

Simplification Plan

December 2008



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Foreword



We are now more than half way through our five year programme to simplify regulation and administrative burden for the public, private and third sectors. I am pleased to report good progress towards our 2010 goals.

We will shortly be delivering nearly £20m of savings in the independent schools sector, and there has been some excellent feedback from the frontline on the effect of OFSTED's streamlined inspection processes.

There are many good examples where funding streams and applications have been significantly simplified and made more efficient, and we are making a real impact in the area of data requests, where a 30% reduction is planned over the next 2 to 3 years.

Taking all of this as a whole, this year's simplification plan is a very encouraging reflection on the progress which is being made in this Department. Reducing the bureaucratic and regulatory burdens on our three sectors is becoming increasingly important as the financial climate changes. I am pleased that our relentless drive to identify and implement changes which will help our front line professionals, and in turn all our children and young people, is yielding positive results.

Of course we can always do more, and over the next two years we will continue to deliver on our promises and, where we can, find further measures to reduce the bureaucratic burden to its necessary minimum.

I hope you find this document a useful summary, which tells the story of the measures which should make a real difference to front line professionals.

Sarah McCarthy-Fry MP

Parliamentary Under Secretary of State for Schools and Learners

The Department for Children Schools and Families

Our aim

The Department for Children, Schools and Families (DCSF) was created last year, and our aim is to:

- Make this the best place in the world for our children and young people to grow up.
- Ensure that every child gets the best possible start in life, receives an excellent education, and has the support and protection they, and their family, need to allow them to fulfil their potential.

Our purpose

We will lead work across Government to ensure that all children and young people:

- stay healthy and safe;
- secure an excellent education and the highest possible standards of achievement;
- enjoy their childhood;
- make a positive contribution to society and the economy; and
- have lives full of opportunity, free from the effects of poverty.

The Children's Plan

In 2007, we published our first *Children's Plan*, which sets out how we can achieve our ambition – by putting the needs of families, children and young people at the centre of everything we do. *The Children's Plan* will:

- strengthen support for all families during the formative early years of their children's lives;
- take the next steps in achieving world class schools and an excellent education for every child;
- involve parents fully in their children's learning;
- help to make sure that young people have interesting and exciting things to do outside of school; and
- provide more places for children to play safely.

More detail on *The Children's Plan* can be found at:
<http://www.dcsf.gov.uk/publications/childrensplan/>

Introduction

This Simplification Plan is the Department commitment to the Government's drive towards better regulation. All government departments are required to produce simplification plans as part of the Government's drive for better regulation.

Last year, we published our 2007 simplification plan, where for the first time all the simplification measures under way in the Department were set out together, along with a timetable for their implementation up to 2010. This can be found at: www.dcsf.gov.uk/reducingbureaucracy/

This year's plan sets out our key proposals for reducing the unnecessary administrative and regulatory burdens placed on front line professionals working in areas of education, training and children's services across all sectors. We are putting a great deal of effort into reducing unnecessary or avoidable bureaucracy through simplification, streamlining and removal of requirements.

For ease of reference, this plan puts in one place all our simplification measures from May 2005 to 2008. In addition, we have also referred to some measures that the Home Office, and Department for Innovation, Universities and Skills with whom we are working jointly in areas affecting 14-19, are leading on with ongoing support from this Department.

The purpose of this plan is to highlight all our measures, including new / not yet delivered and recently delivered measures; and where possible, an estimate of the operational and monetary values. The estimates are expressed in terms of time and money saved plus a robust external verification that the measures are having an effect. We hope that frontline professionals are already beginning to feel the benefits of some of the measures that we have put in place.

Since introducing these measures, the Department and its agencies, schools, local authorities and other key stakeholders in the sector have benefited in monetary and operational terms. We know the journey is not over yet, but it is a clear declaration of our commitment to ensure front line professionals, children, young people and parents all benefit.

Part 1- Overview

This section sets out some of the benefits of the measures that we have introduced, delivered and/or are still ongoing.

Benefits of our measures to key audiences

Exams Modernisation

Following the National Agreement on Workforce Reform, the National Assessment Agency (NAA), has helped create a new profession of administrative Exams Officers, freeing up teachers from the burden of administering examinations. By the end of 2006, NAA trained over 10,000 exams office staff in exam administration – over a third of who were new to the exams officer role.

The number of lost papers has been radically reduced and security improved. Schools and colleges are saving an estimated £3 million annually in postage and administrative costs.

Improvements to Inspection Arrangements

Since the publication of last year's plan, reports carried out by the NFER have given us more information on the frontline response to the streamlining of the inspection system.

More than three quarters of the schools surveyed for the independent, external valuation of school inspection felt that inspection contributed to school improvement or was likely to contribute in the future.

Financial Management Standards in Schools (FMSiS)

The FMSiS helps to encourage schools to make better use of their existing resources to improve children's educational standards and to deliver the *Every Child Matter* agenda. The FMSiS is an annual requirement for schools. It sets out what a financially well-managed school should look like and helps school leaders and governing bodies to better understand their roles and responsibilities in relation to effective financial management.

School Trips – Health & Safety and Paperwork

Schools have been reporting the bureaucracy surrounding the health and safety aspects of school trips for some time. In order to address this, the Department has been working with the Health and Safety Executive to

produce *Out and About*, which minimises the administration element of school trips while still keeping children safe. Early feedback has been positive.

Teachers TV

This innovative and award-winning channel, which was mentioned in last year's plan, is now starting to show real results. For example, one case study tells us that a school is saving time by using Teachers' TV in their Science Department. The head of the science department and staff practised experiments modelled in the TV programmes, before introducing the experiments into lessons, with guidelines for staff, on how these experiments could enhance delivery of the GCSE syllabus.

The science department now feels significantly more confident about the new 'Twenty-First Century Science' course as a direct result of having witnessed the positive attitude of students. Also, the reinstatement of experiments into lessons has restored students' passion for Science and this has led to improved standards in teaching and learning.

Collaborative database

The Further Education (FE) colleges serving Nottinghamshire have committed to creating a collaborative employer database and MIS system. This will mean that all employers can be tracked and approached in a joined up manner. It will allow health and safety checks to be monitored, thus reducing the inconvenience to employers as they should only be checked once rather than by every institution which wants to work with them. This database should galvanise change in the education system, with people thinking of the partnership rather than just their home institution. It will also link to the East Midlands Regional Development Agency project which is looking to map employer engagement in education across the region.

See 'Examples of successful delivery' on page 18, for more details of the benefits listed above.

Progress against the administrative burden target

As a result of the Better Regulation Task Force's report (2005) '*Regulation - Less is More*', government departments measured the cost of regulation on the **private sector** using the internationally recognised Standard Cost Model. Each department then committed to a 25% saving on those costs by May 2010.

The Better Regulation Task Force's Report

In March 2005, The Better Regulation Task Force published its report *Regulation - Less is More: Reducing Burdens, Improving Outcomes*, and recommended that all government departments should have simplification measures to tackle administrative and regulatory burdens. The Better Regulation Executive (BRE) was established and tasked with taking forward the implementation of the initiatives set out in this plan.

A target was set for each government department to reduce the administrative burden on their private sector frontlines by 25% by 2010.

The Standard Cost Model (SCM)

The SCM has been developed to provide a simplified, consistent method for estimating the administrative costs imposed on business by central government. The measurement focuses only on the administrative activities that must be undertaken in order to comply with information obligations and data requirements arising from a regulation. The SCM is based on five steps:

- Identify the regulation
- Identify the Information Obligations/Data Requirements
- Determine the affected population and frequency
- Identify activities, time and external costs required to comply
- Estimate Business As Usual (BAU) costs
- Estimate Admin Burden (Admin Cost – BAU)

DCSF Baseline and Percentage Reduction

The original DfES baseline was £234.6m per annum, net of business as usual costs. After Machinery of Government changes (a series of changes to the structure of government), policy areas relating to student loans transferring to Department for Innovation, Universities and Skills amounted to £19.6m or 8.4% of the baseline, and policy areas transferring to Health and Safety Executive relating to adventure activity centres amounted to £5.2 m or 2.2% of the baseline. That left a net new total of £209.7m for DCSF. While this changed the proportion of the total savings found from 21% to 23.4%, there was still a shortfall of 1.6% or about £3m. Last year we were able to identify further savings raising the total to £54.2m or 26%. This year we have identified a further savings of £4.5m raising the total to £58.7m or 28%.

Overall Administration Burden for DCSF (£m)	25% reduction target (£m)	Cost savings identified (£m)	Cost savings identified (%)
209.7	52.4	58.7	28

So far we have achieved £18.1m of administrative burden savings which is 8.6% of the total burden. Although this leaves additional savings to be made over the remaining period to May 2010, this has always been the expected trajectory.

Measures towards DSCF target

(1) Early years and day care settings

Total (net) costs (£m) to private sector identified by ABME project	% of DCSF total cost to private sector	Value of proposed savings £m	Contribution in % towards 25% savings target
138.7	66	40.6	77.5

Regulations associated with early years and day care settings represent the largest part of the total administrative costs on the private sector. Proposals for savings have been split into two parts.

(1a) Simplifying current systems for regulation and approval

Net cost £m to private sector	% of DCSF total cost to private sector	Value of proposed savings £m	Contribution in % towards 25% savings target
64.1	30.4	0	0

The first deals with simplifying current systems for regulation and approval. Before the 2006 Childcare Act, a series of regulations accounted for £64.1million of the overall costs on the private sector. These regulations have now been subject to major revision through the Childcare Act 2006.

One of the key objectives of the Act was to put in place a single regulatory and quality framework of childcare for children to help strengthen standards and one that is clear to parents and providers alike with Ofsted as the regulatory authority.

As part of this work we looked at as yet there is no cost savings associated in this area. However, as part of this work we looked at:

- introducing more streamlined administrative processes, including whether it would be possible to remove some obligations all together;
- whether forms could be made easier to complete and some processes could be completed electronically; and
- whether some information could be collected less frequently or from fewer businesses.

Part of this package is that, from 1 September 2008, not all childcare providers were required to register. Instead, from that date they will have the option of joining a new register, which operates in a more streamlined way, without a regular programme of inspection. This will be particularly beneficial to forms of short term and occasional childcare.

We also worked with Ofsted on the application process for registration, both in terms of the information required and how it should be provided. The Act allows Ofsted to collect information from a provider only once even if they apply to more than one register (for example if they offer childcare to younger and older children). In addition, new processes will allow providers to apply on-line, including better arrangements for face to face identify checks carried out through Criminal Records Bureaux.

(1b) Code of Practice

Cost (Net) in £m to private sector	% of DCSF total cost to private sector	Value of proposed savings £m	Contribution in % to 25% savings target
74.6	35.6	40.6	77.5

The second concerns the Code of Practice on the provision of free nursery education places which accounts for the remaining for £74.6m costs associated with early years and day care settings. Revised statutory guidance underpinning the free entitlement will be consulted on in 2009.

Relevant information obligations (IO) deriving from the Code of Practice on the provision of free nursery education places for three and four year olds 2004 – 2005

Information Obligation	Total (net) costs £m	Action
IO 41819 - informing the local authority when a child leaves the nursery	52.7	We will consider options, including on-line systems for providing good practice. This might represent savings of up to £30.8m per year.
IO 41818 - Informing the authority where a provider is notified by parents or otherwise discovers that a child is attending another provider which is also claiming funding.	9.8	Because of move to child level data collection the requirement will no longer exist. This would save £9.8m

Proposals identified could deliver £40.6m of the overall target

(2) Independent Schools

Total costs (net) (£m) to private sector	% of DSCF total cost to private sector	Value of proposed savings £m	Contribution in % to 25% savings target
44.1	21	18.1	34.5

Regulations associated with the registration and monitoring of independent schools represent about 21% of the total administrative costs. In line with last year's plans, we have introduced measures at the next opportunity in the Parliamentary timetable (2008) to remove that burden from independent schools, largely by replacing paper copy circulation with posting information on the web.

(2a) Details of the potential savings

The savings are based on removing the entire cost of the relevant IOs.

Relevant information obligations deriving from the Education (Independent School Standards) Regulations 2003

Information obligation	(Net) Costs (£m)	Action
IO 1482	4.5	Regulations to be amended to allow schools to place copies of these policies on websites, or for those schools or parents without internet

Information obligation	(Net) Costs (£m)	Action
		access, make them available to view in school. This would represent a potential saving of £4.5m p/a.
IO 1480 - providing a copy of the school's anti-bullying, welfare and health and safety policy.	4.4	Regulations to be amended to allow schools to place copies of these policies on websites, or, for those schools or parents without internet access, make them available to view in school. This will represent a potential saving of about £4.4m per annum.
IO 17748 - providing a copy of the complaint panel's findings and recommendations	3.7	Schools will be required to make complaint outcomes available to view in school. This will represent a savings of £3.7m p/a.
IO 1501 - providing a copy of a summary report following an inspection under the Education Act 2002	1.8	Regulations to be amended to allow schools to place inspection reports and details of these policies on websites or make them available to view in school. This will represent a potential saving of £1.8m p/a.
IO 1315 - providing details of the school's curriculum	0.8	Regulations to be amended to allow schools to place inspection reports and details of these policies on websites or make them available to view in school. This will represent a potential saving of £0.8 m p/a.
IO 1486 - providing the number of formal complaints registered during the preceding school year	0.8	Regulations to be amended to allow schools to place inspection reports and details of these policies on websites or make them available to view in school. This will represent a potential saving of £0.8 m p/a.
IO 17651 - providing DCSF with a copy of the fire safety risk assessment	0.7	Regulations to be amended to remove this requirement altogether, as recent changes in Fire Service policy cover fire safety in independent schools. This will represent a potential saving of £0.7m p/a.
IO 1269 - providing a copy of the school's policy on and arrangements for admissions, discipline and exclusions	0.6	Regulations to be amended to allow schools to place inspection reports and details of these policies on websites or make them available to view in school. This will represent a potential saving of £0.6m p/a.

Information obligation	(Net) Costs (£m)	Action
IO 1532 providing a copy of the school's complaints procedure	0.5	Regulations to be amended to allow schools to place inspection reports and details of these policies on websites or make them available to view in school. This will represent a potential saving of £0.5 m p/a.
IO 1481 providing information on academic performance for the preceding school year	0.3	Regulations to be amended to allow schools to place inspection reports and details of these policies on websites or make them available to view in school. This will represent a potential saving of £0.3 m p/a.

