	10
Secretariat	2	2
Communications and marketing	39	38
ITT support	87	92
Teachers	28	24
Strategy	13	16
Corporate services	42	50
Wider school workforce	25	22
Temporary staff	45	22
Development	23	20
Finance	14	12
<b>Total</b>	<b>329</b>	<b>308</b>

	2007-08 numbers	2006-07 numbers
Relocation	5	0

The totals are influenced by variations in the number of consultants, in addition to variations resulting from changes in priorities and functions.

### c) Pension arrangements for staff

For 2007-08, employers' contributions of £2.152m were payable to the PCSPS (2006-07: £2.068m) at one of four rates in the range of 17.1 per cent to 25.5 per cent of pensionable pay, based on salary bands (the rates in 2006-07 were between 17.1 and 25.5 per cent). The Scheme's Actuary reviews employer

contributions every four years following a full scheme valuation. The contributions rates are set to meet the cost of the benefits accruing during 2007–08 to be paid when the member retires, and not the benefits paid during the period to existing pensioners.

Employees can opt to open a partnership pension account – a stakeholder pension with an employer contribution. Employers' contributions of £26k (2006–07: £0.021m) were paid to one or more of a panel of three appointed stakeholder pension providers. Employer contributions are age-related and range from three to 12.5 per cent of pensionable pay. Employers also match contribution up to three per cent of pensionable pay. In addition £1,451 (2006–07: £1,261) or 0.8 per cent of pensionable pay was payable to the PCSPS to cover the cost of the future provision of lump sum benefits on death-in-service and ill-health retirement of these employees.

There were no contributions prepaid to the partnership pension providers at the balance sheet date.

Superannuation contributions paid to third parties in relation to secondees amounted to £10k (2006–07: £40k).

## 7. Analysis of other administration costs

	2007–08 £'000	2006–07 £'000
Board members emoluments	52	57
Travel, subsistence and hospitality		
Chairman, Chief Executive and Board	26	21
Employees	43	87
Staff training and fees	462	360
Impairment of assets	0	204
General administrative expenditure	874	780
Recruitment	465	352
SLA information systems and payroll	186	150
Charges for operating leases	4,804	5,090
Dilapidations	246	403
Consumables	462	591
Consultancy costs	361	81
Internal auditors remuneration	122	106
External auditors remuneration*	40	30
Bank charges	9	5
<b>Total</b>	<b>8,152</b>	<b>8,317</b>

Consultancy costs exclude those of parties employed to work on specific programmes. These costs are charged to the relevant programme and are included in the breakdown shown in note 4. All consultants have contracts for services and not contracts of employment with the TDA.

\* The external auditors received no remuneration for non-audit services during the year.

## 8. Intangible fixed assets

	<b>Total</b>
	£'000
<b>Cost or valuation</b>	
Balance as at 1 April 2007	304
Additions	4
Disposals	0
Impairments	0
Surplus/(loss) on revaluation	0
– to operating cost statement	(17)
<b>At 31 March 2008</b>	<b>291</b>
<b>Depreciation</b>	
Balance as at 1 April 2007	(190)
Charge for the year	(109)
Disposals	0
Impairments	0
(Surplus)/loss on revaluation	0
– to operating cost statement	29
<b>At 31 March 2008</b>	<b>(270)</b>
<b>Net book value at 31 March 2008</b>	<b>21</b>
<b>Net book value at 1 April 2007</b>	<b>114</b>

## 9. Tangible fixed assets

The cost or valuation and depreciation of TDA's tangible fixed assets is:

