



The Government's Expenditure Plans 2002–03 to 2003–04

Department for Education and Skills and Office for Standards in Education

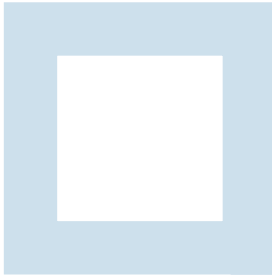
Departmental Report

Presented to Parliament
by the Secretary of State for Education and Skills
and the Chief Secretary to the Treasury
by Command of Her Majesty

May 2002

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Foreword

I am pleased to present my first Departmental Report as Secretary of State and the first since it was reorganised as the Department for Education and Skills. It sets out the work that the Department, OFSTED and our many partners have done during the financial year 2001–02 and our expenditure plans up to 2003–04.

When we were elected in 1997 we committed ourselves to raise investment in education. We have done so by fulfilling our pledge to increase expenditure on education, as a proportion of our national income and, as the Chancellor confirmed in his Budget Statement on 17 April, the Government is pledged to significantly increase the share of national income devoted to education over this Parliament.

But we also made clear that increased investment would only be in return for higher standards. This Report is an important way of letting Parliament and the public know what is being achieved with those public resources and how investment and reform in education is raising standards and creating opportunities to help people of all ages. There is still a long way to go and there is no room for complacency but I believe we have made a significant impact.

There are:

- more children getting a good start in life – by April 2002, 437 Sure Start programmes were announced. Of these, 259 had been approved and are delivering services to children under four and their families;
- more children receiving early years education – with all four-year-olds, and over 66 per cent of three-year-olds, now guaranteed a free place; and more receiving childcare, with 484,000 new places created from April 1997 to September 2001;
- smaller class sizes – in September 2001, only 8,000 five- to seven-year-olds were being taught in large classes;
- higher standards in primary schools – since 1998 there has been a ten percentage point improvement in the number of 11-year-olds reaching the expected level in English and a twelve percentage point improvement in maths, as a result of our National Literacy and Numeracy Strategies;
- improvements in secondary schools standards – with 50 per cent of 16-year-olds now getting five or more good GCSEs compared to 46.3 per cent in 1997/98;
- more schools benefiting from specialist status – with 685 operational Specialist Schools by September 2001, compared to 181 operational in May 1997; and

- there are now more teachers than at any time since 1982, fewer schools are failing, fewer adults have poor basic skills and more young people are benefiting from higher education.

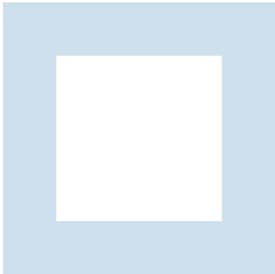
This is a record of achievement that everyone who works in education can be proud. The next steps in the progressive transformation of our education system will be:

- building on, and consolidating, the significant gains we have already made in early years education and in primary schools;
- raising standards in the middle years of education through our Key Stage 3 strategy;
- carrying through the transformation of secondary education set out in our *White Paper Schools: Achieving Success*;
- developing a coherent 14–19 phase of education through the proposals set out in our *Green Paper 14–19: Extending Opportunities, Raising Standards*;
- making progress on higher education towards the 50 per cent participation target by 2010;
- improving the basic skills of 750,000 adults by 2004; and
- throughout the education system pursuing our twin goals of striving for excellence while narrowing the achievement gaps between different social and economic groups.

This report sets out the investment plans that will realise these objectives. The model of investment and reform we pioneered in primary schools in the first term, we will now progressively implement across the education and skills sectors in the second. We have a unique opportunity to transform education and skill levels. We have the right model for reform; we have the right levels of investment; and with the help of our many partners in schools, colleges, universities and training providers I know we will succeed in building the education and training system that we all want, and that our pupils, students and trainees deserve.



ESTELLE MORRIS



Ministerial Team



Rt Hon Estelle Morris MP
Secretary of State for Education
and Skills



David Miliband MP
Minister of State for School
Standards



Margaret Hodge MBE MP
Minister of State for Lifelong Learning
and Higher Education



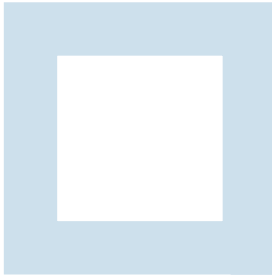
Baroness Catherine Ashton
Parliamentary Under Secretary of
State for Early Years and School
Standards



Ivan Lewis MP
Parliamentary Under Secretary
of State for Adult Learning



Stephen Twigg MP
Parliamentary Under Secretary
of State for Young People
and Learning



Executive Summary

► Introduction

This is the 2002 Report for the Department for Education and Skills and Office for Standards in Education (OFSTED) explaining what we do, how we spend public money and what we have achieved.

It details how we are organised; the associate bodies we work with; our aim and objectives; and the main programmes:

- For the Under-Fives;
- Primary School Children;
- Secondary School Children;
- Learning for 14-19 year olds;
- Higher Education; and
- Adult Learners.

We also set out how we are delivering our education, training and skills agenda through investment in a world-class workforce and how the Department is working to improve its performance.

► Who we are

In June 2001 we ceased to be the Department for Education and Employment and became the Department for Education and Skills. The Department is recognised as being at the forefront of the Government's programme to modernise public service delivery and provide responsive, quality public services. Our focus now is on:

- how we develop and implement policies and programmes – by setting the framework of standards, accountability, devolution and customer choice for each phase of education; and
- building capacity at all levels inside the Department to support effective delivery.

The Department's Ministers and details of their responsibilities are shown on page 7.

The Secretary of State is also the Cabinet Minister responsible for Sure Start, a cross-Government programme for disadvantaged under four-year-olds and their families, and for the Children and Young People's Unit, another interdepartmental unit responsible

for preventative services for young people (five to 13) and their families who are at risk of social exclusion.

OFSTED plays an important part in raising the quality of education through its inspection of schools, nurseries and local education authorities. Its role has now expanded to include regulation and inspection of childcare, and OFSTED is working to create better services and raise the standards of school inspections (Chapters 3 and 14). It continues to provide access to its reports online. On May 1, David Bell was appointed to head OFSTED replacing Mike Tomlinson.

