



Standards  
& Testing  
Agency

# **Standards and Testing Agency Business Plan**

**1 April 2017 to 31 March 2022**

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# 1. Standards and Testing Agency

## Purpose

The Standards and Testing Agency (STA) is an executive agency of the Department for Education (DfE). Our primary purpose is to provide an effective and robust testing, assessment and moderation system to measure and monitor pupils' progress through primary school from reception to the end of key stage 2 (KS2).

Year group	Statutory assessment
Reception	<b>Early years foundation stage profile (EYFSP).</b> The profile summarises and describes pupil attainment at the end of the early years foundation stage. EYFSP data is published at national and local authority level. Individual pupil data is used to understand individual education and development needs and to support transition to year 1. From autumn 2020, we intend to introduce a new reception baseline to provide the starting point for the key stage 2 progress measure.
Year 1	<b>Phonics screening check.</b> A light-touch statutory screening check administered by teachers. The check assesses a pupil's phonics decoding ability to identify pupils needing additional support. School-level data is not published. National and local authority level results are published. Pupils who do not meet the required standard in year 1 are required to take the check again in year 2.
Year 2	<b>End of key stage 1 (KS1) national curriculum assessments.</b> Teacher assessment judgements are made using the teacher assessment frameworks. The judgements are reported in mathematics, English reading (each informed by statutory internally-marked national curriculum tests), science and English writing. These teacher assessments are externally moderated by local authorities (LAs), who sample 25% of schools each year. The assessments form the baseline for measuring progress made between KS1 and KS2. The proportions of pupils achieving the expected standard in English reading, English writing, mathematics and science are published at national and local authority level, but not at school level. The test in English grammar, punctuation and spelling at the end of key stage 1 was made optional for 2016 and 2017, and following the publication of the 2017 primary assessment consultation response, it will remain optional. We intend to make key stage 1 assessments non-statutory from 2023, subject to the successful introduction of the reception baseline.
Year 4	Following the recent primary assessment consultation, from 2020 we will introduce a new multiplication tables check for pupils at the end of year 4.
Year 6	<b>End of key stage 2 national curriculum assessments.</b> Pupils take externally-marked tests in mathematics, English reading, and English grammar, punctuation and spelling. Teacher assessment judgements are made in English reading, English writing, mathematics and science. The statutory requirement to report teacher assessment judgements for

	<p>English reading and mathematics will be removed from the 2018 to 2019 academic year.</p>
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The proportions of pupils achieving the expected standard in all of reading and mathematics (based on test data) and writing (based on teacher assessment judgements) are published at national, local authority and school level. The results are used to calculate the progress that pupils make between KS1 and KS2. Progress and attainment measures form part of the floor standard and a new definition of coasting schools, which are used as the starting point for any conversations about whether a school might require additional support.

**Science sampling tests.** They are conducted biennially, with the most recent tests administered in June 2016. The next tests will be administered in June 2018. A sample of approximately 9,500 pupils is randomly selected to sit science tests, based on 5 pupils from each of 1,900 schools. Results are reported as national data only and individual results are not returned to schools or pupils. This assessment provides an understanding of national performance in science over time.

We are responsible for the development and delivery of national curriculum tests and assessments in England, under statutory instruments, on behalf of the Secretary of State for Education.

In carrying out these functions we:

- develop high-quality and rigorous national curriculum tests and assessments in line with government policy
- undertake operational delivery of national curriculum tests and assessments (including printing, test administration, distribution, provision of systems, marking and data capture and investigations of maladministration)
- set and maintain test standards, including standards related to marking
- produce test administration guidance and exemplification materials for KS1 and KS2 English writing teacher assessment
- support the moderation of teacher assessment judgements of pupil performance so the data it generates is reliable and can be used for national statistics

STA's Chief Executive has a specific role with respect to test standards and standard-setting and maintenance. The Chief Executive signs off the content of the national curriculum tests and the setting and maintenance of standards, acting independently of the department and ministers to ensure confidence in the validity of test outcomes.

