

Business Plan 2013–2015

Department for Education

May 2013

This plan will be updated annually

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A) Coalition priorities

Promote UK growth by:

1. Increasing the number of high quality schools and introducing fair funding

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

2. Reforming the school curriculum and qualifications

Ensure that all children gain the knowledge they need to prepare them for adult life, through a reformed national curriculum and more robust academic and vocational qualifications up to the age of 19

3. Reducing bureaucracy and improving accountability

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

4. Training and developing the professionals who work with children

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

5. Improving support for children in the early years

Improve support for children in the early years by retaining a universal offer while also ensuring that services and opportunities reach those in greatest need

6. Improving support for children, young people and families, focusing on the most disadvantaged

Help children to fulfil their full potential by supporting families and focusing support on improving the lives of the most vulnerable children

Departmental responsibilities

This page sets out who in the department leads on its major responsibilities, including its coalition priorities

Permanent Secretary: Chris Wormald [No spending/staff figures]

Infrastructure and Funding Directorate
Director General: Andrew McCully

Education Standards Directorate
Director General: Stephen Meek

Children's Services and Departmental Strategy Directorate
Director General: Tom Jeffery

Coalition Priorities

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|---|--|---|
| <ol style="list-style-type: none"> 1. Increasing the number of high quality schools and introducing fair funding | <ol style="list-style-type: none"> 2. Reforming the school curriculum and qualifications 3. Reducing bureaucracy and improving accountability 4. Training and developing the professionals who work with children | <ol style="list-style-type: none"> 4. Training and developing the professionals who work with children 5. Improving support for children in the early years 6. Improving support for children, young people and families, focusing on the most disadvantaged |
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Other Major Responsibilities

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| <ul style="list-style-type: none"> • Education Funding Agency | <ul style="list-style-type: none"> • Standards and Testing Agency • National College for Teaching & Leadership | <ul style="list-style-type: none"> • Child safeguarding • CAFCASS • Child Poverty Unit (joint with DWP) |
|--|--|--|

B) Structural Reform Plan

This section sets out the key actions the department will take to implement its coalition priorities. An implementation report will be published online, setting out progress in completing them.

All commitments and end dates relating to legislation and pre-legislative scrutiny are subject to parliamentary timetables

1. Increase the number of high quality schools and introduce fair funding

(Lead: Andrew McCully)

<u>ACTIONS</u>	<u>Start</u>	<u>End</u>
1.1 Increase the number of academies, including free schools, university technical colleges (UTCs) and studio schools		
i. Increase the number of primary and secondary schools converting to academy status	Started	Dec 2015
ii. Open the 2013 wave of free schools, including UTCs and studio schools	Started	Sep 2013
iii. Approve the 2014 wave of free schools, including UTCs and studio schools	Started	May 2013
iv. Approve the first group of 2015 free schools, including UTCs and studio schools	Sep 2013	Jan 2014
1.2 Extend the scope, value of, and accountability for using the pupil premium		
i. Increase the value of the pupil premium to £900 whilst holding schools to account for what they achieve with the extra money by introducing a requirement on schools judged by Ofsted to be neither good nor outstanding, and that are not closing the gap between their disadvantaged pupils and their peers, to draw up an action plan on how they will spend their pupil premium from Sep 2013	Started	Apr 2014
ii. Make the first Pupil Premium Awards	Started	Jun 2013
iii. Run Closing the Gap: Test and Learn - working through teaching school alliances to rigorously test ways of narrowing gaps to inform schools' decision making on use of the pupil premium	Sep 2013	Nov 2015
1.3 Reform the complex funding systems for schools revenue and capital funding		

1. Increase the number of high quality schools and introduce fair funding

(Lead: Andrew McCully)

<u>ACTIONS</u>	<u>Start</u>	<u>End</u>
i. Undertake national property data survey in order to provide a national picture of the condition of the entire school estate	Started	Oct 2013
ii. Open first school under the Priority School Building Programme	Sep 2014	Sep 2014
iii. Invest funding in high quality, diverse provision in areas of basic need through the Targeted Basic Need Programme	Started	Mar 2015
iv. Continue to develop a national funding formula for schools suitable for implementation in the next spending review period	Started	Feb 2016
1.4 Ensure there is high quality alternative provision for those who need it		
i. Trial new approach for excluded pupils	Started	Jul 2014

2. Reform the school curriculum and qualifications

(Lead: Stephen Meek)