Organisation charts for the Department for Education and Skills, OFSTED and Government Offices for the Regions are on page 17.

Delivery of our agenda depends on working with children, young people, adult learners and a very wide range of partners, including the associate bodies listed in Chapter 15.

► Our Aim and Objectives

Education and Skills: Delivering results: a Strategy to 2006 published in October 2001, sets out the new Department's aim and objectives. Our aim is to help build a competitive economy and inclusive society by:

- creating opportunities for everyone to develop their learning;
- releasing potential in people to make the most of themselves; and
- achieving excellence in standards of education and levels of skills.

Our objectives are to:

- give children an excellent start in education so that they have a better foundation for future learning;
- enable all young people to develop and to equip themselves with the skills, knowledge and personal qualities needed for life and work; and
- encourage and enable adults to learn, improve their skills and enrich their lives.

► Better Public Services (Chapters 1 to 3)

Raising educational attainment and skills in every community is key to building a successful, competitive economy and a fair, prosperous and inclusive society. This allows individuals to develop the skills they need to remain employable and for everyone to have the opportunity to realise their full potential.

Investment of public money in the services required to achieve our objectives is linked to performance against targets, set out in Public Service Agreements (PSAs). These are established alongside spending plans in the Government's Spending Reviews.

The Department has met several of its targets and is making good progress towards almost all of the others. There have been two particular successes during the past year: the infant class size target and the proportion of 16-year-olds achieving at least five A*-C GCSEs target has been reached a year early.

2000–01 was the first full year Sure Start programmes were operating but good progress is being made against targets. Three 1998 Comprehensive Spending Review targets have already been achieved.

OFSTED has met all but three of its 1998 Comprehensive Spending Review targets and is on course to meet its Spending Review 2000 targets.

► Expenditure and Investment Plans (Chapters 4 and 5)

To achieve the Government's aim requires substantial investment: expenditure and capital investment plans are set out in Chapters 4 and 5 and Annexes A to E.

By 2003–04 spending on education and skills will have increased to over £49 billion, of which the Department and OFSTED will spend more than £25 billion, with the balance provided directly to local authorities for education spending. This means about £28 billion will be spent to support schools, more than £6 billion will be invested in higher education and almost £8 billion will be provided through the Learning and Skills Council for further education institutions, schools' sixth form funding and a number of training providers.

The share of national income spent on education and skills in the UK is expected to rise to 5.3 per cent of Gross Domestic Product (GDP) in 2003–04.

The Government's policy is that the great majority of education spending should be delegated to schools. In 2001–02, 86.5 per cent of the local schools budget was delegated directly to schools – up by 7.6 per cent from 1997–98.

The Department's capital investment in sustaining and modernising the education and skills sectors is set to rise to £4 billion by 2003–04. This will provide new buildings, equipment, and information and communications technology (ICT) to provide the learning environments required for the 21st century.

Our investment has helped to: set up neighbourhood nurseries in disadvantaged areas; improve access for disabled children; and provide a world-class resource for learning, teaching and research by connecting all universities and colleges to the Internet. By April 2001 investment in the National Grid for Learning programme had improved computer to pupil ratios to 1:11.8 in primary and 1:7.1 in secondary schools. 97 per cent of schools were connected to the Internet.

But there is still much to be done to improve the education estate. In the 2001 Pre-Budget Report the Chancellor announced £75 million of new money and additional PFI credits of £100 million. The £270 million package announced in the 2002 Budget released £170 million of existing resource for redeployment and £100 million of new money.

► Objectives for Children (Chapters 6 and 7)

To give children an excellent start in education so that they have a better foundation for future learning.

For the under-fives good quality and accessible early education and childcare to support learning in the early years is critical to giving children a good start in life. This requires a combination of committed, skilled staff and the right infrastructure – which means provision of nursery places and access to childcare integrated with other services.

Under our National Childcare Strategy, funding will treble to over £200 million in 2003–04, to ensure that affordable high quality accessible childcare is available in every neighbourhood. We are on track to meet the target of creating new childcare places for 1.6 million children by 2004. Over 66 per cent of three-year-olds now have access to free early education and by 2004 there will be a free place for every three-year-old whose parents want one. 100 Early Excellence Centres will be designated by 2004.

All children deserve the best start in education, which means increasing the participation levels of children in disadvantaged areas. Sure Start is a cross-Government initiative to help children in disadvantaged areas get the best start in early education. It provides a one-stop service, which aims to improve the health and well-being of families living in poverty and the social and emotional development of children under four – so that children can perform better when they go to school. To date 437 Sure Start programmes have been announced.

Through the Children and Young People's Unit, the Government has established two funds from 2001–02, initially targeted on areas with the highest level of need and disadvantage. Under the Children's Fund, £380 million is available over the three years to 2003–04 to tackle child poverty and social exclusion affecting five- to 13-year-olds and their families, by providing better co-ordinated preventative services. Under the Local Network Fund £70 million is available to help local volunteering and community groups provide local solutions to the problem of child poverty.

For our primary school children our commitment is to raise standards through the National Literacy and Numeracy Strategies so that even more 11-year-olds are able to progress into secondary education able to read, write and use numbers effectively.

This commitment is paying off: the results of literacy and numeracy tests at Key Stage 1 (for seven-year-olds) and Key Stage 2 (for 11-year-olds) show standards are rising. Teacher support is vital to its success and an independent survey showed that 95 per cent of primary head teachers support the strategies. Funding of £190 million for literacy and numeracy will continue to at least 2004.

We recognise that all pupils should have access to a broad and enriched curriculum which contains a variety of learning experiences. We are currently working towards this end through three key manifesto pledges. We are committed; over time to ensure that all primary school pupils who want to should have the opportunity to learn a musical instrument; that all children will be entitled to a minimum of two hours high quality PE and school sport within and beyond the curriculum; and we will actively promote modern language teaching in primary schools.

Children benefit from being taught in smaller classes. Over the past four years we have invested £620 million in our strategy for reducing infant class sizes, providing 6,000 additional teachers and 2,000 extra classrooms. By September 2001, 99.5 per cent of infant pupils were being taught in classes of less than 30.

► Objectives for Young People (Chapters 8 and 9)

To enable all young people to develop and to equip themselves with the skills, knowledge and personal qualities needed for life and work.