In addition to the development and delivery of national curriculum assessments and testing in England, we are also responsible for:

- supporting schools to develop their own practice under the new assessment freedoms

- managing the development and delivery of the professional skills tests for prospective teachers on behalf of the National College for Teaching and Leadership
- managing the general qualifications logistics service provided to exam centres and examiners, which collects exam scripts from schools and delivers them to awarding bodies for marking

## Vision

The work of DfE lies at the heart of the government's drive to extend opportunity and bring about real social justice. Its goal is to provide world-class education and care that allows every child and young person to reach his or her potential, regardless of background.

STA will support the DfE's vision by developing and delivering high-quality statutory assessments that provide reliable and valid data on the achievements of individual pupils and schools.

For STA staff, our internal vision statement is:

*The agency will strive to achieve excellence, consistently delivering high-quality assessments efficiently, which promote fairness and trust in the assessment system.*

## Values

The Civil Service is an integral part of the government of the United Kingdom. It supports the government in developing and implementing its policies, and in delivering public services. Civil servants are accountable to ministers, who in turn are accountable to Parliament.

As civil servants, our staff are appointed on merit on the basis of fair and open competition and are expected to carry out their role with dedication and a commitment to the Civil Service and its core values: integrity, honesty, objectivity and impartiality. In this code:

- 'integrity' is putting the obligations of public service above your own personal interests
- 'honesty' is being truthful and open
- 'objectivity' is basing your advice and decisions on rigorous analysis of the evidence
- 'impartiality' is acting solely according to the merits of the case and serving governments of different political persuasions equally well

For STA staff, our cultural values are:

- STA's workplace should be welcoming, inclusive and organised, with all staff supporting and collaborating with one another
- all STA staff should be valued and respected, allowing for a workplace that is both happy and professional
- every staff member should be committed to our work and flexible in meeting collective aims, while the agency should ensure all within it are empowered to engage and to maximise their expertise
- STA leaders should be supportive, visible and approachable. They should be receptive to all views, treating staff fairly and consistently. Our leaders should also be passionate about the agency's work, and inspire staff to both engage and develop

We asked our staff what values are important to them and what the agency should be striving to achieve. Their responses are detailed below.



## Objectives

As of April 2017, we are responsible for:

- test development and operational delivery of KS1 tests in English, mathematics and the optional English grammar, punctuation and spelling test
- the development and operational delivery of the phonics screening check
- test development and operational delivery of KS2 tests in English, mathematics and grammar, punctuation and spelling

- collecting statutory teacher assessment data for KS2
- ensuring the consistency and accuracy of data generated by teacher assessment for KS1 and KS2 English writing through the monitoring and scrutiny of LAs
- providing guidance related to, and conducting, external moderation of the early years foundation stage profile
- development of valid and reliable statutory tests and assessments for future test cycles
- the development and operational delivery of the matrix sampling KS2 science tests in 2018 and 2020
- the development and operational delivery of the professional skills tests for prospective teachers
- developing the multiplication tables check to be introduced in 2020
- developing a new reception assessment to form the baseline for measuring progress in primary school from 2020
- developing optional tests of KS2 maths and English reading for schools to use in year 7
- providing a logistics service for the collection of test materials from centres and delivery to examiners for general qualifications, functional skills and other accreditations
- managing the ongoing supply contract for the delivery of the skills tests and developing new tests to replace the existing materials
- developing and implementing assessment policy for schools

STA publishes annual 'Assessment and Reporting Arrangements' which contain the statutory information and guidance on all aspects of national curriculum assessments and reporting arrangements for KS1 and KS2. They cover topics such as administering tests or checks, access arrangements, teacher assessment and reporting pupils' achievements to parents.

The standard-setting process includes the review of statistical and judgemental evidence to ensure that standards are set in the first year of a new assessment and maintained for future years. This is carried out in the presence of Ofqual and teacher association representatives.

The scale of our operational delivery includes:

- oversight of the printing and distribution of KS1 and KS2 test materials to schools
- collection of KS2 test scripts from approximately 16,500 participating schools
- recruitment, training and ongoing quality assurance of a pool of approximately 4,500 markers for KS2 tests
- ensuring over 3.8 million KS2 test script components are marked in a 7-week period to deliver return of results on schedule

- management of the successful collection of over 30 million general qualification exam scripts from approximately 5,800 exam centres across England

## Priorities for 2017 to 2018 and beyond

### Context

The 2016 test cycle was one of the most challenging cycles the agency has managed, as it was the first year of a new assessment regime following the introduction of a new curriculum in 2014. The new tests accurately measured pupil performance, and 100% of tests were marked and results returned as planned. However, there were 2 high profile security breaches, which generated significant publicity and reputational damage to the agency. In response, the Minister of State for Schools commissioned a review of STA's operations, which was published alongside the agency's response in November 2016.