<u>ACTIONS</u>	<u>Start</u>	<u>End</u>
2.1 Reform the national curriculum and GCSEs		
i. Develop proposals and agree structure and content of the new national curriculum and subject criteria for associated GCSEs	Started	Sep 2013
ii. Ensure maintained schools start to teach the new national curriculum	Sep 2014	Sep 2014
2.2 Improve key stage testing		
i. Develop a new system of end of key stage testing to assess pupils' attainment and progress against the programmes of study in the new national curriculum	Started	May 2016
2.3 Support literacy and numeracy catch-up		
i. Provide a 'catch-up' premium of £500 for every 11 year old who leaves primary school below the expected level in English and Maths	Started	Mar 2015
2.4 Reform and free up the qualifications system		
i. Reform post-16 vocational education to enable students to spend at least 50% of the study programme taking substantial qualifications and/or work experience at a level and rigour that will enable genuine progression into meaningful employment, training or further education	Sep 2013	Sep 2013
ii. Reform A levels to increase the involvement of universities in the design and development of the qualifications	Started	Sep 2014
iii. Make first new A level qualifications available for teaching in schools	Started	Sep 2015
iv. Reform vocational qualifications at key stage 5 to ensure that only the most valued are recognised in performance tables, and to introduce a Technical Baccalaureate Standard	Started	Sep 2014
2.5 Improve the quality and availability of apprenticeship opportunities		
i. Reform apprenticeships in line with the Richards Review, to raise standards and ensure they meet the needs of employers. This will include introducing reformed	Oct 2013	Aug 2017

2. Reform the school curriculum and qualifications

(Lead: Stephen Meek)

ACTIONS

	<u>Start</u>	<u>End</u>
employer-led qualifications and assessment, focusing apprenticeships on new skilled job roles, and deregulating apprenticeships to ensure they focus more on outcomes, working with BIS		
2.6 Jointly with BIS, introduce a new traineeship programme, for 16-24 year olds, to support young people to move into work and apprenticeships		
i. Introduce new traineeships for 16-19 year olds as part of study programmes	Started	Aug 2013

3. Reduce bureaucracy and improve accountability

(Lead: Stephen Meek)

<u>ACTIONS</u>	<u>Start</u>	<u>End</u>
3.1 Improve the quality and accessibility of data on school and college performance		
i. Consider raising the minimum standard that primary and secondary schools and colleges need to meet by the end of the Parliament, so that all schools and colleges improve as national standards rise	Started	Sep 2013
ii. Publish data that shows parents how coasting schools perform compared to schools with a similar intake	Started	Jul 2013
3.2 Remove barriers to work experience		
i. With HSE and DWP, minimise legislative and insurance barriers to work experience for students and ensure changes are communicated to employers and educational institutions	Started	Jun 2013

4. Train and develop professionals who work with children

(Lead: Stephen Meek/Tom Jeffery)

<u>ACTIONS</u>	<u>Start</u>	<u>End</u>
4.1 Attract the best entrants into the school workforce and then develop them through effective initial teacher training and continuing professional development		
i. Designate 500 teaching schools which will lead improvement in their local school alliances	Started	Apr 2014
ii. Commence revised Graduate Teacher Programme	Sep 2013	Sep 2013
iii. Launch new skills test for teacher trainees prior to commencement of course	Sep 2013	Sep 2013
iv. Provide an additional 1000 funded SEN co-ordinator training places to enable newly appointed SEN co-ordinators in mainstream schools and PRUs to access the masters-level national award	Started	Jul 2013
v. Train 2,000 exceptional graduates per year as teachers by 2015/16 through Teach First	Jun 2014	Jul 2016
4.2 Reform teachers' standards, pay and conditions		
i. Implement the recommendations of the School Teachers' Review Body's 21st report to reform teachers' pay by relating teachers' pay progression to performance and giving schools more autonomy to set teachers' pay within a broad national framework	Started	Sep 2013
ii. Implement the 2013 pay award, following consideration of the School Teachers' Review Body's recommendations in its 22nd report	Started	Sep 2013
iii. Submit evidence to the School Teachers' Review Body, including on leadership pay and teachers' non-pay terms and conditions, to inform the recommendations of its 23rd Report	Started	Jan 2014
4.3 Recruit, train and improve the capacity of social workers who work with children and families		
i. Appoint a Chief Social Worker	Started	May 2013
4.4 Raise the status and quality of the early years workforce		

4. Train and develop professionals who work with children

(Lead: Stephen Meek/Tom Jeffery)

ACTIONS

	<u>Start</u>	<u>End</u>
i. Introduce early years teachers	Sep 2013	Sep 2013
ii. Introduce level 3 early years educators qualifications	Sep 2014	Sep 2014