Our aim is for all children to achieve higher standards, whatever level they start at. Our commitment is to transform secondary education, by building on the kind of changes that have led to improvement in primary schools, to improve the quality of teaching and learning for all young people. We have set out our proposals for doing this in our White Paper *Schools: Achieving Success*.

Our strategy to transform secondary education is focused around three key themes, which underpin all of our policies: raising standards; improving pupil behaviour and promoting innovation, diversity and collaboration.

Key Stage 3 strategy is central to our strategy to enable children between 11 and 14 to achieve higher standards, especially in English, maths, science and ICT. We have committed around £500 million on support for schools, training for teachers, and funding for children who need extra help.

We also recognise that although overall attainment has been rising there remains a very significant gap between the highest and lowest performing schools. We are working to address this by supporting schools facing challenging circumstances and

working with OFSTED and local education authorities (LEAs) to develop new approaches to turn around weak and failing schools (schools in Special Measures and Fresh Start).

Excellence in Cities (EiC) spans 58 areas and is about encouraging talent and high standards in major cities and smaller clusters in disadvantaged areas within local authorities. GCSE performance tables for 2000 and 2001 show results, on average, are rising faster in EiC schools than elsewhere. There are greater improvements in Key Stage 3 tests in EiC areas than elsewhere.

Making our secondary system more diverse is a priority. By September 2001 there were 685 Specialist Schools in England covering technology, languages, sports, arts, business and enterprise, engineering, science, maths and computing. Similarly, City Academies will have a specialism in one area of the curriculum – and share their specialist expertise and facilities with other schools and the wider community. We are continuing to expand these programmes to ensure that many more of our young people enjoy the benefits which Specialist Schools provide.

At City Technology Colleges the curriculum is geared towards work. They are very popular with parents and are all oversubscribed. Of leavers in 2000, 93 per cent stayed on in full-time education or training. At 12 colleges 70 per cent or more of students gained five A*-C GCSEs.

Making sure that every child can benefit from a good education is essential. We have particularly targeted children with Special Educational Needs and disabilities and those that can't attend school for certain reasons.

Our White Paper sets out proposals to build on progress in recent years to develop a coherent national strategy to raise ethnic minority achievement by promoting greater equality of opportunity and closing the attainment gap between some ethnic minority groups and their peers.

We recognise that learning doesn't just take place in the classroom. Playing for Success uses sport to help motivate children to learn. Children taking part in this initiative have shown significant improvements in literacy, numeracy and ICT skills. Motivation to learn and self-esteem have also increased.

We need to encourage 14- to 19-year-olds to continue to learn after 16, to improve the country's skills base and increase participation in higher education. We have made significant progress in developing coherent options for 14- to 19-year-olds, set out initially in our White Paper *Schools: Achieving Success* and our Green Paper *14-19: Extending Opportunities, Raising Standards*. We are consulting on proposals to reform the curriculum, create new types of course and give more guidance to pupils.

Modern Apprenticeships provide quality work-based learning for young people to help them gain qualifications, which will increase the supply of skills at craft supervisory and technical level within industry.

National Learning Targets for Young People set targets for 19-year-olds of achieving National Vocational Qualification level 2 or equivalent and for 21-year-olds to achieve level 3.

Last year saw the start of the Connexions service in 15 out of 47 areas. Connexions is a radical reform of the services delivered to 13- to 19-year-olds, helping them make a smooth transition to adulthood and working life. It joins up services from six government departments and a number of agencies both strategically and on the ground. In 2002–03 we will be investing 73 per cent more than the amount spent on the old Careers Service.

Education Maintenance Allowances help young people of less well-off families stay on in education after 16 and the pilot schemes introduced in 1999 are showing encouraging results.

► **Objectives for those in Higher Education and Adult Learners (Chapters 10 and 11)**

The economic benefits of higher education (HE) are clear for the country and individuals. Higher education and research lead to greater productivity and graduates can earn more than those qualified to A level or equivalent.

There is much to be pleased about. The current number of students in higher education is at record levels. Our graduation rate is the highest in Europe. Growing numbers are studying for our new two-year (if studied full-time) Foundation Degrees, which offer flexible, work-related study options.

The quality of higher education in the UK is world-class. Funding per student over the next two years will continue to keep pace in real-terms with the expansion in student numbers.

The UK has only one per cent of the world's population but carries out 4.7 per cent of the world's research.

However we need to ensure able students from lower socio-economic groups have better access to the full range of opportunities. Around 48 per cent of young people from higher social classes go on to HE, compared with only 18 per cent of those from poorer social backgrounds. We must take ambitious steps to increase participation, in pursuit of our 2010 target of 50 per cent of under 30-year-olds having the opportunity to go on to HE; but we also need to widen participation.

Access to higher education depends initially on the levels of prior attainment individuals achieve. Our reform of the 14-19 phase of learning is an important step to help many more young people get the qualifications they need to go on to higher education.

We also need to do more to encourage young people that HE is 'for them'. We have invested in financial support for those who need it, for example, Opportunity Bursaries, mentoring, master classes and Summer Schools in disadvantaged areas, all help to raise the aspirations of young people from a wide range of backgrounds.

This country has a skills deficit in the adult population: seven million adults lack the basic literacy and numeracy skills the economy requires and eight million (30 per cent of the adult workforce) are qualified at below GCSE or have no qualifications at all.

We are making major investments – £1.5 billion across Government over three years – to improve adult basic skills. By 2004 this will have helped 750,000 adults to improve their reading, writing and number skills, improving their quality of life and job prospects. Between April 2001 and January 2002 we helped 124,000 adults to improve their skills.

Since its launch in August 2001, the national *Get On* campaign, to raise awareness and spur non-learners into action has received over 80,000 calls to its hotline.

Our strategy is about enabling all adults to learn, improve their skills and enrich their lives. A commitment to lifelong learning will also improve employability and enhance productivity and competitiveness. The *National Adult Learning Survey 2001* shows that we have achieved the National Target for Participation in Learning 12 months early. Part of that success is due to efforts to bridge the 'digital divide' facing many adults.

This year over 246,000 learners have enrolled on over 570,000 learndirect courses at centres around the country. At the beginning of April 2002 there were around 2,750 UK online centres operational throughout England. And although the Individual Learning Account programme had to be closed in November, 2.6 million accounts were opened since its launch.