### STA review

A review of the operations of the agency was conducted following security breaches during the administration of the 2016 KS1 and KS2 tests. The review report found that the agency is broadly fit-for-purpose and has a number of strengths, but it also highlighted some important areas for improvement, which the agency fully accepted. A number of actions were taken immediately to address the review's findings, including moving from a 2 to a 3 deputy director structure to strengthen the capacity of the senior leadership team, and the appointment of a 'head of strategy' with a brief to ensure that the agency's policy and business delivery strategy joins up more effectively.

STA has continued to improve its approach to risk management. Our risk and security committee challenges and interrogates important risks and issues through open discussion, improving agency-wide risk and issue management, and agreeing the reliability, suitability and integrity of risk controls and contingency plans. Government auditors and policy officials form part of the committee's standing membership, alongside STA's senior management team. We have improved escalation processes and the owners of escalated risks are required to attend the risk and security committee to account for proposed and live risk and issue management controls, mitigations and contingency plans. We have reminded all risk owners of their responsibilities in the role, and risk management training is mandatory.

Following the 2016 security breaches, STA has also implemented a continuous improvement project, reviewing test development and delivery security management, e-monitoring and information assurance arrangements and practice, including those of our delivery partners. We have re-designed the document clearance process and rolled it out, with all staff receiving training on the new arrangements. We are also currently recruiting for embedded support from commercial specialists to build capacity and



capability in this area. Work is also in hand to improve our focus on our main stakeholders.

To improve the remaining areas highlighted in the review, the Chief Executive has instigated an agency-wide change programme, which is being implemented by staff, supported by a central programme management team. This programme is subject to direct scrutiny from STA's senior management team, Chief Executive, government auditors, and the Permanent Secretary.

The 5 groups supporting the change programme are detailed below.

- **Central assurance.** This group is improving the senior level oversight of assurance processes and ensuring consistent, comprehensive and proportionate assurance processes are used across the agency. Areas of focus include governance structures, the strategic direction of the agency, assurance processes, end-to-end oversight and central performance analysis.
- **Better policy and delivery.** This group is building stronger links between the different areas within the agency, so that it functions more effectively as a whole, with clearer oversight and consideration of the end-to-end process in decision making, resulting in better risk management and opportunity identification. It is also building stronger links between STA and the rest of DfE to provide a more efficient primary assessment system and share best practice.
- **Value for money.** This group is ensuring that the agency provides the best value for money (VFM) in its procurement and contract management activities. Areas of focus include a clear VFM framework to assess and monitor existing and future contracts. This includes establishing internal DfE best practice processes and procedures, and ensuring that appropriately skilled commercial and financial experts are established within STA to support contract procurement, negotiation and management.
- **Resourcing.** This group is improving general and specialist recruitment, succession planning for business critical posts. It aims to make the agency a long-term destination choice for high-quality applicants, identifying the drivers behind retention of staff and implementing changes to improve rates of retention. It's also raising the profile of learning and development within STA to identify skills gaps or scarcity and increase capacity for STA staff to share, disseminate and learn new skills.
- **Culture.** This group is working to ensure that all staff are invested in a corporate vision for the agency, that they work together towards a common goal and understand what is expected of them. It aims to develop staff morale and ensure their wellbeing is maintained and that they are confident and supported in making effective decisions. This will build a constructive and collaborative workplace culture across the agency.

The head of strategy regularly reports on the change programme's progress to STA's strategic performance review board, inviting challenge from the relevant board members

drawn from both inside and outside of the department. The Government Internal Audit agency has also reviewed STA's progress against the recommendations, finding that these arrangements provide 'moderate' assurance (the second highest rating).

It is expected that review groups will draw to a close towards the end of 2017 as their work is embedded into the agency's day-to-day operations.

## **Reforms to the primary assessment system**

The reforms made to the primary curriculum and assessment system over the past few years have been designed to ensure that children leave primary school having mastered the basics, so they can go on to succeed at secondary school. This has meant headteachers and classroom teachers have had to manage a significant amount of change over recent years. Ministers are clear that raising standards in our schools is the necessary and right thing to do.