The Education (Provision of information for Independent Schools) (England) Regulations 2003

Information Obligation	Total Costs (Net) (£m)	Action
IO17506 - submitting a fire risk assessment relating to obligations under Part 11 of the Fire Precautions (Workplace) Regulations 1997.	0	Connects to IO 17651 above. Savings as shown previously.

Further regulations cover areas where we believe it is appropriate for independent schools to self-regulate. In a mature market such as this, schools themselves are best placed to meet parental expectations. There are no savings associated with this IO as we have already proposed that the regulation should be removed.

Proposals identified will delivered £18.1 m of the overall target

(3) Non-maintained special schools and other settings with provision for special educational needs

Total costs (net) (£m) to private sector	% of DSCF total cost t private sector	Value of proposed savings £m	Contribution in % to 25% savings target
26.8	12.8	0	0

The highest cost IOs under specific parts of the Education Act 1996 are statutory requirements for children with special educational needs in all settings. Last year we said that we had no plans to change this particular framework and that is still the case. The highest cost IO under the Education

(Non Maintained Special Schools) (England) (Regulations 1999) ensures financial propriety of these schools (one of the conditions of the school getting approval), and again we do not have any plans to change this. However, there are a number of changes to regulations in the Education and Inspection Act 2006. Administration burdens will be an important consideration in the formulation of a new regulatory framework.

Risk against delivery of ABME exercise - reduction of burden on the private sector

There are three elements to our private sector admin burden reduction target:

(i) Independent Schools - removal of requirement to publish hard copy information for parents: this is due to deliver £18.1m in winter 2008. Risks against delivery of this target are minimal. The shorter consultation period has been agreed by Ministers and lawyers are now in the process of laying the necessary regulations. After that, the requirement to publish information in hard copy for parents is removed.

(ii) Pre-schools and nurseries - move to child level data: this saving, formerly £5.3m, will come about when a move to child-level data removes the requirement for providers to tell the local authority of any child they are aware of who is receiving funding from another source as well as their own. Policy colleagues confirm the move to child level data will mean that we can claim the whole cost of the IO, i.e. £9.8m. This increases the percentage of our private sector admin burden savings to 28%. This saving will follow automatically from the review of the Code of Practice which will take place in 2009, so the trajectory has been amended accordingly. The risk of it not happening is only dependent on a Time- delay to the Code of Practice review, which is unlikely.

(iii) Pre-schools and nurseries - children leaving the setting: this £30.8m saving will arise from providing an on-line alternative to the current hard copy process of alerting the local authority when a child receiving a free place leaves the setting – e.g. to go to school.

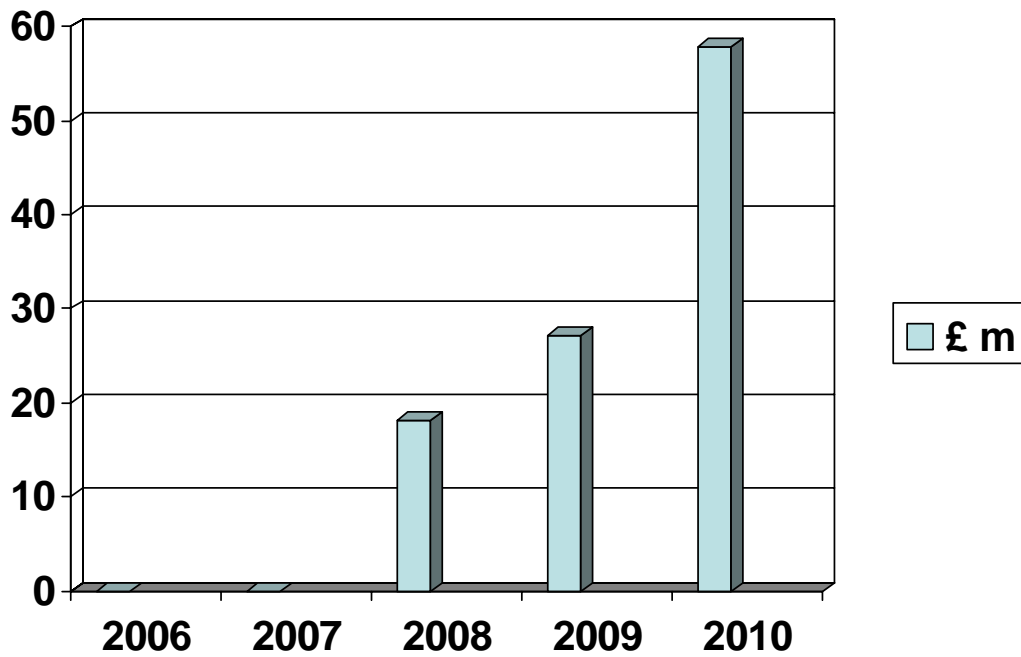
The electronic form is already devised and the Department is working with local authorities to ensure a good take-up. The key to the saving will be in the quality of the advertising and awareness raising. It may be that not all providers will wish to move over to an electronic form and so we have agreed with the Better Regulation Executive that success should be measured in terms of awareness of the option. The review of the Code of Practice, which should complete in autumn 2009, will be the key to this, which is why this saving is back-loaded in the trajectory. Although the Code of Practice was originally the milestone against which the delivery date was set, the savings have now been moved to 2010 to allow time for the Code of Practice to raise awareness of the new system. DCSF, therefore, have moved our savings for 1041818 to 2009.

There are risks associated with this saving, mainly around the quality of our advertising and the willingness of local authorities to engage with the new on-line process. There is, however, some flexibility in the system, and we think that systems are more efficient now than they were in 2005. As a contingency, we could offer guidance to providers on how to make better use of their paper systems.

Administrative Burden Reduction Trajectory

Administrative burdens are costs imposed on businesses complying with information obligations (IOs) stemming from government regulation to provide information and data to the public sector or third parties. For example recording keeping and reporting, including inspection and enforcement.

			Plus £30.8 m free nursery places information transfer = £58.7m (3)
		Plus £9.8m from dual funding/child level data = £27.9m (2)	
No savings realised	£18.1m Independent schools (1)		
2007	2008	2009	2010



Trajectory for ABME savings

- (1) These savings in the independent school sector will be realised in winter 2008 when an appropriate slot becomes available in the Parliamentary timetable.
- (2) These £9.8m savings will come about because of the transfer to child level data. The savings are realised after the move to child level data.
- (3) These savings are waiting upon the review of the Code of Practice.

Examples of Successful Delivery

Exams Modernisation

Following the National Agreement on Workforce Reform, the National Assessment Agency (NAA), has helped create a new profession of administrative Exams Officers, freeing up teachers from the burden of administering examinations. By the end of 2006, NAA trained over 10,000 exams office staff in exam administration – over a third of who were new to the exams officer role.

NAA's capital equipment fund awarded over £5 million across 4,680 exam centres to give exams officers the tools they needed to manage a modern streamlined exams system: new computers, software, broadband and secure storage facilities. NAA has also worked with awarding bodies to modernise the collection and distribution to markers of examination scripts: unmarked scripts for all GCSE and GCSE exams are now collected from exams centres, tracked through the delivery network and delivered securely to examiners. The number of lost papers has been radically reduced and security improved. Schools and colleges are saving an estimated £3 million annually in postage and administrative costs.

For example, the NAA's field support officers (FSOs) make personal visits, organise local area exams officer meetings or are just available at the end of a phone when needed. In the academic year 2005/6, they made 11,729 one-to-one visits and supported 2,289 local group meetings with exams officers and senior leaders in schools and colleges in England.

Also, an online exam fees calculator demonstrates just how late entries could cost a centre by comparing these charges with the standard cost of on-time entries. Launched in February 2006, the calculator contributed to a 33 per cent in late GCSE entries and a 40 per cent reduction in late GCE entries in summer 2006. A 10-minute exam policy generator, launched in November 2006, has proved to be a huge success with exams officers, with over 1,425 customised policies being generated in the first month, clarifying roles and responsibilities in centres.

The good practice tools, case studies and resources all help to reduce the burden for schools and colleges by providing exams officers with instant access to the accumulated knowledge and experience of their peers. To find out more go to: **www.naa.org.uk/onlinetools**

The NAA has published a report outlining its achievements in modernising the exam system over the last three years. The NAA's programme of modernisation has successfully tackled many important issues to make the

exams system more robust and efficient. The NAA's report can be found at http://www.naa.org.uk/libraryAssets/media/NAA_Modernisation_Report_FINAL.pdf

Improved School Inspection

The new Ofsted was created in April 2007 with a much wider range of inspection remits than previously, but with a mandate to continue to reduce costs in comparison with its predecessor organisations. The initial budget for the new organisation was £35.5 million lower than their combined budgets in 2003-04 and Ofsted then set out to reduce costs by a further 10% by the end of March 2009, in line with BRE requirements. As part of this drive, together with the intention of increasing the impact of inspections on improvement and increasing the focus on users, a new schools inspection framework is under development for implementation in September 2009. This draws on Ofsted's experience, described below, of working successfully with the private sector to deliver school inspections that are more cost effective and reduce the burden of inspection for successful providers.

The current arrangements for school inspections were implemented in September 2005. Inspections were designed to be 'lighter touch', with inspectors spending no more than two days in the school. This represented a significant reduction in overall inspection costs and considerably reduced the demands on schools. Inspection also became more proportionate to risk, with only one day inspections for 30% of schools which have a good track record.

Two significant steps were taken in 2005 which have reduced the extensive amount of pre-inspection preparation done by schools. Firstly, short notice of inspection limits the opportunity for unnecessary pre-inspection preparation, and helps inspectors to see schools as they really are. Secondly, inspectors now use the school's self-evaluation form (SEF) and published performance data as the starting points for a dialogue with the senior management team. The existence of a pre-populated self evaluation form reduces the need for schools to structure and populate their own forms. The guidance for completing the SEF was identified by schools as a significant strength in an external evaluation¹.

Short notice and a reduction in paperwork help schools to concentrate on outcomes for children and young people. The benefits have also been corroborated by an NFER² (National Foundation for Educational Research) survey of front line reactions to the new regime. Schools feel that considerable progress has been made in the last three years in reducing the burden of inspection. For example:

- Just under two thirds (63 per cent) of NFER survey respondents thought

¹ *New Relationship with schools evaluation* ISBN 978 1 84775 231 4

² *Evaluation of the impact of Section 5 inspections* (NFER)

that the new inspection process was less stressful than the previous system, and more than 80% of respondents to Ofsted's school inspection survey agreed with a similar question

- Most respondents were satisfied with the time spent on all aspects of the inspection process
- A substantial majority of survey respondents (83 per cent) thought that there are now only minimal costs connected with being inspected and costs are much less than during the previous s10 inspection process³.

Ofsted is also working to reduce any time or administrative costs for providers through its progressive moves to more integrated inspection, which are a significant benefit of its wider remit. For example in the past schools which provided boarding were subject to two separate inspections of education and welfare by different organisations. Following a consultation, Ofsted has now introduced the integrated inspection of boarding and welfare at appropriate intervals. Similarly, the inspection of all Early Years Foundation Stage provision provided by a governing body is being inspected at the same time as the rest of the school, whereas it would have been inspected by two separate inspection teams in the past.

Three reports on the impact of inspection have been published and they are:

- ***Evaluation of the impact of Section 5 inspections (NFER)*** – sets out the findings by the NFER to assess the extent to which schools felt that the new inspections contributed to school improvement.
- ***Review of the impact of inspection (Ofsted)*** - an overview of the impact of Ofsted inspections and regulatory activity across education and care settings.
- ***Schools Omnibus 2007 (Ipsos MORI)*** – findings of the 2007 Survey of Secondary School Pupils, carried out on behalf of Ofsted.

These reports can be found at:

[http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Care/Childcare/Impact-reports-2007/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Care/Childcare/Impact-reports-2007/(language)/eng-GB)

Financial Management Standards in Schools (FMSiS)

The FMSiS is an annual requirement for schools. The Standard helps to encourage schools to make better use of their existing resources to improve children's educational standards and to deliver the *Every Child Matters* agenda. It sets out what a financially well-managed school should look like and helps school leaders and governing bodies to better understand their roles and responsibilities in relation to effective financial management, and how decisions on expenditure are linked to educational priorities.

A quantitative and qualitative review and evaluation of FMSiS due to be

³ Taken from NFER report - Part of key findings on overview of schools' perspectives of the s5 inspection process

published in the autumn 2008, will include appraisal of whether what we intended FMSiS to achieve has actually happened and if not, what are the consequences and what do we need to do about it? The review looks at how schools have managed to implement FMSiS and how successfully LAs have implemented and assessed schools' achievement of the Standard by the various approaches including the use of internal and external assessors.

School Trips – Health & Safety and Paperwork

In October 2008, the Department produced *Out and About* with web-based materials to assist schools with issues around learning outside the classroom (though not specifically on health and safety for these activities). In early 2009, we will be publishing an updated version of *Health and Safety of Pupils on Educational Visits*, the Department's main guidance for those organising such visits.

Out and About includes a badge scheme. Providers of Learning Outside the Classroom (LOTC), from overseas expeditions to local museums, can seek to obtain an LOTC badge giving assurances of quality and safety. This reduces the schools' frontline professionals' task of risk assessment. They need do no more than assess the suitability of the venue etc for a particular pupil group.

Out and About also advises that parent consent is not necessary for off site visits that begin and conclude within the school day. It is enough to inform parents that the visit will take place. This lightens the planning task for frontline professionals' in-school.

With regard to reducing bureaucracy, we advise schools that they generally need no more than three forms when risk assessing and planning an offsite visit (e.g. two sides of A4 for the risk assessment; a paper for parental information and consent if necessary); a paper for employer's approval of the visit). Forms 1 and 3 could be combined making only 2 forms. Local authorities are also encouraged to produce generic risk assessments for activities leaving schools to adapt them for pupil groups.

Feedback to the drafts of *Out and About* from school employers has been positive. Liaison with the Health and Safety Executive (HSE) on advising schools on sensible and proportionate risk management will lighten the burden where bureaucracy rather than good administration may have become established in some schools or local authorities.