► **A World-Class Workforce and Modern Infrastructure for Education and Skills (Chapters 12 and 13)**

In order to raise standards and improve the quality of education and skills provision we aim to improve the recruitment, retention, quality and status of the teaching profession. Indeed, we are investing in the whole of the school workforce – support staff as well as teachers and head teachers.

A major priority is to ensure that schools are deploying their workforce in the most effective way possible, enabling teachers to concentrate on raising standards in the classroom. Recruiting and training significantly greater numbers of a wide range of support staff, and better use of ICT, are key elements of this school workforce remodelling programme.

Teacher supply and recruitment also remains high on the agenda. In January 2002 there were 419,600 full-time equivalent teachers employed in maintained schools in England – the highest level since 1982. But there are still shortages in some areas, which we are tackling on a number of fronts.

We will continue to invest in a range of key programmes on the school workforce agenda, including: strong and effective leadership, where the Government has invested just under £30 million in leadership programmes to improve the quality and status of all school leaders; our continuing professional development strategy; and Initial Teacher Training.

We are in addition investing in physical and ICT infrastructure (see Chapter 5), and (through the Learning and Skills Council) the infrastructure to bring together funding and planning for post-16 learning. We are also addressing the skills needed in different sectors of the economy, and parts of the country.

The LSC has been established to bring together funding and planning for post-16 education. This includes further education (FE), work-based learning, school sixth forms and adult and community learning. In 2002–03 the LSC has an annual budget of over £7.3 billion to support more than six million learners.

Involving employers in education is crucial and Sector Skill Councils are employer-led bodies, funded by the Department. They have responsibility for identifying and tackling priority skills, productivity and employability issues.

The Joint International Unit promotes UK education policies internationally and also ensures that the Department has access to up-to-date information on best practice in other countries. Our work with the Joint International Unit and with other partners in the EU allows best practice to be shared and disseminated, as well as facilitating exchange programmes and overseas study.

Organisation Charts



OFFICE FOR STANDARDS
IN EDUCATION

Mike Tomlinson
until 30 April 2002

David Bell
from 1 May 2002
Chief Inspector

Strategy and Resources

Robert Green
Director

Early Years
Maggie Smith
Director

Inspection
**Elizabeth Passmore and
David Taylor**
Directors

OFSTED is a non-ministerial
government department.

department for
education and skills

David Normington
Permanent Secretary

Lifelong Learning
Janice Shiner
Director-General

Schools
Peter Housden
Director-General

Youth
Peter Shaw
Director-General

Strategy and Communications
Peter Wanless
Director

Corporate Services and
Development
Susan Thomas
Director-General

Finance and Analytical Services
Peter Makeham
Director-General

Government Offices for the Regions

East Midlands
Dennis Morrison
Director

East of England
Caroline Bowdler
Director

London
Liz Meek
Director

North East
Jonathan Blackie
Director

North West
Keith Barnes
Director

South East
Charlotte Dixon
Director

South West
Jane Henderson
Director

West Midlands
Graham Garbutt
Director

Yorkshire and the Humber
Felicity Everiss
Director

Section A: Better Public Services

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Chapter 1:

Department for Education and Skills

► Public Service Agreement Targets

In the 1998 Comprehensive Spending Review (CSR), which covered the Government's spending plans for 1999–00 to 2001–02, the Government set new priorities for public spending, with significant extra resources for key services such as education. The Government also made a commitment to directly link the extra investment to modernising and reform, in order to improve the quality of public services. In the 1998 White Paper, *Public Services for the Future*, and its 1999 supplement, the Government delivered, for the first time, measurable targets for all its objectives. These objectives were presented in a series of departmental public service agreements. Last year's departmental reports reported progress towards these targets.

As recognised at the time of the CSR, setting targets for central government was a process that would need to be refined over time. So, in the 2000 Spending Review, which set new plans for public spending for 2001–02 to 2003–04, the Government further developed its public service agreements, in order to prioritise the delivery of its most important goals and reforms. These new targets are set out in the White Paper *Spending Review 2000: Public Service Agreements 2001–04*, published in July 2000, and are reported on for the first time in this report.

Table 1.1 sets out CSR targets and progress against these.

CSR Targets I, II and V (exclusions) have already been met and VI is on course to be met, these targets have been discontinued. CSR targets III, IV, V (truancies), VII and VIII continue and have been updated forming part of SR 2000 targets 1, 3, 5 and 6.

Table 1.2 shows Spending Review 2000 targets along with the latest data, where available. Some of the Spending Review 2000 targets will not have a baseline to be measured against until autumn 2002. More detailed progress on these targets will be available in future reports.