In October 2016, the Secretary of State announced a series of steps to provide greater stability and set direction for the long-term system of primary assessment. The statement outlined some immediate measures, including a commitment that there would be no new national tests or assessments introduced before the 2018 to 2019 academic year. It also announced that the KS1 English grammar, punctuation and spelling test would remain optional for schools in the 2017 to 2018 academic year, and that we would not introduce statutory mathematics and reading resits in year 7. In addition, the Secretary of State promised a full public consultation to help the DfE set out a longer term, stable and sustainable approach to assessment.

## **Primary assessment consultation**

The consultation launched on 30 March and closed on 22 June 2017. It was mainly concerned with statutory assessment – the summative assessment, required by the government, which takes place at the end of a period of study, either through externally-set tests, or through teacher assessment. It covered key issues, including the best starting point to measure the progress that children make in primary school, and the role and operation of teacher assessment.

Assessment arrangements for pupils working below the standard of national curriculum tests were considered in parallel in a separate consultation on the recommendations made by the Rochford Review. We published government responses to both consultations on 14 September 2017.

In the [response](#) to the main primary assessment consultation, available on GOV.UK, the government committed to a number of measures, including:

- improving the early years foundation stage profile by clarifying the descriptors underpinning the Early Learning Goals and reviewing supporting guidance

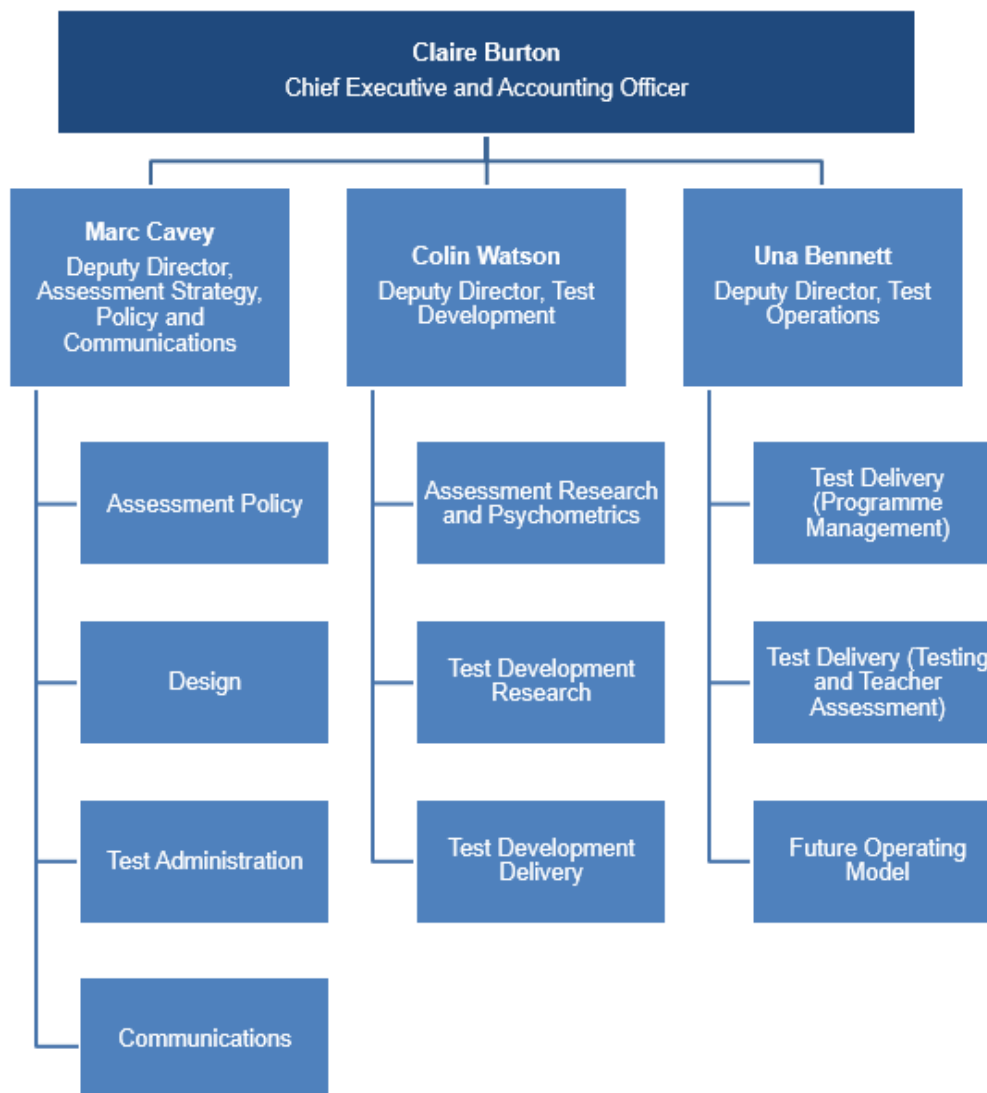
- changing the starting point for primary school progress measures to the reception year – with a new statutory assessment to be introduced in reception from 2020
- removing statutory end-of-KS1 assessments once the reception baseline assessment has become fully established, from 2023 at the earliest
- removing the duty for teachers to assess pupils against statutory English reading and mathematics teacher assessment frameworks at the end of KS2 from the 2018 to 2019 academic year onwards
- moving to a more flexible approach of assessing English writing from the 2017 to 2018 academic year onwards
- introducing an online multiplication tables check to be taken by pupils at the end of year 4 from the 2019 to 2020 academic year