	Refurbishment of building	IT assets	Office equipment and furniture	Total
	£'000	£'000	£'000	£'000
<b>Cost or valuation</b>				
Balance as at 1 April 2007	322	1,017	2,305	3,644
Additions	0	538	0	538
Disposals	0	(79)	0	(79)
Impairments	0	0	0	0
Surplus/(loss) on revaluation				
– to operating cost statement	0	(53)	0	(53)
– to revaluation reserve	5	0	33	38
<b>At 31 March 2008</b>	<b>327</b>	<b>1,423</b>	<b>2,338</b>	<b>4,088</b>
<b>Depreciation</b>				
Balance as at 1 April 2007	(84)	(557)	(433)	(1,074)
Charge for the year	(106)	(244)	(545)	(895)
Disposals	0	63	0	63
Impairments	0	0	0	0
(Surplus)/loss on revaluation				
– to operating cost statement	0	55	0	55
– to revaluation reserve	(5)	0	(21)	(26)
<b>At 31 March 2008</b>	<b>(195)</b>	<b>(683)</b>	<b>(999)</b>	<b>(1,877)</b>
<b>Net book value at 31 March 2008</b>	<b>132</b>	<b>740</b>	<b>1,339</b>	<b>2,211</b>
<b>Net book value at 1 April 2007</b>	<b>238</b>	<b>460</b>	<b>1,872</b>	<b>2,570</b>

## 10. Debtors: amounts falling due within one year

	31 March 2008	31 March 2007
	£'000	£'000
Programme debtors	16,187	14,807
Other debtors	115	42
Programme prepayments	257	2,003
Other prepayments and accrued income	362	351
Loans to staff	91	91
<b>Total</b>	<b>17,012</b>	<b>17,294</b>

## 11. Debtors with other government bodies: amounts falling due within one year

	31 March 2008 £'000	31 March 2007 £'000
Other central government bodies	414	307
Local authorities	3,173	5,796
NHS trusts	0	0
Public corporations and trading funds	0	0
Balance with other government bodies	3,587	6,103
Balance with other non-government bodies	13,425	11,191
Total	17,012	17,294

## 12. Cash balances

	31 March 2008 £'000	31 March 2007 £'000
Cash held in the Office of the Paymaster General:		
in respect of programme costs	1,294	1,475
in respect of administration costs	2,025	1,010
Total	3,319	2,485

## 13. Creditors: amounts falling due within one year

	31 March 2008 £'000	31 March 2007 £'000
Programme creditors	4,882	6,319
Other creditors	3	140
Programme accruals	13,424	3,265
Other accruals	1,223	810
Total	19,532	10,534

#### 14. Creditors with other government bodies

	31 March 2008 £'000	31 March 2007 £'000
Other central government bodies	4,290	704
Local authorities	3,614	2,903
NHS Trusts	0	75
Public corporations and trading funds	35	0
Balance with other government bodies	7,939	3,682
Balance with other non-government bodies	11,593	6,852
<b>Total</b>	<b>19,532</b>	<b>10,534</b>

#### 15. Provisions for liabilities and charges

	31 March 2008 £'000	31 March 2007 £'000
<b>Relocation</b>		
Balance brought forward	0	0
Additional amount for the year	9,418	0
Provision written back not required	0	0
Provision utilised during the year	0	0
Balance carried forward	9,418	0

This provision has been created following progress on the programme to relocate the TDA to Manchester commencing April 2009. The provision has been calculated on the basis of expected costs relating to office space wastage, additional recruitment costs, redeployment costs and onerous lease costs all arising purely as a result of the office relocation to Manchester.

It is expected that most of this expenditure will be incurred between 12 and 24 months from the balance sheet date.

#### 16. Leases and hire purchase obligations

At 31 March 2008, the TDA had the following commitments under non-cancellable operating leases:

	31 March 2008 £'000	Restated 31 March 2007 £'000
<b>Land and buildings</b>		
<b>Operating leases which expire:</b>		
Within one year	0	667
Within two to five years	4,610	4,575
Over five years	0	0
<b>Other operating leases which expire:</b>		
Within one year	0	0
Within two to five years	154	154
Over five years	0	0

## 17. Reconciliation in movement of general reserve

	31 March 2008	31 March 2007
	£'000	£'000
Balance brought forward	11,898	18,154
Grants and grant-in-aid funding	777,313	729,520
Released to programme expenditure	0	0
Net expenditure for the year	(795,641)	(735,866)
Transfer from revaluation reserve on disposal of assets	0	90
Reserves carried forward	(6,430)	11,898