Table 1.1 Comprehensive Spending Review Targets

Objective 1: Ensuring that all young people reach 16 with the skills, attitudes and personal qualities that will give them a secure foundation for lifelong learning, work and citizenship in a rapidly changing world.		Achievement	Latest Data	See Chapter
I.	Increase provision of nursery places for 3-year-olds from 34% to 66% by 2002, focusing on the most deprived areas of the country;	Met	66% (Jan 2002)	6
II.	The number of pupils aged 5, 6 or 7 in infant classes over 30 to fall from 477,000 to zero by September 2001 at the latest;	Met	0.1% (Sep 2001)	7
III.	An increase in the proportion of those aged 11 meeting the standard of literacy for that age (level 4 in the key stage 2 test) from 63% to 80% by 2002; <i>(Final outturn data relating to the 2002 target will be published in November 2002 based on tests sat in May 2002)</i>	On course	75% (tests sat May 2001)	7
IV.	An increase in the proportion of those aged 11 meeting the standard of numeracy for that age (level 4 in the key stage 2 test) from 62% to 75% by 2002; <i>(Final outturn data relating to the 2002 target will be published in November 2002 based on tests sat in May 2002)</i>	On course	71% (tests sat May 2001)	7
V.	A reduction by one third in school truancies (from 0.7% to 0.5% half days missed a year through unauthorised absence) and exclusions (from 12,500 to 8,400 permanent exclusions a year) by 2002; <i>(Final outturn data relating to the 2002 target for unauthorised absences will be available in November 2002 and final outturn data relating to the 2002 target for permanent exclusions will be available in summer 2003)</i>	Slippage	0.7% (2001)	8
		Met	8,300 (2000/01)	
VI.	An increase in the proportion of those aged 16 who achieve one or more GCSEs at grade G, or equivalent, from 92% to 95% by 2002; <i>(Final outturn data relating to the 2002 target will be published autumn 2002 based on 2001/02 exam results)</i>	On course	94.5% (2000/01 exam results)	9
VII.	An increase in the proportion of those aged 16 who achieve five or more GCSEs at grade A*-C from 45% to 50% by 2002. <i>(Final outturn data relating to the 2002 target will be published autumn 2002 based on 2001/02 exam results)</i>	Met	50% (2000/01 exam results)	9
Objective 2: Developing in everyone a commitment to lifelong learning, so as to enhance their lives, improve their employability in a changing labour market and create the skills that our economy and employers need.		Achievement	Latest Data	See Chapter
VIII.	An increase in the proportion of those aged 19 who have achieved national vocational qualification level 2 or equivalent, from 72% to 85% by 2002; <i>(Final outturn data relating to the 2002 target will be published based on autumn 2002 survey)</i>	Slippage	74.8% (autumn 2001 survey)	9
	● 2% reduction in unit price per work-based trainee in 1999-00 over 1998-99;		Not achieved ¹	
	● 1% reduction in unit funding per full-time equivalent further education student in 1999-00 over 1998-99;		Not achieved ²	
	● 1% reduction in unit funding per full-time equivalent higher education student in 1999-00 over 1998-99.		Not achieved ³	
Objective 3:⁴ Helping people without a job into work.				
Departmental Operations and Productivity Targets.			Latest Data	
25% of dealings capable of electronic delivery by 2002.			82% (Feb 2002)	
Average days lost to sickness by each member of staff a year.			7.7 (Dec 2000)	
100% of invoices paid on time.			95% (Mar 2002)	
<p>1 This was covered in last year's Report.</p> <p>2 For more details see chapter 4, page 42 third paragraph.</p> <p>3 The objective to reduce unit funding in higher education by one per cent was based on the Committee of Inquiry into Higher Education (the Dearing report) which noted that higher education institutions could support no more than a one per cent reduction in real-terms in the funding per student between 1998-99 and 1999-00.</p> <p>4 Responsibility for Objective 3 and Jobcentre Plus (previously known as the Employment Service) Operations and Productivity Targets transferred to the Department for Work and Pensions.</p>				

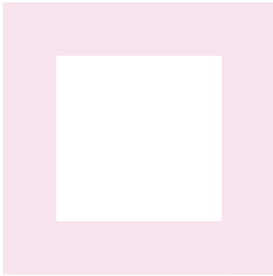
Table 1.2 Spending Review 2000 Targets¹

Objective 1: Give children an excellent start in education so that that they have a better foundation for future learning.		Latest Data
1.	Increase the percentage of 11-year-olds at or above the expected standard of literacy and numeracy for their age. By 2004:	Literacy 75%
	<ul style="list-style-type: none"> ● increase the percentage of children who achieve level 4 in each of the key stage 2 English and maths tests beyond the targets for 2002 of 80% in English and 75% in maths. This target will be announced in due course; and ● reduce to zero the number of local education authorities where fewer than a set percentage of pupils achieve these standards, thus narrowing the attainment gap. This target will be announced in due course. 	Numeracy 71%
		(tests sat May 2001)
Objective 2: Enable all young people to develop and to equip themselves with the skills, knowledge and personal qualities needed for life and work.		Latest Data
2.	Increase the percentage of 14-year-olds at or above the standard of literacy, numeracy, science and information and communications technology (ICT) for their age. Subject to consultation:	
	<ul style="list-style-type: none"> ● by 2007, 85% to achieve level 5 or above in each of the key stage 3 tests in English, maths and ICT, and 80% in science; ● as milestones towards that target 75% to achieve level 5 in English, maths and ICT, and 70% in science by 2004; ● by 2004, as a minimum performance target at least 65% to achieve level 5 and above in English and maths, and 60% in science in each LEA; and ● by 2004, no more than 15% of pupils will fail to attain at least one level 5. 	English 64% maths 66% ICT 65% science 66% (tests sat May 2001)
3.	Increase the percentage of pupils obtaining five or more GCSEs at grades A* to C (or equivalent);	50% (2000/01 exam results)
	<ul style="list-style-type: none"> ● increase the proportion achieving the standard by 4 percentage points between 2002 and 2004; and ● at least 38% to achieve this standard in every local education authority by 2004. 	
4.	Increase the percentage of pupils obtaining five or more GCSEs at grades A* to G (or equivalent), including English and maths: by 2004 92% of 16-year-olds should reach this standard;	86.6% (2000/01 exam results)
5.	On pupil inclusion:	
	<ul style="list-style-type: none"> ● reduce school trancies by a further 10% from the level achieved in 2002; and ● ensure that all pupils who are permanently excluded obtain an appropriate full-time education. 	0.7% (2001)
Objective 3: Encourage and enable adults to learn, improve their skills and enrich their lives.		Latest Data
6.	By 2004, increase by 3 percentage points the number of 19-year-olds achieving a qualification equivalent to national vocational qualification level 2 compared to 2002.	74.8% (autumn 2001 survey)
7.	In higher education: while maintaining standards;	
	<ul style="list-style-type: none"> ● increase participation towards 50% of those aged 18 to 30 by the end of the decade; ● make significant, year-on-year progress towards fair access, as measured by the Funding Council's benchmarks; and ● bear down on rates of non-completion. 	just under 40%
8.	Reduce the number of adults who have literacy or numeracy problems by 750,000 by 2004.	124,000 less (Jan 2002)
Helping people without a job into work.²		
Value for Money.		Latest Data
13.	Complete benchmarking work for schools by December 2002 so that schools will then be able meaningfully to compare costs with one another and thus improve value for money year on year.	On course

1 PSA targets are supported by Technical Notes which set out exactly how a target will be measured (see glossary).

2 Responsibility for targets 9 to 12 transferred to the Department for Work and Pensions.

Further information www.dfes.gov.uk/sda2000/ www.hm-treasury.gov.uk/sr2000/index.html



Chapter 2:

Sure Start

► Public Service Agreement Targets

All local Sure Start programmes work towards achieving Public Service Agreement (PSA) and Service Delivery Agreement (SDA) targets. 2000–01 was the first full year Sure Start programmes had been operating, so it is early days in terms of progress towards targets. 2000–01 was also the first year for which quantitative information on progress towards the 1998 Comprehensive Spending Review targets was available. This information is shown in Table 2.1 and refers to the first 128 programmes that were operational (Round 1 and Round 2) in 2000–01.