In the [response](#) to the Rochford Review consultation, also available on GOV.UK, the government committed to removing P scales, and to extending the pre-key stage standards to all pupils engaged in subject-specific learning from the 2018 to 2019 academic year. It also set out that STA would pilot the Review's recommendation that the 7 areas of engagement in cognition and learning should be used to assess pupils not engaged in subject-specific learning.

## 2. Organisational design

Following the STA review, a redesign of the agency's governance structure took place. We have strengthened the capacity of the agency's senior leadership team by moving from 2 to 3 deputy directors. There are now separate work areas responsible for assessment policy and strategy, test development and test operations, giving each deputy director more capacity to think beyond the immediate demands of the current test cycle, and to look more strategically at the long-term approach to work in their area. We have also strengthened the agency's senior management team by building an additional cross-cutting function for strategy and communications into a newly configured senior role as head of strategy.

### Management structure



## People

Our people are the key to our success. The STA review, conducted in 2016, reported that our staff are skilled, energetic, motivated and dedicated to delivery. They care about the agency's objectives and believe in what they do.

We aim to be a high-performing organisation, driven by a top quality workforce and recognised as an employer of choice. We are striving to build a constructive, collaborative and corporate culture across the agency in which our people:

- fully engage with our organisational values and always act as advocates for the agency
- understand and genuinely engage with our strategy and support its delivery in teams and roles
- are flexible and dynamic, with the will to take on new assignments and challenges
- take responsibility for their own professional development

In return, we will ensure that our people:

- are managed by strong line managers who are recruited and developed to have the skills, interest and motivation to manage others
- are rewarded fairly
- have flexible working opportunities to balance business and personal needs
- are accountable for what they deliver in a workplace where performance is routinely reviewed relative to peers, with consequences for both good and poor performers

Essential work to operate our workforce strategy during 2017 to 2018 includes:

- targeted recruitment activity for hard-to-fill roles
- further development of resource pools and collaborative recruitment
- development programmes and talent management frameworks for leaders and managers
- better identification of business critical posts and appropriate succession plans
- use of DfE's new performance management system which reviews staff monthly in a lighter touch way than the twice-yearly system used previously

In October 2015, we started a procurement process to select a supplier to deliver a test operations service for KS1 and KS2 tests up to 2023, in the core subjects of English and mathematics, and the phonics screening check. Once concluded we will consider the impact on STA's operating model.