We are also working with the HSE on their preparation of revised H & S guidance to schools and their governors which will take account of the more complex responsibilities in schools today including flexible education and extended schools and will also include advice to other child settings. Extended Schools works in partnership with their local authority, Children's Trust, other local schools and partners from the voluntary, community and private sectors to offer access to a core offer of extended services which support and motivate children and young people to achieve their full potential.

DCSF is also seeking to reduce unnecessary bureaucracy in health and safety paperwork through guidance - to be issued jointly with the Health and Safety Executive - on sensible and proportionate risk management. To assist with the planning of school trips, an area frequently cited by teachers as a source of irritation, on-line materials will assist teachers by explaining the steps they should take when preparing learning outside the classroom.

Teachers TV

Teachers TV is an award-winning, free digital TV channel for teachers, launched in 2005. We are including it in this plan for the second time as we now have new case studies of how teachers are really starting to use it.

It has become a unique support to teaching staff and schools professions, facilitating the sharing of experiences and saving teachers' preparation and research time. The channel is editorially independent and aims to reflect the views of the teaching community. It offers the unique opportunity to see inside other classrooms and gain an insight into how other schools are managed.

Independent research commissioned by the Department shows that:

- 63% of viewers say they have saved time as a result of watching (autumn 2007).
- 1,117,000 programmes are viewed per month on TV and online (average Sept - May 2008);
- there are an average of 229,272 unique visitors per month on the TTV web site (average Sept - July 2008);
- an average of 148,000 people watch the TV channel each (5 minute reach, avg. Sept - July 2008); and
- 61% of respondents say they are inspired by Teachers TV (spring term 2008).

One case study tells us that “teachers find Teachers TV very helpful and that it is better than going on training days”. Others indicates that Teachers TV is really starting to save schools time because it is so accessible.

The Teachers TV website is available at: www.teachers.tv and includes more than 2,200 full programmes available to view online or download.

Following the success of the Teachers TV service in its first three years of operation, the Department has re-commissioned the supplier for a further 5 years, to 2013.

Information & Communication Technology / e-strategy in Schools

Over the last three years British Educational Communications and Technology Agency (BECTA) has measured the impact of the increasing use of technology by teachers on the use of their time. Current data suggests that the introduction of technology has delivered significant benefits to frontline professionals in key areas. These include time savings achieved through increased use of digital resources in the planning and preparation of lessons and savings in administrative time spent registering pupils (derived from e-registration systems) and reporting to parents (derived from electronic reporting templates/systems).

- Around 50 per cent of teachers are now using digital resources to plan and prepare at least half their lessons. This is delivering a benefit of around half an hour per prepared lesson (re-invested in improving lesson quality).
- Around 10,000 schools are using integrated e-registration systems, which enable quick and effective recording of student attendance, plus reporting, analysis and (in some cases) parent alerting tools.
- The benefit from these in terms of teacher time is around half an hour per teacher per week.
- 60 per cent of teachers now report gaining benefit from technology-based reporting writing systems. Early reports from teachers suggest this can save as much as 1-2 hours per week overall. Further work is in place to more fully quantify these gains.

For example, one case study tells us that staff in a school's maths department worked collaboratively to produce individual lessons for use on their interactive whiteboards, and they report much greater efficiency in their planning and lesson delivery, as they share resources and exploit good practice. For instance, they created a template target board with matching activities. This can be quickly altered to suit the topic being taught and the ability of the class. This saves the teacher time and immediately engages the pupils, allowing a smooth start to the lesson.

In July 2008, Becta published *Harnessing Technology: Next Generation Learning 2008-14*. This new cross-sector strategy aims to ensure technology supports improvements to services across the education and skills sector. For more information visit: www.becta.org.uk

Differentiated Support and Challenge work

The Department completed a second review of improvement support arrangements for authorities at the end of August 2008. As a result of the

review, we are launching a revised *Children's Services: Improvement Support Protocol* at the end of October 2008 addressing issues raised by authorities about the delivery of support and challenge. The revised arrangements are designed to improve the quality and targeting of support and challenge and facilitate the development of cross-authority learning.

The protocol sets out the roles and responsibilities of different improvement support bodies and provides guidance on how improvement support bodies will work with authorities to help improve children's services. New systems for regional and local planning are being developed in consultation with authorities.

Government Offices for the Regions will coordinate delivery and monitor the impact of improvement support provision across the Department's field forces. The new arrangements have been welcomed by the Association of Directors of Children's Services (ADCS). There will be further changes over the next 3 years to simplify and improve the delivery of support and challenge for councils.

Engaging with stakeholders

By using the most effective channel means not bombarding schools and local authorities with hundreds of separate bits of paper and publications. The Department has taken steps to cut down on the amount of paper that goes out to schools and children services providers.

Mailing to schools (Schools Email)

As of January 2005, no un-requested paper has been sent out to schools from the Department without prior agreement with the Schools Minister. We have Ministerial support for this and it forms an integral strand of the New Relationship with Schools, the cross Government Efficiency review and commitments the Secretary of State has made under Section 38 of the Education Act 2002.

Printed material such as publications, marketing collateral and guidance are now rarely sent to schools. This has been replaced by a fortnightly e-mail alert and Online Publications to all maintained schools in England but schools can opt in to receive the material. Others can sign up for it so the circulation list is a lot larger than just schools – about 36,000 emails to schools and 165,000 subscribers (anyone can sign up to receive it on Teachernet) and growing. This also applies to external companies sending out mailings to schools on our behalf.

On occasion we do have to send hard copies of documents which go against this protocol. However, we try and keep this to a minimum and continue to make policy teams aware of the policy and the extra burden caused by trying to circumvent it. The email links to web pages on Teachernet / documents. All communications to schools are meant to be channelled through this email

system.

We also communicate with the sector through other channels. These include: Teachers TV, Primary, Secondary and Governors Magazines and Teachernet.

We have not yet done an evaluation on the Schools Email but we hope to do this in the future. In the meantime, we will continue to work closely and take advice from the Schools' Advisers on the contents and layout for the email alerts.

Engaging with Local Authority, Third Sector & Cross Government Stakeholders

Stakeholder engagement for these stakeholders is delivered through four different groups. The aim of all these strands of engagement is to critically look at policy, the flow of strategy from the Department and provide a mechanism for a continuous two way conversation between partners. The four groups are:

(i) The ADCS executive (Association of Directors of Children's Services)

- meets senior DCSF officials quarterly and provides a forum for a two way dialogue between strategic decision makers that informs DCSF about the pressures and priorities on local authorities from the perspective of Directors of Children Services. Its success depends upon a relationship of mutual trust between non-political officials from central and local government, to enable us to have a clear insight into the cumulative burden of our policies on local authorities and which can then be fed into evidence-driven policy making. The ADCS membership is made up from elected officers of the Directors of Children Services' professional body, ADCS with Directors in both DCSF and DIUS.

(ii) Joint Partners Away Day Group (JPAG) – meets twice a year and acts as a critical friend to help the Department think through policy (advisory, sounding board, informing). It was originally formed to provide a vehicle for officials to discuss emerging agendas with ADCS, SOLACE, NHS Confederation and LGA. This provides an opportunity to discuss policy development and implementation with those who are best placed to fully explain the likely impact our policies may have on the front line.

(iii) Board of Stakeholders (BoS) - established to fulfil a commitment in the Green Paper *Every Child Matters* (ECM) to advise Government to ensure the effective delivery of the programme of change for children and young people and to improve the cohesiveness of Government policy on children and young people. It comprises a broad range of organisations that are critical to the effective implementation of the *ECM: Change for Children* programme and, because of the cross-cutting nature of the programme, also includes Ministers from other government departments.

(iv) Children's Inter-Agency Group - (CIAG) - independent of the Department, it brings together key statutory and voluntary organisations delivering services to Children, Young People and Families and meets 3 to 4 times per year. The purpose of the group is to lead a more integrated and effective approach to improving outcomes for children, young people and their families in England through building consensus between the key statutory and 3rd Sector agencies concerned with children act as critical friends to the Department and work closely with officials (sometimes in an advisory capacity) on various aspects (including policy development) of the ECM: Change for Children programme. Recent achievements have included CIAG's assistance with the Children in Care White Paper.

Savings to the Public Sector

Public Sector Strategy

The strategy is designed to tackle burdens on public sector front-line workers – those who are delivering public services direct to customers. There is no single definition of the front-line, but those falling into scope are likely to have some or all of the following characteristics:

- Providing a service direct to the public through a staff-to-customer transaction
- Subject to independent inspection by bodies other than the NAO
- Recognised as an Arms-Length Body
- Public Body, Executive Agency or local public sector body

The strategy has links with other government initiatives, specifically the wider better regulation agenda which seeks to reduce burdens on the private and third sectors, public service reform, the Comprehensive Spending Review, and Departments' work on meeting Value for Money targets. More details about the Strategy is on: <http://www.berr.gov.uk/files/file45149.pdf>

The simplification measures set out in this plan clearly demonstrate the Strategy principles being put into practice, where appropriate.

It has been well documented that public sector frontline professionals have concerns about the amount of time it spends dealing with bureaucracy from government departments.

In order to address this problem work has started across government to deliver a strategy that will ensure a tangible and permanent reduction in this burden. A key element of the strategy is to ensure that there are fewer and better co-ordinated requests for information from the frontline. These have been termed 'Data Streams'.

Departments have identified all the data streams that exist between frontline public sector organisations and either the department or a third party, so that for the very first time, government has a complete picture of what it is asking the frontline to provide, how often and why.

DCSF has also been working to establish the time taken and estimate the cost of the burden on the frontline of providing that information. A dedicated project has been set up to review the department's data stream activity to identify areas where collections can be dropped or streamlined. The project is

consulting widely over its proposals and has been working closely with the **External Scrutiny Group** to identify whether each data stream is proportionate, appropriate and efficient.

Initial recommendations from the project have been agreed already, and DCSF is working to implement them. Further reductions will be proposed in autumn 2008 at which point these recommendations will be considered by the **Star Chamber Board**. The recommendations will identify those data streams that can either be deleted or combined effectively to reduce the frontline burden. We will also liaise with DIUS to support the Training and Development Agency's continuing efforts to reduce data demands on the sector, including the joint initiatives it is proactively undertaking with Higher Education Statistics Agency, Higher Education Funding Council for England and General Teaching Council.

This exercise will also assist us in getting a clearer picture of what the most significant burdens are to our stakeholders. The BRE is asking Departments to reduce data streams by 30%, which we have agreed to as an 'aspirational' target. DIUS as the FE sponsor is carrying out a parallel exercise.

Using the standard cost model to measure administration burdens in the public sector

Last year we undertook to look at the scope for using the standard cost model in the public sector, focusing on areas of administration burden which were known to be relatively high, and to ask stakeholders to identify those areas which impose the greatest burden. This was done through consultation with the stakeholder groups.

The outcome of the consultation was that only a few suggested areas lent themselves to analysis through the standard cost model, and of these only the (Special Education Need) **SEN statementing process** was not being dealt with elsewhere through other frontline or stakeholder involvement. The statutory assessment and statementing process is usually only undertaken where, despite schools having devised and implemented additional support for children with SEN first through School Action and then through School Action Plus, a child is still not making adequate progress. Although at this stage, statutory assessment and statementing become an important means of identifying and ensuring the provision of whatever further support is required, the frontline have commented that in practice there can be a significant administrative burden associated with it and it is an area where they would welcome further analysis.

A project was set up in the spring of 2007, reporting in May 2007* to look at the administrative processes inherent in statementing, using the same internationally recognised model employed for the private sector burdens exercise (**see page 8**). It identified a number of areas, mainly to do with data transfer between schools and authorities, where enhanced on line systems

could retain the necessary assurance while significantly reducing the administrative burden on schools.

The kind assistance of a group of practitioners has enabled the production of a milestone map, which sets out how the information moves round the system and how central data 'reservoir' could cut down significantly on the time spent. Since then several options have been considered to see if it would be possible to piggyback on existing work. Discussions with local authorities who are engaged in similar areas of work have also taken place and are being pursued.

*For a copy of the report email **BRU.FEEDBACK@dcsf.gsi.gov.uk**

DCSF 2008 Update on Data Stream Reductions

The Department for Children Schools and Families (DCSF) is running a project to identify where data collections, or items within them, can either be deleted or combined to reduce burdens on the front-line. This has resulted in the identification of simplifications estimated to reduce the compliance burden on schools and local authorities by around £595,000.

Further reductions are also being considered by the Star Chamber before going to Ministers for approval – this is a board consisting of head teachers, staff from local authorities and the department which is responsible for reviewing existing and proposed data collection exercises originating from within DCSF.

The project was commissioned for 12 months from April 2008 by the Department to deliver its stated aim of reducing the data burden on local authorities by 30 per cent by 2010. The project will have plans in place by 31 March 2009, so that any reductions may be delivered by 2010.

More information about the project can be found at:

<http://www.dcsf.gov.uk/reducingbureaucracy/index.shtml>

Detailed information about public sector data streams is on page 85.

Non-Departmental Public Bodies Data Streams

Non-Departmental Public Bodies (NDPBs) are organisations which assist government departments in the making or delivery of policies or which have judicial powers. Although NDPBs are mostly funded by a host Department, they operate at 'arm's length'.

(i) British Educational Communications and Technology Agency (BECTA). More information about BECTA can be found at:
<http://www.becta.org.uk/>

(ii) School Food Trust (SFT) – as the national lead on school food, the Trust has been engaging with numerous organisations with the aim of co-ordinating data requests that would cover their interests, thereby reducing the need for multiple surveys seeking similar data from local authorities. In addition, data collection has been coordinated so as to avoid overburdening local authority data providers with excess demands at any given time point, for example to split the Trust’s annual survey, recognising that some data were contextual (collected in January), and other data were time-bound (collected at the end of the financial year in April).

Following a National Audit Office (NAO) report and a Public Accounts Committee hearing on public sector food procurement, the Department and the Trust worked together to produce a single survey on procurement to meet the needs of a number of organisations. In terms of reducing bureaucracy, this will mean other organisations NOT carrying out additional surveys of the same local authority audience. More information about SFT can be found at: www.schoolfoodtrust.org.uk

(iii) Office for Standards in Education, Children's Services and Skills (Ofsted) - Ofsted does not make routine requests for data in the same way as other organisations. Any data requests that Ofsted makes will be directly related to its ability to inspect. More information about Ofsted is available at: www.ofsted.gov.uk/

(iv) The National College for School Leadership (NCSL) - data streams position remain unchanged from last year as all the data streams are still proportionate, appropriate and efficient and therefore do not need to be removed/dropped. More information about NCSL can be found at: <http://www.ncsl.org.uk/>

(v) Qualifications and Curriculum Authority (QCA) - regular requests for information to the frontline are limited to the **national curriculum** tests process. As such, the current list remains relatively static from year to year, and is driven by the legislative requirement to carry out the tests.