Sure Start programmes moved to working towards the 2000 Spending Review targets from September 2001. This means there is no quantitative information on progress towards targets yet available. Table 2.2 shows some qualitative information on the activities undertaken to help meet these targets.

Table 2.1 shows that good progress is being made.

Table 2.1 Comprehensive Spending Review Targets

Achievement

**Objective 1:
Improving children's
social and emotional
development.**

- Parenting support and information available for all parents.
- 10% reduction in children re-registered on a child protection register.
- All local Sure Start programmes to have agreed and implemented, in a culturally sensitive way, ways of identifying, caring for and supporting mothers with post-natal depression.
- Sure Start programmes are making good progress in offering services to all families with young children in the area. Each month Sure Start programmes are in contact with an average of 30% of children under four living in their area and on average 25% of these are children they have not previously been in contact with.
- All programmes' delivery plans include proposals for parenting support and information.
- Between 1997-98 and 2000-01 there was a 35% and 82% reduction in the number of children re-registered on the child protection register in Round 1 and Round 2 Sure Start programmes respectively.
- All approved programmes have, or are introducing ways of identifying, caring for and supporting mothers with post-natal depression.

Table 2.1 Comprehensive Spending Review Targets *continued***Achievement****Objective 2:
Improving children's
health.**

- 5% reduction in low birth weight babies.
- 10% reduction in children admitted to hospitals as an emergency during their first year of life with gastro-enteritis, a respiratory infection or a severe injury.
- Proportion of low birth weight babies increased very slightly in Sure Start areas between 1995–97 and 1998–00 from 8.7% to 9.3%.
- It should be noted that Sure Start programmes were not in operation for most of this period so would not have been in a position to influence low birth weight at this stage.
- There was an increase of 0.16 per cent in babies being admitted to hospital in Sure Start areas for gastro-enteritis, lower respiratory infection or severe injury between 1998 and 2000 in Rounds 1 and 2 programmes. It should be noted that Sure Start programmes were not in operation for most of this period, so would not have been in a position to influence hospital admissions at this stage.

**Objective 3:
Improving children's
ability to learn.**

- At least 90% of children with normal speech and language development at 18 months and three years.
- 100% of children in Sure Start areas to have access to good quality play and early learning opportunities, helping progress towards early learning goals when they get to schools.
- Data to measure this target will be available at the end of 2002.
- All Sure Start programmes are undertaking a wide range of activities to promote the speech and language development of young children.
- The Sure Start Unit issued guidance to Sure Start programmes on promoting speech and language development of young children.
- There is an average of 1.2 Toy Libraries in Round 1 and 2 Sure Start programmes.

**Objective 4:
Strengthening
families and
communities.**

- 75% of families report personal evidence of an improvement in the quality of services providing family support.
- All local Sure Start programmes to have parent representation on local programme boards.
- A small, non-representative sample survey of parents using Sure Start services in eight Sure Start areas undertaken by MORI in February 2001, found that nine in ten parents felt that services for young children have improved significantly over the past year.
- Almost all Round 1 and 2 Sure Start programmes have at least one parent member on their management board. The average is four, with parents on average making up one quarter of the management board members.

Table 2.1 Comprehensive Spending Review Targets *continued***Achievement**

Objective 5: Increasing productivity.	<ul style="list-style-type: none"> At least 250 local programmes in England. 100% of families in contact with the local Sure Start programme within the first two months after birth. Evaluation strategy in place by 2000–01. 	<ul style="list-style-type: none"> 259 programmes approved at April 2002. A further 178 are being planned and will be approved summer/autumn 2002. Sure Start programmes are visiting approximately 90% of newborn babies within the first two months after their birth. Contract for national evaluation awarded January 2001. All local programmes carry out local evaluations of their activities.
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Table 2.2 Spending Review 2000 Targets**Achievement**

Objective 1: Improving children's social and emotional development.	<ul style="list-style-type: none"> Reduce the proportion of children aged zero to three in the 500 Sure Start areas who are re-registered within the space of twelve months on the child protection register by 20 per cent by 2004. 	<ul style="list-style-type: none"> No data available yet to measure progress against this target. All programmes are working to support all families before serious difficulties emerge. In particular programmes visit families with new babies before they are two-months-old. Sure Start programmes are visiting approximately 90% of newborn babies within their first two months of life. Programmes are also working to identify and support mothers with post-natal depression.
Objective 2: Improving children's health.	<ul style="list-style-type: none"> Achieve by 2004 in the 500 Sure Start areas, a 10 per cent reduction in mothers who smoke in pregnancy. 	<ul style="list-style-type: none"> All programmes are working with parents and pregnant women and their partners to help them give up smoking, by offering advice and support on smoking cessation. Programmes also provide help, advice and support on other aspects of healthy living such as advice and support on breastfeeding, accident prevention and healthy eating (by providing cookery classes, nutrition advice and often food co-ops).
Objective 3: Improving children's ability to learn.	<ul style="list-style-type: none"> Achieve by 2004 for children aged zero to three in the 500 Sure Start areas, a reduction of 5 percentage points in the number of children with speech and language problems requiring specialist intervention by the age of four. 	<ul style="list-style-type: none"> All programmes are working to encourage speech and language development by providing a wide range of activities and services such as toy libraries (which all programmes provide) and linking with libraries to encourage use by families with young children. Linking with early literacy/numeracy schemes to encourage familiarity with books from an early age. Programmes also provide high-quality play opportunities and facilities.
Objective 4: Strengthening families and communities.	<ul style="list-style-type: none"> Reduce the number of zero to 3-year-old children in Sure Start areas living in households where no-one is working by 2004. 	<ul style="list-style-type: none"> The Sure Start Unit has been liaising with colleagues in the Employment Service (ES) to develop effective links and publicise Sure Start to ES Jobcentres and Benefit Agencies. To facilitate access to work or training, all Sure Start programmes are working in partnership with Early Years Development and Childcare Partnerships, Neighbourhood Nurseries and other provider organisations to provide high-quality, affordable childcare.