### 3. Delivery

#### Programmes of work

<b>Assessment policy</b>	
<b>Assessment policy</b>	<p>STA is responsible for developing assessment policy in schools in line with ministerial priorities. The focus for 2017 to 2018 is to:</p> <ul style="list-style-type: none"> <li>• deliver the policies outlined in the consultation response on the long-term future of primary assessment in England</li> <li>• continue to engage the teaching profession and other stakeholders on the primary assessment reform programme</li> <li>• support schools with their increased assessment freedoms</li> </ul>
<b>Key stage 1</b>	
<b>English and mathematics tests</b>	<p>The statutory KS1 national curriculum tests are designed to help inform the final teacher assessment judgement reported for each pupil at the end of KS1. Since the 2016 to 2017 academic year, STA has been responsible for developing and delivering new tests to reflect the new national curriculum. A test in English grammar, punctuation and spelling at the end of KS1 was made optional for 2016 and continues to be optional in 2017 and beyond.</p>
<b>English and mathematics teacher assessment moderation</b>	<p>Teacher assessment is used to assess pupils at the end of KS1. Teachers use the interim frameworks for teacher assessment. STA is responsible for ensuring the consistency and accuracy of data generated by teacher assessment judgements by scrutinising practice in LAs and undertaking external moderation visits to a sample of LAs to ensure compliance with statutory responsibilities. In 2017, STA also provided training and assurance for local authority moderators of English writing.</p>
<b>Phonics screening check</b>	<p>The phonics screening check determines whether pupils have met an age-appropriate standard in phonics by the end of year 1. Pupils in year 2 must also take the check if they don't meet the required standard in year 1 or have not taken it before. STA is responsible for developing and delivering the check.</p>

<b>Key stage 2</b>	
<b>English and mathematics tests</b>	<p>Statutory tests in mathematics, English reading and English grammar, punctuation and spelling are administered to pupils at the end of KS2 in May each year. The results are used in the accountability framework. In 2017 to 2018, STA is responsible for:</p> <ul style="list-style-type: none"> <li>• developing tests for the current and future years</li> <li>• organising our resources, and the services of our suppliers, in preparation for the 2017 and 2018 test cycles</li> <li>• planning and procuring to source suppliers to support operational delivery of services from 2018</li> </ul> <p>This involves writing test questions, undertaking review by experts (including teachers), trialling test questions, constructing test papers, printing, collating and delivering test materials, developing and managing systems, managing test administration including access arrangements, communicating with schools, external marking, managing a reviews service, investigating maladministration, data management and returning results to schools.</p>
<b>Science sampling tests</b>	<p>Science sampling tests monitor national standards in science at the end of KS2. The tests are conducted biennially. The last tests were in June 2016 and the next tests will be administered in 2018. STA is responsible for developing and delivering them.</p>
<b>Teacher assessment</b>	<p>For the 2017 to 2018 academic year, schools are required to report a teacher assessment for all pupils in the core subjects at the end of KS2 using the frameworks for teacher assessment. STA is responsible for collecting the data for teacher assessment. On 14 September 2017 we published new frameworks for assessing writing at KS1 and KS2 for use in the 2017 to 2018 academic year. For the 2018 to 2019 academic year there will also be new frameworks for maths and reading at key stage 1. We also confirmed in the consultation response that teacher assessment in maths and reading at KS2 would become non-statutory from the 2018 to 2019 academic year. For pupils in subject-specific learning below the level of national curriculum tests, the extended pre-key stage standards will apply from the 2018 to 2019 academic year.</p>
<b>Moderation of teacher assessment</b>	<p>STA is responsible for supporting and ensuring implementation of the arrangements to moderate teacher assessments by scrutinising practice in LAs and undertaking external moderation visits to a sample of LAs to ensure compliance with statutory responsibilities. In 2017 STA provided training for local authority moderators to provide assurance and ensure a consistent national standard.</p>

<b>New test development</b>	
<b>Reception baseline, multiplication table check and year 7 resits</b>	<p>In response to primary assessment consultation and the government's manifesto commitments we have begun the process of delivering 3 new assessments:</p> <ul style="list-style-type: none"> <li>• A new reception baseline, as the starting point to measure progress in primary schools, is being developed for first introduction in autumn 2020, following a large scale pilot in the 2019 to 2020 academic year.</li> <li>• The multiplication tables check will be trialled in the 2017 to 2018 academic year, piloted in the 2018 to 2019 academic year, with a view to a national rollout in the 2019 to 2020 academic year. In our response to the primary assessment consultation, we confirmed that the check would be taken by pupils in year 4.</li> <li>• Year 7 resits are designed to help pupils in year 7 who did not achieve the expected standard at the end of KS2, for whom we will provide optional, high-quality resit papers.</li> </ul>
<b>General qualifications logistics</b>	
<b>General qualifications logistics</b>	<p>STA provides a traceable exam scripts dispatch service for exam centres via Parcelforce Worldwide, known as the yellow label service. This delivers unmarked exam scripts, coursework and controlled assessments for externally assessed general qualifications, functional skills and other eligible accredited qualifications to examiners.</p>
<b>Professional skills tests for prospective teachers</b>	
<b>Skills tests</b>	<p>The skills tests were established to assess the skills and knowledge which all teachers require to carry out their wider professional role effectively. STA is responsible for managing the supplier that delivers the skills tests and for the development of new tests.</p>