Any other requests from QCA to the frontline are minimal and tend to be one-off. QCA and Office of the Qualifications and Examinations Regulator (Ofqual) have a Cross-Divisional Working Group on Consultation & Surveys, and its main purposes are the sharing of information and coordinating (and hence minimising the number) of requests for information. More information about QCA can be found at: <http://www.qca.org.uk/>

(vii) The Training and Development Agency for Schools (TDA) – identified their respective data streams last year and for this year all the data streams are still proportionate, appropriate and efficient and therefore do not need to be dropped/removed. More information about TDA can be found at: <http://www.tda.gov.uk/>

Efficiency Programme (VfM)

The Simplification Plan plays an important part in the Department's value for money (VfM) programme. Many of the initiatives described in this Plan contribute significantly to the Department's overall VfM targets. It is clear that reductions in the administrative burdens, improvements (such as through streamlining) and the way that the education system is managed and regulated are inextricably linked to the efficiency of the system as a whole. The Efficiency Programme has delivered savings of £4.46billion in 2007-08 (against a target of £4.35billion), the majority of which has been recycled to the frontline. In addition, the Department has reduced the number of posts by 2,207 against a target of 1,960 posts. For the CSR 07 period, DCSF is committed to deliver £4.5billion net cash releasing VfM gains by 2010-11.

For further information on:

2008 Update on Data Stream Reductions;

2008 Simplification Plan – DCSF's NDPBs Data Stream Annex

2007 Simplification Plan

2007 Simplification Plan – DCSF Data Stream Annex and Glossary

visit: <http://www.dcsf.gov.uk/reducingbureaucracy/index.shtml>

Savings to the Third Sector

The Department welcomed the Better Regulation Task Force Report “Better Regulation for Civil Society” (BRC) when it was published in November 2005.

The report sets out some of the burdens that the sector faces. In line with some of the Report’s recommendations, within DCSF there has been a lot of work to simplify contractual arrangements with third sector providers. A particularly interesting example is in the foster care area. Improvements to the charging system for foster care provision will mean greater stability for local authorities and providers, which will allow them to manage their budgets with greater certainty. The improvements are seen as a better solution than a move to three year funding and in particular have been welcomed by the providers themselves.

In addition, DCSF is brokering the development of a suite of standard contracts for children’s services between commissioners and providers. The development and adoption of standard contracts will reduce burdens on providers who currently have to negotiate contracts with each commissioning authority. The contracts are designed to monitor outcomes in a consistent way and will, if properly used, raise the quality of practice across the sector. The first contract was launched in May 2007 covering non-maintained and special schools, a second contract was launched in November 2007 for residential care and a contract for independent fostering was launched in October 2008. The non-maintained and special schools contract is now being updated to reflect an outcomes focus and the first year of operation of the residential care contract is being reviewed.

National contracts are relatively new in children’s services and are going through the early stages of implementation. As a result, our evidence base is in its infancy. We have anecdotal evidence from providers that our two national contracts* have made a difference. For example, using the contracts is said to save time, improve relationships with commissioners, and reduce bureaucracy through the use of common performance indicator systems.

We will be looking at establishing a sound evidence base for the future and so should be in a better position to provide the evidence next year.

*National contract for placing children in non-maintained or independent special schools; and

*National contract for placing children in residential homes

Examples of how the Department is helping to reduce bureaucracy on the Third sector

Early years – a number of specific measures in the reformed regulatory landscape for the early years registration system will help to reduce burdens on providers. For example, the more flexible staff requirements - adult/staff ratios - set out in the Early Years Foundation Stage (EYFS) represent a reduction for the Private, Voluntary and Independent sector which will help reduce costs.

Childcare – DCSF has implemented new arrangements exempting certain types of short term childcare from compulsory registration. This will represent savings to many small providers (like crèches) who will not now be required to register.

For providers caring for older children, there will be no requirement for them to undergo a pre-registration visit from Ofsted - instead providers will be required to demonstrate at the point of registration that essential requirements have been met and to meet proportionate ongoing requirements.

For more information – see Grid of Delivered Measures on pages 50-72, nos. 1, 4, 5 & 6.

Children, Young People and Families grant programme - grant rounds shifting to a three year cycle will also help the third sector e.g. undertaking grant rounds once every 3 years from 2011 (CSR permitting), will end effort and time in preparing annual bids – **see Regulatory Flow Grid on page 75.**

Information about the report, '**Better Regulation for Civil Society**' - **The Government's Response**, can be found at:
http://www.cabinetoffice.gov.uk/~media/assets/www.cabinetoffice.gov.uk/third_sector/brc_response%20pdf.ashx

Regulation of Small Firms

The Department has put in place measures to help small firms, as set out in the Government's Enterprise Strategy 2008. This means that when preparing legislation, the Department takes account of the impact of the policy proposal on small firms.

Secondary Legislation

For secondary legislation laid from the beginning of the Parliamentary session 2008/2009, officials have set out in the Explanatory Memorandum to Parliament:

- if and why the legislation applies to small businesses;
- what consideration has been given to minimise the impact of the requirements on small firms (e.g. exemptions, simplified inspection, less frequent reporting etc); and,
- the basis for the final decision on what action to take to assist small businesses, and how it was reached.

Primary Legislation

These changes will also apply to primary legislation, but changes to the Explanatory Notes will come into effect from the Parliamentary session starting in 2009/2010.

For further information

A summary of the Government's commitment to small businesses can be found at: <http://www.berr.gov.uk/files/file44993.pdf>

Detailed information on regulating small firms can be found at: <http://www.berr.gov.uk/whatwedo/bre/policy/small-business/index.html>

Alternatively, if you have any queries, or, need further assistance, please get in touch with the Department for Business, Enterprise and Regulatory Reform at: <http://www.berr.gov.uk/>

The Department involvement with small businesses is mainly through childcare and nursery provision. For these areas the statutory regulations that apply to mainstream providers would in most cases apply to small firms. Through our communications channels with stakeholders we will continue to ensure that small firms are part of our policy development and impact assessments discussions. **Detailed examples on how the Department is helping to reduce bureaucracy on small firms are on pages 50-72.**

Links to Wider Better Regulation Agenda

Overview of the agenda

Good policy improves the lives and outcomes for the frontline. But good policy accompanied by badly thought out or over burdensome administrative processes, either for checking on progress, applying for funding or demonstrating that the policy is being carried out can send a very mixed message. The benefits of good policy can be lost in the layers of additional administration which the frontline is forced to accommodate in already busy working lives.

Some bureaucracy is necessary, particularly in areas like safeguarding or health and safety. But the drive should always be towards the minimum. That is why government has been increasingly focused on ways to embed the message that alongside all good policy lays proper consideration of the implications for bureaucracy reduction and better regulation.

The Hampton Report

Philip **Hampton**, chairman of J Sainsbury PLC, was tasked to review ways for reducing administrative burdens of government initiatives, without compromising regulatory standards or outcomes. His report was published in 2005 and recommended that:

- comprehensive risk assessment should be the foundation of all regulators' enforcement programmes;
- there should be no inspections without a reason, and data requirements for less risky businesses should be lower than for riskier businesses;
- resources released from unnecessary inspections should be redirected towards advice to improve compliance;
- there should be fewer, simpler forms;
- data requirements, including the design of forms, should be coordinated across regulators;
- when new regulations are being devised, departments should plan to ensure enforcement can be as efficient as possible, and follows the principles of this report; and
- thirty-one national regulators should be reduced to seven more thematic bodies.

The Hampton report itself had limited implications for the DCSF. We no longer have any Hampton regulators, following the transfer of adventure activities licensing to the Health and Safety Executive. However, measures in our plan clearly demonstrate Hampton principles being put into practice, where appropriate.

Capability Reviews

Capability Reviews aim to produce the kind of sustainable improvement and culture change that we have seen in local government since the introduction of Comprehensive Performance Assessments. In order to ensure focus on the issues that matter most, Capability Reviews concentrate on the three broad dimensions of leadership; strategy; and delivery.

Since the Review of DfES in 2006, the Department has been working on improvements relevant to the simplification agenda:

- To bring our work closer to the **front line, and improving the quality of information used to develop policy**
- **Improving channels for collecting and using robust, regular information** and feedback from the front line about delivery performance, and actively managing and dealing with risks informed by the most **up-to-date delivery information**.
- Developing a new departmental strategic framework to clarify the overarching story, set core priorities, and **position users and learners at the heart of the strategy and delivery**.

For instance:

- New Departmental Strategic Objectives and the Children's Plan set clear delivery aims, outcomes, targets and priorities. These form the basis for an integrated business planning system which simplifies and communicates our priorities, links them to all aspects of our work across the Department and with delivery partners, and a quarterly corporate performance reporting system which supports simpler, more transparent monitoring and management of our performance.
- We have established a "DCSF Group" with our key partner bodies to tackle key issues in our delivery relationships.
- Better systems for gathering and using delivery, such as the **Local Authority Interactive Tool** are helping the Department to identify delivery 'hotspots' and work with local authorities and other partners to make targeted interventions based on robust data.
- Improved our HR processes have strengthened our management and

development of ourselves and our people, to support delivery of our priorities. And we are implementing an Enterprise Resource Planning system which will integrate and simplify corporate functions such as finance, procurement, recruitment and performance management, to provide better management information and more responsive services to the Department as a whole.

- The DCSF Board has adopted new ways of working and communicating with the Department's staff, partners and Ministers to raise Board visibility and underpin collective priority-setting and business planning.

The June 2008 Capability Review of DCSF found that these and other elements of our improvement programme have contributed to significant improvements in our leadership, strategy and delivery capability. But the Review also found that the Department still needed to go further in some areas to deliver our new priorities for children and families. In particular, we need to:

- Ensure that we collaborate and communicate effectively with our delivery partners and that they fully understand their role in delivering the key priorities.
- Ensure that the Department and its people have the skills necessary to work effectively with the wider system to deliver our demanding agenda.

We will be working with our staff and partners to revise the DCSF internal improvement programme to take full account of the 2008 Review's findings and expect to publish a new improvement plan in December 2008.

Embedding good practice in DCSF

There are a number of initiatives in the Department aiming to ensure that the Impact Assessments (IAs) process works effectively and efficiently. For example:

Decision Support

Work is underway to formulate a policy development process with IAs at its heart, ensuring that they are carried out in a consistent, timely and effective manner. At the same time, we are also trying to simplify the process of IAs so that we minimise the burden on policy makers, ensuring that they are undertaken more often and more effectively.

Public Value Programme (PVP)

As part of the PVP, the Analytical Working group is taking steps to embed a VfM culture in the Department, ensuring that costs and benefits of initiatives are fully considered during policy development. This helps to ensure that

costs are only borne by the system where there are outweighing benefits.

Where our policies impose additional costs beyond frontline services in the public sector e.g. small businesses, then we are committed to working closely with those affected to make sure that the wider impact of our policies is assessed properly. This assessment will provide valuable evidence as part of the development of these particular policies.

Quality Assurance through Independent Gatekeeping Groups

The DCSF has several 'gatekeeping' mechanisms in place to ensure that our simplification measures are quality assured. The Groups listed below are tasked with looking at the level of bureaucracy that is being imposed on frontline professionals and to challenge existing ways of working with the frontline and between agencies.

Schools

The Implementation Review Unit (IRU) - covers Schools policies and has a membership of heads, senior teachers and a school bursar, was launched in April 2003. It has been influential in challenging and supporting policy officials to consider the practitioner perspective. The Unit has worked closely with the Department to develop the New Relationship with Schools and continues to offer support and challenge on an ongoing basis. For more information see: <http://www.vle-yorks.co.uk/leas/bfd/addingham/>

The Star Chamber - for Schools and Children's Services covers both data collections and research activities. The Star Chamber Board, chaired by a Director in DCSF has school practitioners, LA representatives and DCSF officials sitting alongside each other to discuss the burdens and bureaucracy associated with these activities.

Business cases put forward to the Star Chamber are considered both internally and externally, the latter via an External Scrutiny Group (ESG), comprising Local Authority and school representatives. As well as considering individual business cases, the last year has seen the ESG inputting advice to those in DCSF who are leading on the drive to meet the 30% data stream reduction target, by suggesting collections, or areas within collections, that seem to have the potential for being dropped.

The External Scrutiny Group (ESG) - the Department has also expanded its scrutiny arrangements about potential data collections, with the formation of the ESG to advise the Star Chamber, comprising LA and school representatives.

As well as their core function of assessing new data collection proposals, the ESG is also getting involved in the data development for the new National Indicator Set which forms the basis of the New Performance Framework for Local Authorities & Local Authority partnerships. This includes advising on

new data collections and the development of existing collections such as TellUs.

Local authorities and children's services

Local Authority Communications Gateway (LACG) - in June 2007 DCSF created the Local Authority Communications Gateway ("LA Gateway") - an internal mechanism to manage the Department's policy communications to the local authority audience. To date the LA Gateway has made a significant impact in reducing the burden of uncoordinated communication through better planning, streamlining, quality assuring and prioritising of our policy messages to this key partner group.

An important channel in the Gateway is the weekly policy news bulletin to local authority Directors of Children's Services (DCSs) and chief executives, the "LA Email". To ensure we are meeting audience needs we surveyed recipients last year. Encouragingly, 82% of the DCSs who responded had noticed a reduction in the volume of unsolicited messages they were receiving from DCSF, 91% thought the LA Email saved them time (typically 1-2 hours per week, or 6-10 working days per year) and provided information at the right level, and 76% had noticed an improvement in the coordination of messages since the Gateway began.

In a further piece of qualitative research into the effectiveness of our communication channels a DCS commented on how useful it was for planning purposes to have a single, authoritative source of all the Department's policy priorities, statutory requirements and good practice that arrived on the same day each week. The LA Gateway will continue its work to help senior local authority managers to concentrate on delivery. Future plans include better harnessing of technological innovation to allow targeting of strategic, technical and operational material directly to the relevant strata of the local authority workforce.