5. Improving support for children in the early years

(Lead: Tom Jeffery)

<u>ACTIONS</u>	<u>Start</u>	<u>End</u>
5.1 Ensure access to sufficient and high quality early years provision		
i. Deliver early learning places to around 130,000 two year olds between September 2013 and April 2014	Sep 2013	Apr 2014
ii. Increase the number of early learning places for two year olds to around 260,000 between September 2014 and April 2015	Sep 2014	Apr 2015
5.2 Free up high quality childcare providers to offer more places		
i. Allow greater flexibility for providers to choose to operate with more children per adult if they employ high quality staff	Started	Sep 2013
5.3 Improve the regulatory regime		
i. Complete a consultation on making the Ofsted inspection rating the sole test of whether a provider can offer funded early education for 2,3 and 4 year olds	Started	Sep 2013
5.4 Give parents more choice		
i. Enable the creation of childminder agencies to improve support for childminders and choice for parents	Started	Sep 2014
ii. Reform the regulatory framework to enable schools to make provision for children from age two	Started	Sep 2014
5.5 Tackling child poverty		
i. Publish Government's response to the consultation on developing a new multi-dimensional measure of child poverty, with DWP	Jul 2013	Jul 2013

6. Improving support for children, young people and families, focusing on the most disadvantaged

(Lead: Tom Jeffery)

<u>ACTIONS</u>	<u>Start</u>	<u>End</u>
6.1 Review and reform provision for children with special educational needs, disabilities and mental health needs		
i. Test the proposals in the SEN green paper through local pathfinders (single assessment, access to specialist expertise and engagement of children, young people and their parents and families, improve choice and control through the use of personal budgets and direct payments)	Started	Sep 2014
ii. Complete final pathfinder evaluation and publish report	Sep 2013	Mar 2015
iii. Reform provision for children and young people with SEN and expand parental choice and control	Started	Sep 2014
6.2 Improve the quality, speed and cost-effectiveness of the adoption and children in care system		
i. Implement proposals in the Adoption Action Plan by changing secondary legislation, making it easier for loving parents to adopt children	Started	Jun 2013
6.3 Improve opportunities for, and support available to, young people		
i. Publish a progress report on the impact of "Positive for Youth" actions such as setting up forums to scrutinise national policy, Youth Contract bidding, and focusing on young people's health indicators	Started	May 2013
ii. Review regularly progress on the 16 – 17 year old Youth Contract	Started	Mar 2015
iii. Youth Contract programme for 16 and 17 year olds supports up to 70,000 young people by 2016	Started	Mar 2016
6.4 Increase support for families		
i. Develop and implement the parenting class trial, which will offer vouchers for parenting classes to mothers and fathers of children under five in three areas	Started	Mar 2014
ii. Reform family law to reduce delay in care proceedings and reinforce the principle that a child benefits from the ongoing involvement of both parents where it is safe and appropriate, working with MoJ	Started	Apr 2015

6. Improving support for children, young people and families, focusing on the most disadvantaged

(Lead: Tom Jeffery)

ACTIONS

Start

End



C) Departmental Expenditure

Planned expenditure and major projects¹

This section sets out the department's planned expenditure over the spending review period, as agreed with the Treasury, and spending for the 2013/2014 financial year on the department's major projects

Planned Expenditure (£bn)	2011/12 (Outturn)	2012/13 ³	2013/14	2014/15
Total departmental expenditure allocation⁴	55.3	55.2	56.4	57.8
Administration Spending ²	0.4	0.4	0.4	0.3
Programme Spending ²	49.9	50.3	52.0	52.9
Capital spending	5.0	4.5	4.0	4.6

Major Projects Budget (Top 4, £m)	2013/14	Whole life Cost
Building Schools for the Future Programme	278	6,302
Priority Schools Building Programme	95	397
Total (All major projects)	373	6,699

Definitions:

Administration spending: the costs of all central government administration other than the costs of direct frontline service provision

Programme spending: spending on activities, goods and services, such as pay and benefits (excl. administration spending as defined above)

Capital spending: spending on assets with a lasting value, such as buildings and equipment