Chapter 3:

Office for Standards in Education

► Public Service Agreement Targets

The Office for Standards in Education (OFSTED) plays an important part in helping raise the quality of education for all. It has its own Public Service Agreement (replaced from 2001–02 by a Service Delivery Agreement) setting measurable targets for its activities.

Table 3.1 Comprehensive Spending Review Targets

Achievement

Objective 1:

To deliver high-quality inspection of schools, funded nursery education and local education authorities, providing independent assessment to help them raise educational standards.

Objective 2:

To provide high-quality advice, based on inspection evidence, to the Secretary of State for Education and Skills to assist in the formation and evaluation of Government policies.

I. 18% of schools (4,615) to be inspected in 2000–01;	There were 4,574 school inspections in 2000–01 (over 18% of the baseline)
II. 8,000 nursery settings inspected in 2000–01;	8,000 nursery inspections were carried out in 2000–01
III. 50 local education authorities inspected in 2000–01;	There were 58 LEA inspections in 2000–01. 48 of these were initial inspections; 10 were return inspections
IV. 92% of inspections and reports reviewed in 2000–01 meeting Her Majesty's Chief Inspector's standards;	96% of section 10 inspection reports reviewed and 95% of nursery inspection reports reviewed met HMCI's standard
V. Target cost of contracted inspection in 2000–01: £50 million; and	Actual cost: £54 million
VI. Initial teacher training: 160 secondary subject and 36 primary subject inspections in 2000/01.	172 inspections of secondary subject initial teacher training provision and 36 inspections of primary initial teacher training provision were completed in 2000/01

Table 3.2 Efficiency Indicators

	Achievement
Average time taken to handle correspondence (Target: 20 working days);	3.4 days
Average time taken to respond substantively to complaints (Target: 42 calendar days);	32 days
Extent of achievement of the targets for prompt payments (Target: 100% of undisputed invoices to be paid within 30 days); and	Achieved in 96.1% of cases
Extent of the achievement by OFSTED of its Better Quality Services programme.	OFSTED has an ongoing programme of reviews that incorporate the Better Quality Services targets. This has been expanded to include new responsibilities to inspect childcare and post-16 provision

As OFSTED is a small department its Public Service Agreement has been replaced from 2001–02 by a Service Delivery Agreement, covering three financial years to 2003–04. The agreement contains a greater range of objectives and performance standards, and some of these will run over the whole period of the agreement. OFSTED’s main aim and objectives have also been revised, to reflect its expanded remit in the regulation and inspection of childcare, and in the inspection of post-16 education. Performance targets are grouped under each objective.

Table 3.3 Spending Review 2000 Targets – Objective 1

Objective 1:

To deliver high-quality inspection of schools, further education for students up to 19, local education authorities and teacher training; and provide well-informed, high-quality advice to the Secretary of State for Education and Skills to assist in the formation and evaluation of government policies concerning education for young people aged 5 to 19 in schools and colleges and the training of teachers of this age group.

School Inspection

Achievement

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>I. High-quality inspections of 50% of schools subject to regular inspection between April 2001 and March 2004 (high-quality to be measured as 93% of inspection reports reviewed meeting HM Chief Inspector's (HMCI) standard by March 2002, rising to 95% by March 2004);</p> | <p>OFSTED is on target to inspect 50% of schools between April 2001 and March 2004, thus completing the second cycle of inspections of secondary schools by summer 2003 and of primary and special schools by 2004. The third cycle of inspections begins in 2003; details of consultation on the new inspection model are shown after this table. The quality of inspections continues to be monitored by HMI and has risen to 97% of reports meeting HMCI's standard up to December 2001.</p> |
| <p>II. Inspection of schools in special measures within five to seven months of the original inspection in order to assess the progress made against the action plan;</p> | <p>HMI continue to monitor the progress of schools in special measures, with the first visit taking place within five to seven months of the original inspection, in order to assess the progress made against the action plan. HMI also monitor progress in a sample of schools with serious weaknesses.</p> |
| <p>III. Monitoring of the 500 schools identified by the Secretary of State as lower attaining schools and the schools within the Education Action Zone and Excellence in Cities initiatives;</p> | <p>HMI are monitoring these schools over a three-year period.</p> |

Local Education Authorities (LEAs)

- | | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>IV. High- quality inspections of 29 local education authorities, between April and December 2001 (reporting upon the capacity of the authority to support school improvement and upon Best Value): then of 30 local education authorities each year. All inspection reports to meet HM Chief Inspector's standards and provide information to DfES to decide if intervention is required;</p> | <p>OFSTED's first cycle of LEA inspections, conducted with the assistance of the Audit Commission, ended on target in December. A new cycle began in January. All inspection reports have met HMCI's standards and information has been provided to the Department so that they can decide if intervention is required. Since spring 2000 these inspections have covered Best Value, and OFSTED has undertaken discrete inspections of Best Value reviews where it has not been possible to combine these with the full LEA inspection.</p> |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Teacher Training

- | | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>V. Number of high-quality initial teacher training inspections meeting HM Chief Inspector's standard: in 2000/01, 160 secondary subject and 36 primary inspections; in 2001/02, 280 secondary subject and 51 primary inspections (plans for inspection of teacher training beyond September 2002 yet to be finalised);</p> | <p>OFSTED's four-year cycle of primary initial teacher training ends in summer 2002, as does its three-year cycle of secondary subject teacher training courses. The actual number of courses inspected in the academic year 2001/02 to complete these cycles may vary from the original target figures because numbers of new courses and providers affect the numbers eligible for inspection.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Table 3.3 Spending Review 2000 Targets – Objective 1 continued

Further Education, Youth and Connexions

Achievement

- VI. Successful establishment of a system of joint inspections of further education institutions falling into the remit of OFSTED by March 2002;
- VII. Successful establishment of a system of inspection of the new Connexions strategy and Framework for Inspection by March 2002;
- VIII. Completion of inspection of all further education institutions falling within OFSTED's remit by September 2005;

The Learning and Skills Act 2000 extended OFSTED's remit to the inspection of education provision for students up to the age of 19 in further education colleges. OFSTED has established a system of joint inspections with the Adult Learning Inspectorate to govern the new work, providing training for inspectors on the use of the new Framework and beginning a four-year cycle of inspection, which ends in September 2005.