Association of Directors of Children's Services (ADCS) - the Department engages with key stakeholder organisations by working in partnership to ensure local implementation of the *Every Child Matters* (ECM) agenda. In particular, Directors of Children's Services, now represented by the ADCS, hold regular high level and strategic policy discussions with DCSF officials, focusing on issues that will target and deliver improvements in ECM outcomes for children and families by understanding the capacity of the sector to deliver these improvements and seeking to reduce bureaucracy wherever possible.

ADCS is also playing a leading part in supporting and advising Ministers and officials in taking forward the Improving Intelligence Strategy.

Pilot Gateway - the Gateway was created following concern from Ministers and others over the volume, scale and distribution of pilot activity amongst local authorities. While piloting is a valuable tool for testing and developing of new policy the Gateway aims to make the distribution, planning and selection

of pilot areas more cohesive and less burdensome on local authorities. It maps pilot activity, gives policy teams sources of advice/information and also engages with the sector via the ADCS on new pilots. Its impact is demonstrated by the move from universal tenders to a two stage selection process that has reduced the burden on local authorities. Policy teams are increasingly inviting brief expressions of interest against an outline specification. These are then sifted by the policy team and a more targeted group are invited to make full applications against detailed criteria. This has saved local authorities resources that would have been tied up in spending time completing a full application.

Communities and Local Government (CLG) – is addressing bureaucracy in the children’s services as part of a wider drive of simplification and announced the creation of the Lifting Burdens Task Force. The DCLG are directing this Taskforce at requirements that cause the most aggravation and add the least value to frontline practitioners. In addition, Directors of Children’s Services have regular meetings with DCSF officials where issues around bureaucracy are raised and discussed.

Unions and Governors

The Workforce Agreement Monitoring Group (WAMG) – the DCSF is working with the headteacher/teacher and support staff unions (not NUT) under the banner of "WAMG" - the Workforce Agreement Monitoring Group.

DCSF is trying to encourage headteachers to take a positive approach to bureaucracy for their staff; for example many schools now have business managers (or bursars) to take administrative tasks off teachers.

Through the Training and Development Agency (TDA), the Department is building relationships with local authorities and organisations representing heads, governors and teachers to ensure there is a joined up approach to reducing unnecessary bureaucracy, including the fostering the development of local social partnerships at LA level.

WAMG also has a role in discussing how the Department’s policy developments impact on schools, with the aim of being involved at an early stage. They are also valued for their communications - filtering initiatives and agendas to local levels.

WAMG effectively represent service users and getting WAMG on board can help implementation of the policy. Ministers meet regularly with WAMG members. A range of information about WAMG and remodelling can be found at: <http://www.tda.gov.uk/remodelling.aspx>

The Advisory Group on Governance (AGOG) - is a group of stakeholder organisations in school governance that meets with policy officials on a termly basis to discuss issues of common interest and policy developments relating to school governance issues. Additionally representatives of the National

Governors' Association (the governors' representative body) and the National Co-ordinators of Governor Services (the LA staff responsible for governor support and training) meet with the Schools Minister on a termly basis. Changes to legislation are subject to public consultation.

Governance stakeholders have been identified and are represented on AGOG. New organisations could be added to AGOG membership if appropriate.

To ensure there is a joined up approach to reducing unnecessary bureaucracy, a working group of stakeholders which includes LAs and governor representatives, under the chairmanship of the Minister of State for Schools, is carrying out a review of school governance with a view to making governing bodies more effective. One of the issues under consideration is reducing the burdens on governing bodies. The working group will report to Ministers in late autumn 2008.

In addition to the gatekeeping groups above, a wide range of stakeholders were also consulted on the Early Years side, through the **National Consultative Forum** consisting of national provider organisations.

Other stakeholder involvement

Higher Education Regulation Review Group (HERRG) – the DfES was responsible for establishing the HERRG, the independent gatekeeping group for higher education. DCSF has continued to support HERRG in the areas where DCSF and its Agencies cause burdens for higher education. In particular, both TDA and Ofsted are signatories to HERRG's Concordat on quality assurance and data collection in HE and are making good progress with implementing the Plans they developed to meet the Concordat's principles. HERRG's second two-year term ended in summer 2008. The recommendations of its chairman, Steve Bundred, that the group should not be reconstituted as it had achieved its principal objective of overseeing significant improvements in the approach to regulation of the main funding and regulatory agencies, embedding better regulation within the HE sector. The sector itself will now take the leading role in challenging the impact of regulation on the sector and will hold Government Departments and their Agencies to account for a continuing reduction in bureaucratic burden.

The Further Education (FE) and Training Bureaucracy Reduction Group (BRG) - scrutinises prioritised policy implementation with the government agencies responsible, they ensure they have Simplification Plans and are working with other gatekeeper groups to improve front end bureaucracy burdens for staff, employers and learners.

It does this in close co-operation with the key sector delivery partners: DIUS, Learning and Skills Council (LSC), QCA/Office of Qualifications & Examinations Regulators, Quality Improvement Agency/Learning and Skills Improvement Service (LSIS), OFSTED, BECTA and DCSF. The BRG reports

to the DIUS Secretary of State and the Chair of the LSC.

The BRG publishes its recommendations following scrutiny of particular programmes, but also takes an overview on the bureaucratic implications of major change, such as that planned in transferring funding from the LSC to Local Authorities, and the establishing of the Young People's Learning Agency and the Skills Funding Agency. It also works closely with other sector-led groups which consider specific burdens resulting from data requirements and communications. For example, the Information Authority is an independent body which was established to set and regulate data and collection standards for all organisations involved in further education and training in England. This body has established a baseline to monitor the commitment to reduce the data burden by 20% by 2010/11. The BRG Annual report for 2007-08 is published on-line at <http://www.fe-brg.org.uk/>

DIUS is working closely with the LSC in particular to analyse data provided by colleges on non-teaching costs and efficiency savings in order to report robust figures to the Treasury. DIUS is mindful of the need to gather robust data without adding specific burdens to measure retrospectively the impact of changes to reduce bureaucracy. DIUS is working with national partners as they develop new programmes to build in effective ways to assess savings. For example, in the case of MIAP (Managing Information Across Partners), a case study approach to measuring the benefits within 5 FE colleges, connexions and adult learning will be used as models to extrapolate the results in the first instance. To keep the benefits results relative, the learners, employers and Information, Advice and Guidance services and services delivered in partnership e.g. with schools and work based learning providers attached to each of the colleges will be involved in the measurement regime. Similarly, LSC and QCA are developing cost/benefit analyses for the different stakeholder groups affected by changes to the qualifications regime.

The Department manages its policy development and delivery through project and programme management which actively involves key partners. This mechanism enables the programme Boards to consider simplification and bureaucratic pressures at key points. For example, in DIUS, the FE and Skill Group have a Simplification Group who consider the interdependencies and bureaucratic issues arising as policies are developed and can report progress as required, either within a particular policy or as a cross cutting issue.

More details of DIUS simplification measures can be found at:
<http://www.dius.gov.uk/publications/>

Links to Other Simplification Plans

Links with DIUS – Further Education Sector

As a result of the Machinery of Government changes in 2007, measures from the 2006 plan that relate to children, schools and families has been taken forward by the DCSF.

The Department for Innovation, Universities & Skills (DIUS) took responsibility for those measures in the 2006 plan that relate to further education (FE) and higher education (HE) and published its own plan in 2007 and will continue to do so.

Our ongoing commitment, working with DIUS, is to support simplification in the FE sector, recognising our responsibility for funding 16-18 learning. We commit to:

- recognising that policy changes which have an impact on the post 14 education and training sector will affect the FE sector.
- working with DIUS, to ensure that any changes consider the impact on that sector, by consulting with the sector on major changes and publishing impact assessments setting out costs/benefits and administrative burdens.
- Continuing to support the work of the FE and Training sector-led groups: the Further Education and Training Bureaucracy Reduction Group, the Communications Gateway Panel, the FE Reputation Strategy Group and the FE Information Authority.

We are in regular contact with our DIUS counterparts through correspondence, telephone and face-to-face meetings. For this plan, we had discussions to agree which projects and burdens could be reflected by each department to avoid double counting. For example, we have agreed with DIUS that the following areas belong to them:

- Progress against the Admin Burden target - Repayment of Student Loans through Payroll.
- Higher Education
- Post-16 FE and Training and HE (with the possible exceptions of Qualifications and Learner Identity); and
- New Relationship with FE.

Links with the Home Office – Independent Safeguarding Authority

The Home Office is leading on the implementation of the Safeguarding Vulnerable Groups Act (SVGA) 2006 and the establishment a new Vetting and Barring Scheme (VSB). The new scheme will cover 11.2 million people working with children and vulnerable adults and will go-live in October 2009. There will be a one-off registration fee for joining the scheme of £64. However, volunteers will be able to join the scheme free of charge.

The new scheme will enable employers to operate more efficient and less bureaucratic recruitment procedures by allowing them to undertake free on-line checks of an individual's Independent Safeguarding Authority (ISA) registration status (with the individual's permission) before employing them in a regulated or controlled activity post.

As those who work with the vulnerable groups will only need to register with the scheme once, and they will be continuously monitored so both employers and employees will benefit from "portability" of ISA status between employers. In addition, the scheme will bring benefits in terms of increased confidence in the workforce and lower costs of harm and investigation of harm to the vulnerable groups.

While the VBS will be operated by the Criminal Records Bureau (Home Office executive agency), and the new ISA (Home Office-sponsored NDPB), the Department is leading on the secondary legislation under the Safeguarding Vulnerable Groups Act 2006 needed to support implementation. DCSF and Department of Health are represented in the Home Office led governance arrangements for the new scheme, including the arrangements for approving the design of the scheme in accordance with legislation. Officials from DCSF and other interested Departments are involved in writing the guidance (Spring 2009) for employers and other stakeholders, and in participating in communications events for stakeholders.

The Next Steps

Overview of future work

Delivery of the private sector admin burden savings

Between now and spring 2009 we will have delivered the £18.1m independent schools savings.

There are two further tranches to deliver for early years settings. £30.8 m will come from providing on-line facilities for nurseries and pre-schools informing the local authority when a child receiving a free place moves on (either to school or elsewhere). An on-line form has been drafted, and we hope to use the review of the Early Years Code of Practice next year to promote its availability and the benefits of using it. The Code of Practice revision should be completed in August 2009.

Improving the use of cost benefit analysis, research and evidence and options appraisal

The project on delivery support underway in the Department will address the points/concerns raised and the work is being led by a broad spectrum of policy officials in the Department.

Public sector data streams

The Department has a reduction target of 25%, with an 'aspirational' 30%. It also has to report on new burdens in the pipeline that might affect the Department's ability to achieve any agreed reduction targets. However, we should have all 30% of the reduction in the compliance cost of data streams identified by spring 2009. Our update project on data streams reduction would help to identify and implement the 'aspirational' 30% target. Further information about the 2008 reduction project is available at: Visit: <http://www.dcsf.gov.uk/reducingbureaucracy/index.shtml>

Communications

The next stages of our communication strategy work:

Schools/Public Sector

- Putting an article in the Schools Email based on the schools section of

the Simplification Plan. Each article in the Email alert has a two-line headline with the option to open the whole piece. This will give schools a very short and accessible summary of the simplification measures underway in the Department.

- Follow-up process, with some questions in the Headteachers Survey and other media – i.e. Teachers TV, teachers trade journals - asking for feedback.

Small Firms/Private Sector

- Making policy officials aware of the need to ensure that the interests and concerns of the private sector are taken into account during the relevant policy-making process.
- Getting policy officials to confirm with BERR business experts what the effect of DCSF policies will be on businesses.
- The BRU would act as a central contact point, advise policy officials on the completion and process around Impact Assessments, and develop relationships with:
 - Confederation of British Industry (CBI)
 - Institute of Directors
 - Independent Schools Council
 - National Association of Independent and Non-Maintained Special Schools
 - National Day Nurseries Association
 - Pre-School Learning Alliance
 - National Childminding Association
 - 4Children

Governors

- Involving governors in the simplification agenda to get our messages to them.
- Strengthening our links with governors, using Governors Magazine and the dedicated governors' team in the Department.

Ministers; Director Generals; and Directorates

- Focusing on getting Ministers and Director Generals to include a better regulation section in routine speeches and conferences.
- Looking at ways of getting the better regulation message and raising awareness and the profile of BRU in Department.

BERR

Using BERR colleagues to gauge the impact of our policies on business. We will be talking to the policy lead in the Department about this as part of his project, and more mechanistically include messages in the Team Leaders and

Senior Civil Servants news bulletin which goes out regularly. We will also brief directorate support groups and get Director Generals to send a note to fellow director generals.

Byron Review and the Regulators Compliance Code

Between now and the spring 2009 we discussed our work on this with the BRE.

Future Plans

In future, we will give progress updates on all the measures set out in this plan, outlining any improvement and regulation. Where possible, we will also set out any new measures identified.

Feedback on this plan

We are keen to receive feedback on the measures set out in this plan. Comments can be sent to: **BRU.FEEDBACK@dcsf.gsi.gov.uk**

Alternatively, any idea or suggestions for the reduction of unnecessary bureaucracy or to improve regulation can be submitted to the Government's Better Regulation Portal for consideration. This is a web based initiative of the Better Regulation Executive (BRE) and can be found at:

<http://www.betterregulation.gov.uk/idea/>

The BRE will pass your suggestions to the relevant government department to reply. Where possible, suggestions will be acted on. Where not, we will explain the reason why and invite you to challenge us if you think we haven't got it right.

Part 2 - Detail of Simplification Measures

This section contains simplification proposals from 2005 and progress to date, cost savings and benefits, including quality assurance process.

The grids on the following pages set out our simplification measures and regulations in detail. The grids are:

- Grid of delivered measures
- Simplification Grid; and
- Regulatory Flow Grid.