¹ Excludes departmental annually managed expenditure

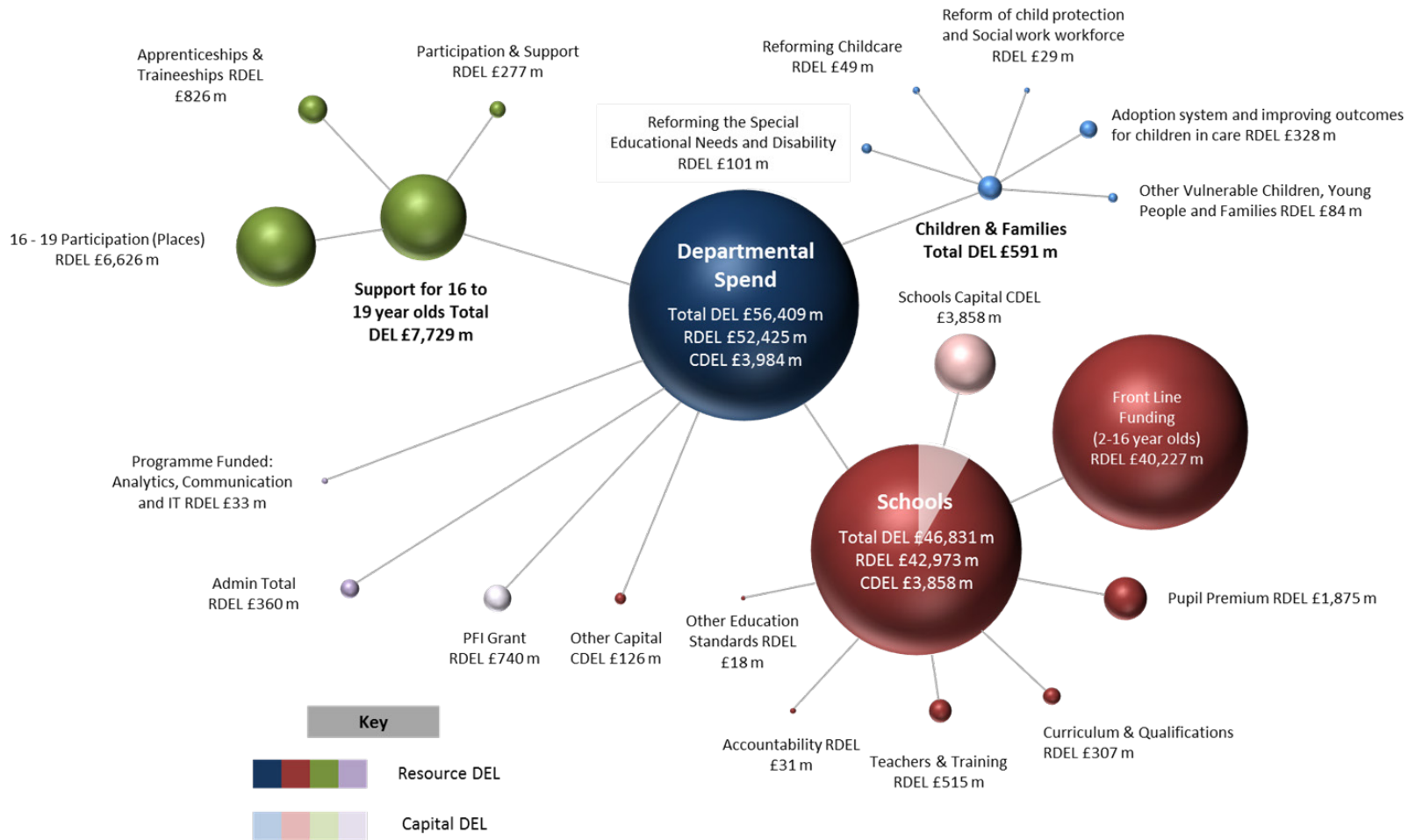
² Excludes depreciation, Ofsted and Ofqual

³ Based on 2012-13 budget

⁴ The impact of recent Machinery of Government (MOG) changes have been included in these figures

Indicative budget allocation (2013/14)

This chart sets out further detail on how our settlement will be allocated for the 2013/2014 financial year across our key programmes and activities.



D) Transparency

Indicators and other key data

The department has adopted the following input and impact indicators to help the public assess the effects of policies and reforms on the cost and impact of public services. These indicators and the other data specified here and in our open data strategy will be regularly published online. <http://www.education.gov.uk/researchandstatistics/statistics/keystatistics>.