## 18. Reconciliation in movement of revaluation reserve

	31 March 2008	31 March 2007
	£'000	£'000
Balance brought forward	31	90
MHCA depreciation	(26)	(7)
Revaluation on cost	38	38
Transfer to general reserve on disposal of assets	0	(90)
Reserves carried forward	43	31

## 19. Notes to the cash flow statement

### 19a Reconciliation of net cash outflow from operating activities

	2007-08	2006-07
	£'000	£'000
Net operating expenditure for the period	(795,636)	(736,257)
Add: depreciation charges	1,004	963
Add: loss on disposal of assets	10	533
Add: impairment of assets	0	204
(Subtract)/add: (gain)/loss on revaluation of assets	(15)	(54)
(Subtract)/add: reversal of cost of capital	(5)	392
(Increase)/decrease in debtors	282	4,114
Increase/(decrease) in creditors	8,998	612
Increase/(decrease) in provisions	9,418	0
Net cash outflow from operating activities	(775,944)	(729,493)

## 19b Capital expenditure

	2007-08	2006-07
	£'000	£'000
Payments to acquire intangible assets	(4)	(47)
Payments to acquire tangible assets	(538)	(2,794)
Sales proceeds of tangible assets	7	5
	(535)	(2,836)

## 19c Reconciliation of net cash flow to movement in net debt

	2007-08	2006-07
	£'000	£'000
Net funds at 1 April 2007	2,485	5,295
Increase/(decrease) in cash for the year	834	(2,810)
Net funds at 31 March 2008	3,319	2,485

## 20. Commitments at end of the period

### Capital commitments

As at 31 March 2008 the TDA had no capital commitments.

### Programme financial commitments

Current ITT and postgraduate professional development (PPD) funding for institutions is approved on an academic year basis – 1 August to 31 July. The figures below show the TDA's known commitment as at 31 March 2008 in respect of the academic years 2007/08 and 2008/09, ending on 31 July 2008 and 31 July 2009 respectively.

	31 March 2008	31 March 2007
	£'000	£'000
<b>ITT</b>		
Provider funding	330,527	337,153
Training bursaries	204,438	230,943
EBR funding	115,080	120,845
Golden Hello Scheme	29,120	31,335
Student Associates Scheme	14,280	15,099
Postgraduate professional development	29,199	27,066
Parent support advisers	6,646	0
Wider workforce	905	0

## 21. Events after the balance sheet date

There have been no events after the balance sheet date requiring an adjustment to the financial statement. The financial statements were authorised for issue on 2 July 2008 by Graham Holley (Accounting Officer).

## 22. Financial Instruments

FRS 13 (Financial instruments and derivatives) requires organisations to disclose information on the possible impact of financial instruments on its risk profile, and how these risks might affect the organisation's performance and financial condition. As an NDPB funded by the DCSF, the TDA can confirm that it is not exposed to any liquidity or interest rate risks. The TDA has no overseas operations and does not operate any foreign currency bank accounts; as such it is not subject to any foreign currency risks.

## 23. Audited accounts for ITT providers

Included in these accounts are grants to providers of initial teacher training, and these are subject to verification by those institutions' external auditors that they have been used for their approved purposes. The financial year of these institutions ends on 31 July each year. The TDA requires higher education institutions to provide it with audited accounts by the end of December following the end of each year, and requires other providers of ITT to supply audited accounts by the end of November following the end of the academic year.

### Audit of institution accounts for the 2006/07 academic year

For the academic year ended 31 July 2007 the TDA has received audited accounts from 77 of the 77 higher education ITT providers and 59 of the 60 other ITT providers which are required to submit accounts.

## 24. Related party payments schedule

The DCSF is the TDA's parent department and is therefore a related party, as are other DCSF NDPBs, in particular the Higher Education Funding Council for England and the National College for School Leadership (NCSL).

In addition, the TDA has had a small number of material transactions with other government departments and other central government bodies. Most of these transactions have been with the National Assembly for Wales (see note 2).