Grid of Delivered Measures

<p style="text-align: center;">Children and Families Directorate</p> <p>Children and Families Directorate's purpose is working with others (within DCSF, across Government and externally) and supporting parents, carers and families to ensure that <u>every</u> child gets the best possible start in life, is happy and healthy, free from poverty, safe and secure, receiving an excellent education and making good progress regardless of disadvantage or circumstances e.g. having a disability or being in care.</p>						
	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
Funding						
1	The Children, Young People and Families (CYPF) Grant Programme	<p>Voluntary and Community Sector (VCS) Funding (Third Sector) –</p> <p>Rectifies the burden of multiple grant access points, reporting schedules, timelines and processes.</p>	<p>2007/8 marks the 2nd year that five grant programmes were brought together into a single programme – reducing the bidding, monitoring and reporting burdens on the Third Sector.</p> <p>Last year an expression of interest stage was introduced in response to the large numbers of bids. This has reduced wasted effort and helped</p>	<p>Third Sector - time, effort saved; better communications and the lowering of risk linked to applying/working with several 'funders'.</p> <p>DCSF – one team to co-ordinate the grant making process and payments freed policy teams to work-up policy.</p>	<p>Admin - for 2007/08, we estimated a potential annual saving of £12,000 for a provider administering 4 separate grants. Extrapolation of that figure gives an estimated total saving of around £428,000 p/a for the providers affected.</p> <p>The savings of £428,000 p/a for</p>	<p>April 2007/8 marked the 2nd CYPF programme.</p> <p>The 3rd programme was launched on 30 July '07. Successful applicants to be notified in January '08.</p> <p>The successful applicants were notified in Jan –</p>

			<p>to filter out poor quality proposals early without them completing a full application form.</p> <p>By bringing the 5 main policy areas that engage with third sector funding into one programme this eradicated the burdens mentioned.</p>		<p>providers is now well established.</p>	<p>Feb 08. 100 orgs were successful and went on to start their projects in April 08.</p> <p>3rd programme (running in tangent with previous 2 programmes) started in April 2008 as scheduled.</p>
2	<p>Paying money to Local Authorities (LAs) through ring-fenced grants.</p>	<p>Each ring-fenced funding stream needs to be separately monitored and reported on by LAs.</p>	<p>We have removed the ring-fence from 22 grants by including the funding in the new area based grant (ABG). The ABG is an un-ringfenced block grant administered and paid by CLG.</p>	<p>Reduction in the bureaucratic burden on LAs. This has resulted from eliminating the requirement for LAs to make separate returns to the Department reporting on activity and expenditure on each of the 22 areas of activity supported by the grants. LAs will also be able to get additional savings at a local level as they will have more certainty and flexibility on how to use the resources enabling them to maximise value for money.</p>	<p>Admin and policy - as stated last year it was never the intention to specifically monitor the impact of these changes on LAs.</p>	<p>Delivered on 1 April 2008.</p>

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
ContactPoint						
3	ContactPoint **ContactPoint has not yet been deployed and the deployment has been rescheduled to commence Jan 2009**	Practitioners encounter difficulties in contacting one another and sharing information about children and young people who need services.	ContactPoint will provide a tool to support better communication among practitioners across education, health, social care and youth offending and the voluntary and community sector.	<p>The expected value of time that will be saved by practitioners using ContactPoint has been conservatively estimated to be in excess of 5 million practitioner hours per year.</p> <p>The estimate was based on a survey of practitioner activities in 'Trailblazer' pilot authorities. Estimates of time saved were included in public consultation on the Regulatory Impact Assessment during Autumn 2006, as well as being reviewed by the project team and by parliamentary committee and debate. As a result, the estimates are thought to be both conservative and robust and the project has a high level of confidence in being able to deliver this level of benefit when roll-out to practitioners is complete.</p>	<p>Admin.</p> <p>The value of this saving is conservatively estimated to be around £88m per year. This non-cashable saving represents additional practitioner time (in excess of 5m practitioner hours per year) that can be devoted to frontline service activity.</p> <p>The policy delivers a reduced administrative call on practitioners' time.</p>	<p>System Build: 2007/08.</p> <p>Initial Data Load: Autumn 2007.</p> <p>User Training: Throughout 2009.</p> <p>ContactPoint deployed: During 2009 starting with 'Early Adopter' local authorities and 'National Partners'.</p> <p>Sustainable operating capability achieved: 2010.</p> <p>Departmental Project Closure 2011</p>

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
Planning						
4	Children and Young People's Plan (CYPP)	<p>Requirements on Local Authorities (LAs) to produce 19 different plans relating to children's services.</p> <p>LA plan rationalisation - introduction of the CYPP.</p>	<p>The CYPP is a new requirement that has introduced some new work for LAs. As the introduction of the CYPP was accompanied by the removal of the 19 other planning requirements (7 of these were statutory), administrative burdens overall will be reduced.</p> <p>We have also minimised the bureaucracy associated with the plan by removing any requirement for the plan to be approved by the Secretary of State. This has removed a lengthy and bureaucratic process for both central and local Government.</p>	<p>CYPPs - successfully introduced. A number of studies show that the CYPP have successfully focused attention on understanding the needs of local children and young people; improved partnership working; and helped strengthen performance management processes.</p> <p>In 2007 LAs not exempted under regulations reviewed their CYPPs and published the results. Many LAs passed the review of their CYPP to Ofsted instead of preparing a separate self assessment form for the 2007 APA.</p> <p>CYPPs are also contributing to the negotiations around the new Local Area Agreements in 2008.</p> <p>Evaluation of CYPPs</p>	<p>Admin - early pilots involved LAs pulling together 4 statutory education plans into a single plan - possible savings between £28,000 and £91,000.</p> <p>We consulted with three LAs of different sizes on costings to produce their Single Education Plan (replaced by the CYPP). The figures indicated that the introduction of the CYPP would at least be cost neutral with the potential to result in significant time resource savings.</p> <p>Feedback from conferences and other regular Government Office meetings with LAs have shown strong support for the CYPP and the</p>	<p>April 2006 - the CYPP in place for all LAs, except for those LAs with a planning freedom by virtue of excellence under Comprehensive Performance Assessment.</p> <p>150 Local Area Agreements were agreed and signed off by Ministers on 30 June 2008.</p>

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
				<p>demonstrates local authorities' commitment to partnership working and prioritising key groups of children including looked after children, children with learning difficulties and vulnerable groups.</p> <p>See web links below for more information.</p>	<p>associated processes. Consequently, we have not sought the involvement of LAs in reviewing these earlier costings.</p>	

Analysis of Children and Young Peoples Plan 2007:

<http://www.nfer.ac.uk/research-areas/pims-data/summaries/analysis-of-children-and-young-peoples-plans-2007.cfm>

Supporting the development of children and young people's plans (CYPPs) The case-study data:

<http://www.nfer.ac.uk/publications/pdfs/downloadable/CYCsecondreport.pdf>

Analysis of Children and Young People's Plans 2006:

<http://www.nfer.ac.uk/research-areas/pims-data/summaries/analysis-of-cypp-2006.cfm>

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
5	Code of Practice on the provision of free nursery education for 3 and 4 year olds.	IO 41818 – Informing the authority when a provider is notified by parents or otherwise discovers that a child is attending another provider which is also claiming funding.	<p>Annual data collection of children attending private, voluntary and independent (PVI) early years' providers.</p> <p>Previously PVI providers supplied a range of information to both LAs & the Department in different formats.</p> <p>Data collected on individual children rather than aggregate data.</p>	<p>Providers will supply child level data and more general information about their setting <u>once</u> to their LA who will collate it and submit it to the DCSF.</p> <p>The data on individual children will be information that providers will routinely have in the course of their business so we anticipate that this will reduce the administrative burden on providers.</p> <p>It enables the DCSF to more accurately distribute funding to LAs for educational provision.</p> <p>It will also enable LAs to more accurately monitor where 3 & 4 year olds take up early years provision & allocate resources in their area accordingly</p>	Admin - £9.8million	Delivered in the January 2008 Early Years Census

Childcare Act 2006 Early Years Regulations, Registration and Inspection

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
6	Early Years Foundation Stage (EYFS)	Administrative - EYFS is the new regulatory and quality framework requiring providers to following learning, development and welfare requirements for children between birth and age 5	<p>The existing legal framework makes a distinction between childcare and education, with separate requirements for each.</p> <p>The EYFS will replace the following documents: the National Day Care National Standards (and associated Ofsted guidance); curriculum guidance for the Foundation Stage; and the Birth to Three Matters framework.</p> <p>This also means that there are separate inspection regimes for childcare and for nursery education.</p> <p>EYFS will bring together the existing separate registration and inspection arrangements in a distinct and coherent birth to five phases.</p>	<p>All childcare providers caring for children 0-5 will benefit. It will reduce bureaucracy for practitioners who are currently subject to both of the separate existing sets of requirements for care and education.</p> <p>It will also help to create a level playing field between providers.</p> <p>Following EYFS, providers will be subject to one inspection process.</p>	<p>A Regulatory Impact Assessment for EYFS, including consultations and costings can be found on the OPSI website: http://www.opsi.gov.uk/si/si2008/em/uksiem20081743_en.pdf</p> <p>Staff requirements will be more flexible – adult/child ratios - under the EYFS (set out in the welfare requirements). For the PVI sector this represents a reduction in minimum staffing levels. Our modelling suggests that savings to the schools and PVI sector could be in the region of £65m per annum because of this change.</p> <p>Replacing the existing national standards</p>	EYFS come into effect from 1 st September 2008.

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
			Local authorities have been disseminating the framework and offering training on it to all early years providers in their area. The aim is to familiarise providers and individual practitioners with the requirements of the EYFS before its introduction in September 2008.		with the EYFS welfare requirements will not result in a net increase in costs to most settings.	
7	Voluntary part of the Ofsted Childcare Register (vOCR)	Administrative (on a voluntary basis) – The register allows provision that could not previously register with Ofsted to register voluntarily. This includes care for children aged 8 and over, activity based care and care provided in the child's home	Different types of childcare were registered or approved on different schemes, administered by different bodies. Each of these schemes applies a different set of standards. In addition certain provision could not register and receive the benefits of registration e.g. tax credits. The register replaces these different schemes (e.g. Childcare Approval Scheme) and provides one clear system of voluntary registration for providers who could not previously register	This will benefit providers who could not previously register as they can now demonstrate that they have met standards designed to safeguard children. Parents using the providers' childcare services can claim tax benefits and employer support vouchers. Providers receive support from LAs. Providers are able to register locally and immediately - for example: at Post Offices and DCSF are committed to ensuring that any costs around this registration process are kept to an absolute minimum.	Admin. Regulatory Impact Assessment for the vOCR including cost and consultations is available on the DCSF website: www.opsi.gov.uk/si/si2008/uksi_20082261_en_4 The new arrangements exempt registered crèche providers and open access clubs thus saving £1.4 million. The exemptions also remove the requirement to pay an annual registration fee, saving £0.2	vOCR came into effect on 1 st April 2007.

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
		e.g. nannies.		The register will be kept under review to ensure that this is the case.	million, as well as the cost of meeting other requirements of registration. As it is voluntary providers do not have to join but can choose to if it is appropriate for their provision. There are no automatic inspections and the requirements have been kept to a minimum.	
8	Early Years Register (EYR) & Ofsted Childcare Register (OCR)	Administrative. Ofsted will operate two registers: - the Early Years Register which will require care for children aged up to five to register; and - the Ofsted Children Register which	All childcare for under 8s has to be registered and adhere to the same standards. The EYR will replicate the current requirements but will only apply to care for children aged 0-5. However providers on the OCR will follow a more streamlined system of regulation. Providers will be required to provide information that is necessary for Ofsted to	Providers will benefit - there will be no pre-registration inspection for providers on the OCR. Instead, Ofsted will require providers to demonstrate that the essential requirements have been met. The requirements are also proportionate to the needs of the children taking into account the purposes of the provision, the ages of the children and responsibilities of their parents. As above the arrangements	Admin. The full RIA for the EYR/OCR registration requirements is available on the DCSF website. The IA did not identify any increased costs on providers. Work to speed up the application process (for example, with on line applications and the use of the Post Office to verify provider documents)	The registers will come into effect on 1 st September 2008.

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
		<p>will have two parts – compulsory registration for care for children aged 6 & 7 and voluntary registration for providers offering care for children aged 8</p>	<p>determine whether essential standards have been met.</p>	<p>will allow providers to demonstrate that they have met clear standards designed to safeguard children.</p> <p>Parents will be better able to navigate the childcare market and still retain the option of claiming financial support.</p>	<p>will help to reduce costs. We estimate that this will represent a 25% time saving pf £3m per year.</p> <p>Inspections on the OCR will be carried out proportionate on the basis of risk to children rather than automatically to a pre-determined cycle. Ofsted will inspect around 10% of providers per year. Some of these inspections will be triggered by complaints. The other will be randomly selected.</p> <p>School based care for children entering the provision in the term in which they become 3 will no longer be required to register separately and will be inspected as part of the school main</p>	

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
					inspection arrangements.	
9	The Information Disclosure regulations	Administrative - the regulations require Ofsted to provide local authorities with data relating to registered provision	The regulations amend the 2007 Regulations and replace the 2004 Regulations to ensure Ofsted can carry out similar functions in relation to the new registration system.	Providers will only be required to provide the information once as part of the registration process; Ofsted will transfer the data to local authorities.	There will be no costs to providers as the information is provided as part of the registration process. As the regulations do not impose any burden on the private and voluntary sector and make only minor adjustments existing to existing regulations.	From 1 September 2008.
10	Independent Safeguarding Authority (ISA) Scheme	The new scheme will enable Local Authorities to operate more efficient recruitment procedures by being able to undertake an on-line check of the ISA registration	The implementation of the new ISA scheme, underpinned by the Safeguarding Vulnerable Groups Act 2006, which places a new obligation on Local Authorities to: not employ an individual in regulated activity and to supervise any barred individual whom they have employed in a controlled activity; and to refer to the	A reduction in administrative costs (as a result of a less bureaucratic and more timely recruitment procedure); a possible reduction in actual costs as the one-off fee to become a member of the scheme is the statutory responsibility of the employee (although it is recognised that in a lot of cases this will be paid by the employer as they do with the	Admin.	The ISA was vested on 2 January 2008. Phased roll out is planned from Autumn 2008.

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Cost saving (admin or policy)	Delivery
		status, with the individuals' permission, before employing them in a regulated or controlled activity post.	scheme any individual who fits the new barring criteria.	cost of the current CRB checks).		