Description	Type of data
<p>Attainment of 'the basics' at ages 11, 16 and 19: i) Percentage of pupils achieving Level 4 or above in reading, writing and mathematics at age 11, ii) Percentage of pupils achieving A*-C GCSE in English and mathematics at age 16, iii) Percentage of young people who have attained a full level 3 qualification by age 19, iv) Percentage of young people who have not attained a level 2 qualification in English and mathematics at age 16, who go on to attain level 2 or a higher qualification in both by the end of the academic year in which they turn 19.</p>	Impact indicator
<p>Attainment beyond the basics at ages 16 and 19: i) Percentage of pupils achieving the English Baccalaureate at age 16. ii) Attainment beyond the basics at age 19.* * The Government will shortly consult on proposals to reform Key Stage 5 accountability arrangements. The result of this consultation will inform how we measure attainment beyond the basics at age 19</p>	Impact indicator
<p>Attainment gap at ages 11, 16 and 19 i) Attainment gap at age 11 between free school meal pupils and the rest, ii) Attainment gap at age 16 between free school meal pupils and the rest, iii) Attainment gap at age 19 between free school meals pupils and the rest, iv) Attainment gap at age 11 between looked after children and the rest, v) Attainment gap at age 16 between looked after children and the rest.</p>	Impact indicator
<p>Outcome of education: i) Percentage of children on free school meals progressing to Oxford or Cambridge*. ii) Percentage of children on free school meals progressing to a Russell Group university*. iii) Percentage of children on free school meals progressing to any university*. iv) Participation in education and work based training at age 16 to 17.</p> <p>* Available June 2013</p>	Impact indicator

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Description	Type of data
<p>School quality: i) Number of primary schools below the floor standard, ii) Number of secondary schools below the floor standard, iii) Attainment gap between schools with the greatest and the least proportions of disadvantaged pupils, iv) Teaching (of English, mathematics and science) by teachers with qualifications in a relevant subject.</p>	Impact indicator
<p>Factors affecting education: i) The percentage of overall absence in primary, secondary and special schools, ii) Proportion of pupils in alternative provision (includes PRUs) achieving level 1 in functional English and mathematics, iii) Proportion of pupils in alternative provision (includes PRUs) achieving level 2 in functional English and mathematics.</p>	Impact indicator
<p>Academies/free schools: i) Number of academies opened nationally, ii) Number of free schools opened nationally, iii) Academies and free schools opened nationally as a percentage of all mainstream schools.</p>	Impact indicator
<p>School readiness at age 5: i) Percentage of children achieving a 'good level of development' in the early years foundation stage by free school meal eligibility, and ii) Percentage of year 1 children meeting the expected standard in the phonics screening check by free school meal eligibility.</p>	Impact indicator
<p>Vulnerable children and young people indicator: Absence for looked after children, a subset of the vulnerable children and young people group. A more robust performance information framework for children's safeguarding is being developed with first data publication planned for 2014. Data on attainment and absence for looked after children, a subset of the vulnerable children and young people group, are available.</p>	Impact indicator
<p>3-4 year old aggregate spending</p>	Input indicator
<p>Schools aggregate spending (excluding pupil premium)</p>	Input indicator
<p>Schools aggregate spending (pupil premium)</p>	Input indicator
<p>16-19 year old aggregate spending: The aggregate Government investment per financial year for 16-19 participation in education and training.</p>	Input indicator

Open data

The department's open data strategy published in June 2012 set out how we had increased the accessibility and transparency of our education data to enable accountability and choice and to help to drive school reform and improvement. The following bullets set out our forthcoming data releases:

- To reflect the recommendations in the Wolf Review of vocational education, from 2014 the equivalences in performance tables will be changed so that only the best, most rigorous, qualifications are counted alongside GCSEs. The post-16 performance tables will be reformed to reflect the changing accountability system for that phase of education.
- Following the recommendations from the Taylor Review, the department will collect and publish more data on pupil attendance in education. For the academic year 2012/13, the absence data collection will be extended to those aged 4 at the previous August and to include the last half-term of the year. Provisionally, we plan to publish data for 2012/13 in March 2014.
- Data showing educational and employment destinations at ages 16 and between the ages of 17 and 19 are due to be published in July 2013, subject to data quality. The measures will also show a breakdown by characteristics, including those with special educational needs or eligible for free school meals.
- The new adoption scorecard, published for the first time in May 2012, focuses on local authorities and the adoption process for children. From 2014, the scorecards will include data on prospective adopters, including the number of these and how long they take to go through the approvals process, and will be published for all adoption agencies so that they can compare their performance in relation to timeliness with each other.
- As part of the wider reforms of the child protection system we have published the children's safeguarding performance information framework. A complete picture of the available performance information will not be available until late 2014 because of the need to implement new data collections. We are working with our partners to establish the most effective way of publishing the performance information to give most help to local areas in interpreting and using their own data.

We publish a full range of datasets, including our Quarterly Data Summaries and our full departmental organogram on our website.

<http://www.education.gov.uk/aboutdfe/departmentalinformation/transparency>

Reference: DFE-00338-2013