## 4. Monitoring and performance

### Key performance indicators

- **Provision of KS2 results.** 99.9% of schools assessing pupils must receive a complete set of test results data at their respective school, containing a correct test result (not withstanding any marking or process reviews) for every test taken by a pupil, by the agreed date.
- **Return of KS2 test scripts to schools.** 99.9% of schools assessing pupils must receive a complete set of test scripts marked on-screen and their respective school must have access to a complete set of test scripts marked on-screen through the script return website.
- **Helpline service.** 85% of all calls received must be resolved at first contact.
- **Web-based systems to support schools.** NCA tools must be available 24 hours a day with an availability of at least 99.8%.
- **Professional skills tests for prospective teachers.** 130,000<sup>1</sup> skills tests must be made available for candidates to book each year, with 95% of candidates being offered a booking within 10 working days.
- **General qualifications logistics.** 99% of all consignments must be collected from centres and delivered for marking.

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<sup>1</sup> 130,000 is based on the profile for the 2016 to 2017 academic year.

## 5. Risk management

The agency has an established risk management framework which is maintained and overseen by our audit and risk committee. The framework is based upon the DfE's strategic risk framework, HM Treasury's 'Orange Book Management of Risk – Principles and Concepts' and 'UK Government Management of Risk: Guidance for Practitioners' risk management standards, all of which comprise recognised sets of principles and processes for use when managing risks.

Risk appetite is the threshold set by the agency beyond which it is unacceptable to proceed. It may be expressed using more than one threshold depending on strategic priorities and objectives. In line with the high reputational damage from failure of the testing programme, the agency's risk appetite is low (risk averse).

STA manages risk using the following principles:

- risks must be managed at the lowest appropriate level within the agency's established governance arrangements
- risks must be systematically identified and assessed by each governance level
- risks must be clearly articulated to demonstrate the potential cause of a risk and that proposed countermeasures will address the cause
- responsibility for owning risk, overseeing countermeasures and for overseeing contingency should be allocated to named individuals
- risks are managed within the defined risk appetite

### Types of risk

STA manages 2 levels of risk.

#### Agency-level risk management

- Operational delivery risks – these include key risks and their components and other (programme/project and/or BAU) risks that would jeopardise STA's ability to successfully develop and deliver testing and assessment in a timely manner, to an appropriate degree of quality and to meet performance measures.
- Corporate risks – these include resourcing, delivery support arrangements and strategies.

#### Departmental-level risk management

- Important strategic risks – DfE has a number of important risks that, if realised, will have a major effect, potentially causing irreparable damage to its reputation and that of ministers or HM government. STA is responsible for one of the main risks – 'that the primary school testing system does not work'.

## STA risk and security committee

STA's risk and security committee has been strengthened to support its scrutiny of risk management within the agency. It meets monthly and comprises STA's senior management team and independent challenge from a related policy area. The committee's role is to:

- challenge, scrutinise and interrogate main STA risks and issues through open discussion at regular intervals, improving agency-wide risk management
- discuss and agree the reliability, suitability and integrity of controls
- approve the management, closure and/or escalation of risks to the executive management board (EMB)
- ensure arrangements meet the requirements of internal audit and support the implementation of the departmental strategic risk management framework

Matters for internal escalation are reported to STA's EMB (chaired by the Chief Executive) and from EMB to the STA strategic performance review (chaired by the Director General, Education and Standards Division) or departmental audit and risk committee as appropriate. Matters for external escalation are reported to Ofqual as appropriate.

## 6. Budget information

For the 2017 to 2018 academic year, STA plans to spend:

Area of spend	
Administration budget	£3.3m
Programme budget	£53.7m
Capital budget	0
<b>Total</b>	<b>£57.0m</b>



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