Schools Directorate

Schools policies are multifarious. For example they cover school standards, personalised learning, primary years, secondary years, school attendance, behaviour and discipline, school food, Special Educational Needs, extended services, pupil well being, Academies and Specialist Schools and many more. The overarching aim is to raise standards, tackle the attainment gap in schools and contribute to the Every Child Matters 'five outcomes'.

	Title / Policy / Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (including sectors to benefit)	Cost saving (admin or policy)	Delivery
Funding						
11	Voluntary Aided (VA) Capital Schools Grant - Devolved Formula Capital	Requirement to seek approval to spend grant.	We now pay devolved formula capital grant direct to Aided schools, having removed the requirement to seek approval to spend grant.	Reduced administrative burden for all Aided schools. Discussions with representatives of the VA schools sector (the VA Capital Working Group) confirmed that the arrangements are working successfully and to everyone's benefit.	Admin - we estimate that this saves roughly 4 hours per year in Headteacher or Administrative Officer time in every Aided school. We calculate savings amount to around £585,000 per annum.	The new arrangements were introduced in the 2006-07 financial year.

	Title / Policy / Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (including sectors to benefit)	Cost saving (admin or policy)	Delivery
Planning						
12	School Plan Annex	Admin. Large amounts of paper work, form filling and duplication as schools apply for various statuses	<p>A reduction in burdens on schools by reducing the size of the application process. There are 4 pages to the Annex for schools to complete and each section is of fixed length. Application forms typically used for such purposes are much longer and burdensome. The Annex also removes duplication by allowing schools to cross-reference existing documentation, which they append to the Annex.</p> <p>The traditional redesignation form will be removed altogether as the issue of redesignation will ultimately move into the Ofsted inspection framework.</p>	In 2008 almost 300 schools have been asked to complete the form in order to apply for an HPSS (High Performance Specialist Schools) option. All the schools who decide to take an HPSS option will be using the online school annex form.	Cost savings are dependent on how many schools make applications via the annex and whether the options that schools wish to access are available via the annex.	<p>Annex live in 2006/07.</p> <p>The School Annex form supports the Healthy School option. However it has not been used by schools for this option.</p> <p>The School Annex form has been enhanced to allow users to complete the form in multiple sessions. It also allows users to access existing submission. An administration site has been added to reduce</p>

						the burden on parties processing data.
13	Surveys	Admin. Existence of several disparate surveys collected at different times.	The proposal was to change the School Census data collection from yearly to termly. Estimated time taken in schools on each of these surveys was: (a) 4.5 hours admin officer, 1 hour head teacher (b) 1 hour admin. Officer (c) 1 hour Gifted & Talented co-ordinator; 1 hour admin officer; 10mins head teacher (d) 0.75 hours admin officer.	The changes to School Census data collection from yearly to termly has enabled several pre-existing disparate surveys to be dropped: (a) Termly exclusions survey (b) Youth Cohort Survey identification (c) Gifted & Talented (d) September pupil count (pupil elements). Secondary schools moved to termly census arrangements in 2006, followed a year later by Primary schools.	Using a figure of 3,600 secondary schools and the hourly compliance costs from 2006-07 ONS compliance cost, the total savings for the introduction of a termly School Census for secondaries was estimated at: £0.59m. With around 18,000 primary schools and using a similar compliance cost as above, a total saving of around £2.95m was estimated for 2007-08. To note: No specific survey has been carried out to confirm	Changes to the School Census for secondary schools were in 2006. Collections for all other schools were in 2007-08. To note: There is a comprehensive external consultation as part of the planning prior to each Census, via an External Scrutiny Group of school and local authority representatives about changes to data items. We also have a Data Collection sub-group of LA representatives

					these estimates, not least because to do so would itself be burdensome, but we have no reason to believe that there has been a deviation from these estimates.	who discuss a variety of Census-related matters. It has been a clearly-stated objective in making these changes that the intended net effect, through cutting out some other collections, was to cut down burdens in schools.
14	School Improvement Partners (SIPs)	Admin. School Improvement Partners are going into schools to support, advise and challenge on school improvement measures, with the aim of helping to raise standards	<p>SIPs, who usually have headteacher experience from their own schools:</p> <ul style="list-style-type: none"> - advise heads about raising standards and challenge existing practices; - have access to local authority data and are experts in interpreting and using it; and - can broker school improvement support with the LA. 	<p>Headteachers no longer have to find solutions to problems from first principles.</p> <p>SIPs help teachers to prioritise on outcomes.</p> <p>They interrogate data on behalf of the headteacher to provide support, challenge and solutions.</p> <p>Where it is an issue that can help to reduce behaviour and attendance problems and reduce associated.</p>	<p>The roll out of SIPs was only complete in April this year. However an independent evaluation by York Consulting of the new relationship with schools identifies that:</p> <ul style="list-style-type: none"> - the policy, announced in 2004, was recognition of the need to 	<p>SIPs were introduced in:</p> <ul style="list-style-type: none"> Secondary - Sept 2005 Primary - Jan 2007 Special Schools - Sept 2007 <p>The roll-out completed in April 2008.</p> <p>Every primary, secondary and special school now has a SIP.</p>

				paperwork	<p>streamline and improve the relationship between the then Department for Education and Skills (DfES), Local Authorities and schools; and address 'bureaucracy' as an ongoing area of concern at both the primary and secondary phases of education.</p> <p>The approaches delivered by some LAs and SIPs are providing some schools with more autonomy to address school improvement in ways that suit their specific circumstances.</p>	
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	Title / Policy / Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (including sectors to benefit)	Cost saving (admin or policy)	Delivery
Education Act						
15	Revised School Admissions Code (2007) - to ensure all schools have fair and transparent admission arrangements through the Office of the Schools Adjudicator (OSA) enforcing the new School Admissions Code 2007	All admission authorities, Admission Forums, parents, etc, had to understand the new School Admissions Code in setting their 2008/09 admission arrangements.	<p>This simplified how parents, schools, local authorities and admission forums could object to admission arrangements at schools.</p> <p>A new mandatory School Admissions Code was introduced in February 2007. It set out that admission arrangements should be fair and transparent and all admission authorities must act in accordance with it.</p>	All admission arrangements for maintained schools must comply with the School Admissions Code. This benefits all as it makes the system more transparent and easier to understand and enables equal access to schools regardless of background.	Difficult to judge or gauge as each objection and case are different and so subjective.	<p>The new School Admissions Code came into effect for the 2008 admission arrangements.</p> <p>The OSA has been determining objections to admission arrangements according to the School Admissions Code.</p>
16	Education and Skills Act 2009 (currently waiting royal assent) - following the successful passage of admission provisions in the	This wider role for the Schools Adjudicator will immediately increase their workload, but we envisage that this will decrease as all schools begin to	These changes will enable the Schools Adjudicator to have a more proactive role in ensuring admission arrangements fully comply with the law and the School Admissions Code.	<p>This will ensure that all parents have an equal chance of getting their child into a school of their choice.</p> <p>It will also ensure that parents have information that is easy to understand</p>	We anticipate that these changes will be broadly cost neutral.	This will be delivered by the OSA on Royal Assent of the Education and Skills Bill.

	<p>Education and Skills Bill, currently going through Parliament, the OSA will have a duty to consider the legality of admission arrangements referred to them by way of a report from a local authority, the Secretary of State, and will also be able to consider arrangements which he thinks may be unlawful and have come to his attention by other means.</p>	<p>fully comply with the School Admissions Code and admissions legislation.</p>		<p>when they are applying for a school place.</p>		
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	Title / Policy / Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (including sectors to benefit)	Cost saving (admin or policy)	Delivery
Education Bill						
17	Devolving Powers to local level	Range of bureaucratic burdens on LAs for example in requiring them to get agreement of Secretary of State (SoS) to schemes of financial management and other approvals	Agreements devolved to Schools Forums for changes to schemes and MFG affecting originally less than 20% of schools, but further simplified to MFG changes affecting less than 50% of pupils.	Local decisions are agreed by local stakeholders	Estimate in 2005 was 1 HEO post in dept (particularly as a result of no longer allowing right of appeal to withdrawal of delegation to SoS)	Delivered as part of Education and Inspections Act 2006. Came into effect on 16 March 2006

Young People Directorate

Young People Directorate (YPD) brings together the full breadth of the Department's responsibilities for better outcomes for young people. Its aim is to ensure that every young person is on a path to success, receiving an excellent education, making a positive contribution to society and equipped for a successful transition to adulthood. See also the DIUS Simplification Plan.

	Title / Policy / Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (including sectors to benefit)	Cost saving (admin or policy)	Delivery
18	14-19 Reform	Implementing all the reforms in terms of learning and support of young people.	Publishing the <i>Delivering 14-19 reform: Next Steps</i> document.	The purpose of the document is to bring together in one place for delivery partners the overall programme and timetable to 2015. To help planning, it starts from the perspective of the young person and builds out to show the system required to deliver at local, regional and national level. It shows partners how the whole programme fits together and the steps that we will take together to progress towards full participation by 2015. And it shows where they can get further information if needed.	To work out costs, we will work with LAs to estimate how much time the document can help save in terms of planning and implementing 14-19 policies in local areas.	Document published in October 2008 and well received. Now using in a series of events with delivery partners.

	Title / Policy / Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (including sectors to benefit)	Cost saving (admin or policy)	Delivery
19	Diploma Gateway process	Providers have to come together in consortia and go through the Gateway to be able to deliver Diplomas.	We are making the Gateway a lighter touch process.	The process will be more responsive to consortia circumstances and so for many make the process less burdensome. Longer term, working in consortia will make delivery both more effective and manageable because providers will be able to share resources and make best use of their specialisms.	We will work with new applicants to estimate how much is saved in admin costs from the lighter touch process.	Guidance on Round 3 of the Gateway has now been published.
20	Workforce training	Practitioners have to take part in training to deliver the new courses.	In 2008/09 workforce training will not be set days but tailored to meet individual needs.	Providers will be able to assess exactly what kind of training their practitioners need and then commission the relevant training. In the past, all have had to take part in a set number of days	Savings will come as practitioners will not have to participate in a minimum number of days.	2008/09 workforce training is now under way.
21	A levels	Administrating A level assessments.	In most A levels, we have moved from 6 to 4 modules. Coursework will only be allowed where it is the most valid form of assessment.	This will reduce the administrative burden as teachers and lecturers will have to supervise and assess fewer units in most A levels.	We will estimate costs by gauging cost of a level with 6 modules then reducing by a third and aggregating for	From September 2008.

	Title / Policy / Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (including sectors to benefit)	Cost saving (admin or policy)	Delivery
					total number of A levels.	
22	Tellus Survey	Pupil surveys carried out in schools to get information on well-being indicators that are part of PSA targets.	We are responding to concerns from stakeholders and moving this data collection from the summer to autumn term	Schools have told us that it is less burdensome to carry out these surveys in the autumn rather than summer term. It will also mean a higher response rate and better gauge of progress.	Contractors have been asked to work out the new costs and potential savings.	Autumn 2009.

Simplification Grid – New initiatives

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Estimated cost saving (admin or policy)	Implementation timeline & risks
1	Free early years provision for 3 and 4 year olds.	Statutory duty on local authorities under s7 of the Childcare Act 2096 to secure free early years provision for 3 and 4 year olds in their area.	Not known until after consultation.	Not known until after consultation.	Not known until after consultation.	<p>The DCSF will consult in 2009 on revised regulations and revised statutory guidance to reflect the increase in the free entitlement and more flexible access and complete an impact assessment.</p> <p>The revised regulations and statutory guidance is expected to come into force in September 2010.</p>
2	Children, Young People and Families grant programme	Yearly grant rounds.	Undertaking grant rounds once every 3 years from 2011 (CSR permitting). This means offering 2 year	Third Sector ***Give sustainable funding (current practice is to offer	Third Sector For an organisation that prepares bids at	To be implemented from April 2011 with preparatory work taking place from

	Title/ Policy/ Initiative	Nature of Burden	Description of Simplification Measure	Outcomes (incl. sectors to benefit)	Estimated cost saving (admin or policy)	Implementation timeline & risks
			funding in 2009-11 and no grant round in 2010.	<p>some 1&2 year grants)</p> <p>***Allow all grants to be assessed on a comparable basis e.g. within the same grant round</p> <p>***End effort and time in preparing annual bids</p> <p>DCSF</p> <p>*** Team would be free to better monitor grants</p> <p>*** Team would be free to engage in additional policy work</p>	<p>every round. Cost of preparing a bid £3,250. Saving of 2 rounds every 3 years is £6,500 over a 3 year period.</p>	<p>2009.</p> <p>Aug 2008 launch of 2 year programme (aligning the programme for all grants to run for 3 years from 2011)</p> <p>Jan 2009 Sector wide consultation to shape the programme and bring about better benefits.</p> <p>July 2011 Launch of triennial programme.</p>

Regulatory Flow Grid

	Title/ Policy/ Initiative	Nature of Burden	Description of the Measure	Outcomes (incl. sectors to impacted)	Estimated cost (admin or policy)	Implementation timeline
1	General Childcare Register (voluntary part)	Administrative – providers are not required to register but can do so on a voluntary basis.	Voluntary register for childcare providers for children aged 8 and over and younger children of provision exempt from compulsory registration.	The voluntary register will enable providers to show that they meet agreed standards; registered provision will enable eligible parents to qualify for the childcare element of Working Tax Credit. This will help increase childcare choices for parents.	Streamlined application process - providers can register locally using the Veri-fy system.	Implemented April 2007.
2	Early Years Foundation Stage (EYFS)	Administrative. The EYFS replaces existing National Standards covering arrangements which cover provision of care children aged 0-8 with a single framework for 0-5 year olds.	A single framework covering setting out arrangements for the welfare and development of children aged 0-5.	The measure will affect childcare providers (for example nurseries, childminders and schools). The EYFS reduces burdens on providers as it replaces the existing National Daycare Standards; curriculum guidance for the Foundation Stage; and the Birth to Three Matters framework.	Administrative costs of £1.5m	Implemented 1 September 2008.
3	Early Years Register (EYR)	Administrative.	Providers will be required to	The EYR will replicate the current registration	one off familiarisation cost of £2,415,000	Implemented 1 September 2008.