During the year, the TDA entered into the following transactions with the following related parties:

<b>Member</b>	<b>Third party</b>	<b>2007-08</b> £'000	<b>Restated</b> <b>2006-07</b> £'000
Steven Andrews	Leicester City Council	50	427
Brenda Bigland*	Lent Rise Combined School	22	3
Professor Jill Bourne	University of Southampton	6,806	6,156
Professor Chris Husbands	University of London, Institute of Education	14,370	14,046
Professor Chris Husbands	University of East Anglia	4,536	4,779
Andrew Buck*	Jo Richardson Community School	10	9
Dr Nick Johnson	London Borough of Bexley	367	380
Professor David Green	University of Worcester	7,728	7,183
Professor Sir Brian Follett (Chair)	University of Oxford	2,622	2,202
Professor Sir Brian Follett (Chair)	Children's Workforce Development Council (CWDC)	43	0
Susan Tranter†	Fitzharrys School	5	6
Richard Thornhill†	Loughborough 'Fresh start' Primary School	5	5
Professor Deborah Eyre	Warwick University	7,026	0
Dame Gillian Pugh	Children's Workforce Development Council (CWDC)	43	0

\* Figures include the emolument payments, noted in paragraph 55

† Figures are the emolument payments noted in paragraph 55

Professor Sir Brian Follett and Dame Gillian Pugh are both related parties to CWDC with which the TDA had sales in 2007-08 of £59k ( 2006-7 £69k). This income relates to rental income that has been netted off against charges for operating leases in note 7.

None of the key managerial staff or other related parties has undertaken any material transactions with the TDA during the year.

# Glossary

CETV	cash equivalent transfer value
CLG	Corporate Leadership Group
CPD	continuing professional development
CWDC	Children's Workforce Development Council
DCSF	Department for Children, Schools and Families
ECM	Every Child Matters
FReM	Financial Reporting Manual
FTE	full-time equivalent
GIA	grant-in-aid
HEFCE	Higher Education Funding Council For England
HEI	higher education institutions
HLTA	higher level teaching assistant
Inset	in-service education and training
ITT	initial teacher training
LA	local authority
NAO	National Audit Office
NCSL	National College for School Leadership
NDPB	non-departmental public body
NQT	newly qualified teacher
Ofsted	Office for Standards in Education, Children's Services and Skills
OGC	Office of Government Commerce
PCSPS	Principal Civil Service Pension Scheme
PPD	postgraduate professional development
QTS	qualified teacher status
SCITT	school-centred initial teacher training
SEN	special educational needs
SLA	service level agreement
SLT	Strategic Leadership Team
SWDB	School Workforce Development Board
SWiS	Support Work in Schools
TDA	Training and Development Agency for Schools

## Internal auditors assurance definitions

<b>Assurance level</b>	<b>Definition</b>
Sound	Sound design of internal control that addresses risk and meets best practice and is operating as intended.
Adequate	Adequate design of internal control that addresses the main risks but falls short of best practice and is operating as intended.
Inadequate	Major flaws in design of internal control or significant non-operation of controls that leaves significant exposure to risk.

# Board members 2007–08



**Prof. Sir Brian Follett**  
Chair



**Graham Holley**  
Chief Executive



**Christopher Baker**  
Business consultant



**Brenda Bigland CBE**  
Headteacher, Lent Rise Combined School – primary



**Andrew Buck**  
Partnership Headteacher, Eastbrook – Jo Richardson Partnership – secondary



**Prof. Deborah Eyre**  
University of Warwick



**Ian Ferguson CBE**  
Chairman, Data Connection Ltd



**Prof. David Green**  
Vice Chancellor, University of Worcester



**Prof. Christopher Husbands**  
Dean of the Faculty of Culture and Pedagogy, Institute of Education, University of London



**Dr Nick Johnson OBE**  
Chief Executive, London Borough of Bexley



**Joan Munro**  
Improvement and Development Agency for Local Government



**Dame Gillian Pugh**  
Children's Workforce Development Council Board member



**Richard Thornhill**  
Headteacher, Loughborough Primary School



**Susan Tranter**  
Headteacher, Fitzharrys School – secondary

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