	Title/ Policy/ Initiative	Nature of Burden	Description of the Measure	Outcomes (incl. sectors to impacted)	Estimated cost (admin or policy)	Implementation timeline
			demonstrate that they have met specific registration requirements; these impose no new burdens as they replicate existing arrangements.	requirements but will only apply to care for children aged 0-5 (not 0-8 as under current arrangements).		
4	General Childcare Register	Administrative.	<p>Work to speed up the application process(for example, with on line applications and the use of the Post Office to verify provider documents) will help to reduce costs. We estimate that this will represent a 25% time saving</p> <p>In addition, there will be no requirement for a pre-registration visit by Ofsted as are there under the current arrangements.</p>	<p>The childcare sector. The requirements are also proportionate to the needs of the children taking into account the purposes of the provision, the ages of the children and responsibilities of their parents.</p> <p>Inspections on the OCR will be carried out proportionate on the basis of risk to children rather than automatically to a pre-determined cycle.</p> <p>Ofsted will inspect around 10% of providers per year. Some of these inspections will be triggered by complaints. The other will be</p>		Implemented 1 September 2008.

	Title/ Policy/ Initiative	Nature of Burden	Description of the Measure	Outcomes (incl. sectors to impacted)	Estimated cost (admin or policy)	Implementation timeline
				randomly selected		
5	Exemptions from Registration	No burden.	This removes some categories (for example short term care like crèches) of childcare provider from compulsory registration.	Some childcare providers.	No annual cost, ongoing savings to exempted providers.	Implemented 1 September 2008
6	Post Childcare Act 2006 Implementation Review	The Review will review impact on providers and effectiveness of new measures outlined above but will actively seek to simplify approach where issues are identified in implementation and reduce burdens.	Review.	Not known.	Not known until completion of review.	Not known until completion of review in 2010.
7	Annual increases to the fees that childcare providers pay to Ofsted in 2009 and 2010	Will require policy decision and further consultation in 2010.		Not known	Not known until after consultation	2008/9.
8	Review of the fee structure	Fee increase only, no additional		Not known	Fee increase only – no impact on policy or	Likely to be 2010.

	Title/ Policy/ Initiative	Nature of Burden	Description of the Measure	Outcomes (incl. sectors to impacted)	Estimated cost (admin or policy)	Implementation timeline
	and levels, in particular, the arrangements for the administration of any subsidy	admin burden			administrative burden.	
9	School Finance Regulations. Updated in 2005, 2006, 2007 and 2008. To be updated again in 2010.	Admin and policy	Regulation on the way that LAs may distribute funding to local level. (Provides description of responsibility for areas of funding (LA and school), and ways that distribution of funding must be managed by LA, including consultation with schools and schools forums).	Affects LAs, schools and providers of the Early Years (EY) free entitlement.	Each regulation change flows from previous similar regulations made almost annually since 1998. Changes year on year are within expected cycle of policy updating and local authority specialist officers general role.	Following policy consultation and ministerial announcements, consult LAs on a draft of the proposed regulations in the autumn preceding the April when they are to come into force. Take account of consultation and prepare final regulations to be laid early in the new calendar year. Each set of regulations covers detail for a financial year or series of financial years.

	Title/ Policy/ Initiative	Nature of Burden	Description of the Measure	Outcomes (incl. sectors to impacted)	Estimated cost (admin or policy)	Implementation timeline
10	The School Admissions (Admission Arrangements) (England) Regulations 2009		This will require admission authorities to provide information to amend their admission arrangements following the Schools Adjudicator's decision, and make provision about restricting the alteration of admission arrangements following such a decision.	<p>The policy will define the level and to who must be consulted on re admission arrangements. This will affect the admissions authorities.</p> <p>The wider remit of the Schools Adjudicator will impact on local authorities as they will need to respond to request for information. However, ultimately, the policy will allow more robust admission arrangements.</p>	There is no annualised cost associated with this role as we anticipate that this just strengthens compliance for which admission authorities are responsible.	It is proposed that this will be introduced in Jan 2009.
11	The School Admissions (Local Authority Reports) Regulations 2009.		This will require local authorities to report on admission arrangements in their area.	Local authorities will be affected as this sets out a new requirement to report on the admission arrangements in their area. The policy sets out the form and content of the reports and the date by which they need to be submitted to the Schools Adjudicator.	This is a new proposal which will impact on the costs for each authority. However it is estimated that this additional burden is £680 p/a per local authority but can be offset against the overall simplification with all these changes.	It is proposed that this will be introduced in Jan 2009.
12	Schools Forum Regulations 2009	Admin	Consolidation of previous regulations with change from	One set of regulations (in place of one initial set plus 4 amendments).	Nil. School Forums already set up and running. LAs are	

	Title/ Policy/ Initiative	Nature of Burden	Description of the Measure	Outcomes (incl. sectors to impacted)	Estimated cost (admin or policy)	Implementation timeline
			Education & Skills Act 2008.	Simpler to read and understand when written in one place.	already required to manage general election processes.	
13	The Education (Admissions Appeals Arrangements) (England) (Amendment) Regulations 2009.		This will set out how appeals by young people should be managed and heard. It will also allow parents and young people to appeal jointly or separately in respect of sixth form appeals.	This is a new area which will impact on local authorities and the Office of the Schools Adjudicator. Young people and their parents will have an identified appeals route.	This is a new development that is considered to have no additional cost to local authorities. This is because it is expected that, in the vast majority of cases, only one application will be made in respect of a young person.	It is proposed that this will be introduced in Jan 2009.
14	The Education (School Information) (England) Regulations 2009	Parents are currently looking in numerous places to read admission arrangements at schools. Also, timing of publication of arrangements varies causing parents' further problems.	This will set out new requirements on local authorities and schools when providing admissions information for parents.	Local authorities will be required to provide mandated information at prescribed times to allow a fair and transparent admissions process.	This idea is again calculated as cost neutral however it is anticipated that a small increase in publication (online) information is offset by greater communication to parents and less time spent on queries.	It is proposed that this will be introduced in Jan 2009.
15	Education and Skills Bill 2008	Admin and policy	Enable Secretary of State to regulate to require LAs to have non schools members on School	Regulations will be made to require all LAs to have representatives of 14-19 partnerships and Private Voluntary & Independent	Minimal, most LAs already conform to requirement. LAs will already have electoral procedures in place for	For LAs not conforming already, anticipated as April 2009.

	Title/ Policy/ Initiative	Nature of Burden	Description of the Measure	Outcomes (incl. sectors to impacted)	Estimated cost (admin or policy)	Implementation timeline
			Forums	(PVI) EY providers. Majority of LAs have non school members through choice and are already required to have 14-19 and PVI reps. Those LAs (believed to be about 8) that do not choose to have non schools members cannot, until passing of bill, be required to have 14-19 and EY PVI reps.	other types of members; cost will be to those that currently don't have a member to arrange elections.	
16	Education and Skills Bill (4th session)	Admin and policy.	Allow Schools Finance Regulations (SFR) to govern method of distribution of funding to all EY free entitlement providers	Treatment of all providers equally, by one set of controls (currently maintained providers governed by SFR and PVI providers governed by EY) Code of Practice.		Single formula to be implemented by 2010 following consultation in 2007.

	Title/ Policy/ Initiative	Nature of Burden	Description of the Measure	Outcomes (incl. sectors to impacted)	Estimated cost (admin or policy)	Implementation timeline
17	Free early years provision for 3 and 4 year olds	<p>Statutory duty on local authorities under s7 of the Childcare Act 2006 to secure free early years provision for 3 and 4 year olds in their area.</p> <p>There are no new requirements on local authorities. The regulations are being made as part of the Childcare Act 2006 implementation plan and are direct consequence of the introduction of the EYFS and replace the existing duty on local authorities to secure free nursery education.</p>	<p>Continuation of the free early education entitlement for all 3 and 4 year olds</p> <p>The regulations prescribe the type and amount of free provision and the age of children to benefit from free provision.</p>	<p>There is no change to LAs' current responsibilities to secure and fund free provision for 3 and 4 year olds. The duty under s7 of the Childcare Act 2006 is a direct consequence of the introduction of EYFS (which brings together care and early learning for children 0-5 in a single, integrated quality framework) and which has been fully consulted on and an impact assessment completed.</p> <p>There is no requirement for early years' providers to deliver the free entitlement and they are free to choose not to do so. For those that chose to provide the free entitlement the Department's view is that the section 7 duty does not impose any additional costs on the private and third sector.</p>	Funding for the free entitlement will continue to be provided through the Dedicated Schools Grant (DSG), on the same basis and at a level of increase commensurate with that in the DSG as a whole.	Regulations come into force on 1 September 2008.
18	Free early years provision	Revised regulations	The revised regulations will reflect	The regulations will not change LAs'	Funding for the free entitlement will	The Department will consult in

	Title/ Policy/ Initiative	Nature of Burden	Description of the Measure	Outcomes (incl. sectors to impacted)	Estimated cost (admin or policy)	Implementation timeline
	for 3 and 4 year olds (Revised)	<p>prescribing the amount of free early years' provision 3 and 4 year olds are entitled to.</p> <p>Revised statutory guidance to local authorities which they must have regard to when fulfilling their duty under s7 Childcare Act 2006 to secure free early years provision for 3 and 4 year olds.</p>	<p>the Governments' commitment to increase the amount of free early years' provision 3 and 4 year olds are entitled to from 12 ½ hours a week for 38 weeks of the year to 15 hours a week for 38 weeks of the year.</p> <p>Revised statutory guidance will reflect the Government's commitment to enable parents to access the free entitlement more flexibly.</p>	<p>responsibilities to secure and fund free provision for 3 and 4 year olds but the amount of free provision will be increased from 12 ½ hours to 15 hours a week.</p> <p>There regulations will not require early years' providers to deliver the free entitlement and they will be free to choose not to do so.</p> <p>The guidance is statutory guidance to local authorities and does not place requirements on early years' providers.</p>	continue to be provided through the Dedicated Schools Grant (DSG).	<p>2009 on revised regulations and revised statutory guidance to reflect the increase in the free entitlement and more flexible access and complete an impact assessment.</p> <p>The revised regulations and statutory guidance is expected to come into force in September 2010.</p>
19	New regulations originating from the Education and Skills Bill.	Administrative and policy	New regulations originating from the Education and Skills Bill, including charging a one-off registration fee of £500 for proposed independent schools, and, increasing the cost of follow up inspection fees for poorly performing	independent schools sector	Average annual costs of £610,000	2009

	Title/ Policy/ Initiative	Nature of Burden	Description of the Measure	Outcomes (incl. sectors to impacted)	Estimated cost (admin or policy)	Implementation timeline
			schools.			
20	As above	Administrative and policy	As above. A one-off registration fee of £500 and annual inspection fees for an estimated 1,100 part-time providers, plus, annual costs for follow up visits	independent schools sector	Average annual costs of £520,000	2009
21	Establish a new committee (the Joint Advisory Committee on Qualifications Approval (JACQA)).	Administrative and policy	Strategy for 14-19 qualifications, including to establish a new committee (the Joint Advisory Committee on Qualifications Approval (JACQA)), which will advise the Secretary of State on the public funding of 14-19 qualifications	Not known	Average annual costs of £500,000	2009
22	Children and Young Persons Act 2008: Independent Review Mechanism	Administrative and policy	Care Matters: Children and Young Persons Bill (for foster carer IRM)	The impact will be on fostering agencies. Establishing a review mechanism for the approval of foster carers.	Average annual costs of £190,000	2009

Part 3 – Data Streams

This section contains the flow of information – ‘datastreams’ that the Department request from frontline professionals working in areas of education, training and children's services across all sectors. The following pages set out the data streams in detail:

- Public Sector Data Streams Grid

Public Sector Data Streams

	Datastream	Proposed actions/solution	Date for removal	Benefit
1	Key Stage 3 tests in English, Maths and Science	Testing in core subjects ceasing at Key Stage 3 (age 14) as well as associated Achievement and Attainment Tables checking exercise.	By May 2009	Around 3,000 secondary schools with pupils at the end of Key Stage 3 and 150 local authorities. Estimated compliance cost saving is £130,000.
2	Key Stage 3 Teacher Assessment data in non-core subjects (ICT, history, geography, art & design, PE, design & technology, MFL, music).	DCSF will no longer require schools and local authorities to submit the data centrally (via NAA) but a duty will remain to report to parents.	By July 2009 (July 2008 was the last collection point).	Around 3,000 secondary schools with pupils at the end of Key Stage 3 and 150 local authorities. Estimated compliance cost saving is £125,000.
3	Former Best Value Performance Indicators (BVPIs) on positive and accredited outcomes for young people.	Audit Commission are ceasing collection.	By 2008-09 financial year (2007-08 will be the last collection year).	150 local authorities. Estimated compliance cost saving is £140,000.
4	Former BVPIs on qualifications of early years staff.	Audit Commission are ceasing collection. Similar variables are available from the DCSF Early Years Census and survey of childcare providers.	By 2008-09 financial year (2007-08 will be the last collection year)	150 local authorities. Compliance cost savings expected to be minimal, as similar data are gathered through the Early Years Census and survey of providers.
5	Transformation Fund Monitoring	Cease data stream.	By December 2008.	£109,000.
6	Attendance in PRUs	Cease data stream.	By December 2008.	450 Pupil Referral Units -

	(subject to new census items).			£25,000.
7	Funding of Diplomas Pilot Data Collection Exercise.	Cease data stream.	By December 2008.	£24,000.
8	INSET Holdback	Cease data stream.	By December 2008	13 Local Authorities - £4,000.
9	Leading Edge Partnership/Programme Self-Programme	Cease data stream	By December 2008	£12,000
10	Pupils at Non-Maintained Schools and Pupils not Educated in Schools (Form 8B).	Cease data stream	By December 2008	1,000 special schools – £21,000
11	Resource Accounting for the Golden Hello Scheme.	Cease data stream	By December 2008	£3,000
SUB TOTAL ACHIEVED SO FAR				£595,000 or around 7% of DCSF's total baseline (9% of mandatory data streams).
12	Proposals relating to School Census, Early Years Census and Looked After Children (SSDA903) collections.	Subject to approval from Ministers and announcement in Spring 2009.	School Census by January 2011, others by April 2010.	Initial estimates are around £550,000 but could be higher subject to Board and Ministers views.
TOTAL PROPOSED SO FAR				Around £1.1m or around 14% of DCSF's total baseline (18% of mandatory data streams)

For detailed information, please see 'Savings to the Public Sector', on page 27.

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