OFSTED also has responsibility for inspecting the new Connexions strategy. It has published an inspection framework and guidance, and conducted a series of monitoring inspections this year of the first Connexions partnerships. These will look at four themes: the role of the personal adviser; the involvement of young people; careers education and guidance and partnership, they will enable the inspection methodology to be refined by March.

OFSTED continues to inspect local education authority youth services and has conducted thirteen inspections in 2001–02.

See VI.

Advice

- IX. Up to ten major published reports on a relevant topic, drawing upon inspection evidence, to be published each financial year. This will include reports on literacy and numeracy, on the new strategy for secondary schools and its success in meeting targets for 14-year-olds, and on strategies to promote social inclusion.

It is part of HMCI's duty to advise the Secretary of State about the quality of education in schools, and HMCI's annual report based on 2000–01 inspection findings was published in February 2002.

In addition, OFSTED published the following major reports during 2001/02, drawing on inspection evidence:

Raising Achievement of Children in Public Care.

New Start Partnerships 1999–2000.

Forward from Special Measures.

Action Planning for School Improvement – Guidance for Schools and LEAs.

ICT in schools.

National Numeracy Strategy in Special Schools.

School Governance – Making it Better.

Extending work-related learning at Key Stage 4.

The Induction of Newly Qualified Teachers.

Subject Specialist Course in Primary Initial Teacher Training.

In-service Postgraduate Training Courses for Teachers: an overview report.

Advanced Skills Teachers: Appointment, Deployment and Impact.

Specialist Schools: an evaluation of progress.

Managing Support for the Attainment of Pupils from Minority Ethnic Groups.

This exceeds the target of ten reports this financial year.

Consultation on the New Inspection Model

In autumn 2001 OFSTED consulted schools, inspectors and national educational organisations about arrangements for school inspection, from September 2003. There were some 9,000 written responses to the consultation and OFSTED held over 40 regional meetings to discuss its proposals. There was widespread support for OFSTED's proposal to develop the systems so that, in future, inspections will be:

- more responsive to the priorities of schools and the policies of government;
- more supportive of school improvement;
- better informed about the views of parents, pupils and the wider community; and
- better co-ordinated with other inspection and monitoring activity.

The results of the consultation were published in January 2002. In the light of the consultation new arrangements are being worked up in detail, with the assistance of four external working groups focusing on:

- pupils' and parents' interests;
- inspection of special schools;
- school management, including self-evaluation; and
- the views of inspectors.

Table 3.4 Spending Review 2000 Targets – Objective 2**Objective 2:**

To establish and ensure high-quality regulation of childminders and day care providers, including the delivery of high-quality inspections of childcare and funded nursery education; and provide high-quality advice to the Secretary of State for Education and Skills to assist in the formation and evaluation of government policies on early years childcare and education.

<i>Transitional</i>	Achievement
I. To establish an Early Years Directorate to implement progressively a national system of regulation of childcare by 2002;	OFSTED took over responsibility for the regulation of childminding and day care in England from September and is on target to implement a national system progressively, including a publicly accessible national register of childminders and day care providers. Data and Files transferred from local authorities in September.
II. To establish a publicly accessible national register of childminders and day care providers by April 2002;	
III. To establish integrated inspections of childcare and nursery education by April 2003 to be conducted at a frequency and within a timescale to be established;	OFSTED has developed and is piloting (between February and March 2002) a model of integrated inspections and will begin a full inspection programme in April 2002.
IV. To transfer staff from local authorities to OFSTED and provide initial training by September 2001;	1,450 staff (mainly childcare inspectors) transferred to OFSTED from local authorities; initial training was provided by September.
<i>Operational</i>	
V. To conduct annual inspections of all registered childminders and day care providers by April 2003;	The inspection programme is underway and all registered child minders and day care providers are due to be inspected by April 2003.
VI. To set targets for the registration and inspection of childcare providers by December 2001;	Draft targets for the time taken on registrations, inspections and investigations were drawn up in December 2001 and consulted on. They are being finalised for implementation from April 2002 and will be reviewed in autumn 2002.
VII. All inspectors of childcare to be trained to an accredited standard by April 2003;	A large-scale training programme started in September 2001 and will continue through 2002–03.
VIII. At least two major published reports on relevant topics to be published each financial year;	A report on funded nursery education was published in December 2001. This is not a full financial year for the Early Years Directorate.
IX. To develop targets for dealing with complaints from childcare providers by December 2001; and	The OFSTED Standard target for dealing with complaints (42 calendar days) applies also to complaints from childcare providers.
X. To develop a target for satisfaction for childcare providers by December 2001.	OFSTED developed criteria to measure the satisfaction of childcare providers by December and consulted on them. They will be finalised by April 2002.

Table 3.5 Spending Review 2000 Targets – Efficiency Indicators

The Service Delivery Agreement also contains an expanded range of efficiency indicators, although those that appeared in the previous year's Public Service Agreement will be included to aid continuity and comparison of measurement.

Efficiency Indicators:	Achievement
I. % of schools that have improved since their last inspection between April 2001 and March 2004;	Of the schools for which data is available 91% have improved since the last inspection.
II. % of advice to DfES which is timely and in accordance with specification;	100% of advice to DfES was timely and in accordance with specification.
III. Average time taken to handle correspondence (target: 20 working days);	All correspondence logged within target. The average time taken to handle public correspondence was 4.8 days.
IV. Average time taken to respond substantively to complaints about inspectors and inspection reports (target: 42 calendar days);	OFSTED received 117 complaints; the average time taken to respond to them was 17 working days (22 calendar days).
V. Average time taken to respond to helpline calls (target: response by end of next working day);	All helpline calls responded to within targets.
VI. Extent of achievement of Better Quality Services review programme (completion by 2004–05);	OFSTED has an ongoing programme of reviews that incorporate the Better Quality Services targets. This has been expanded to include new responsibilities to inspect childcare and post-16 provision.
VII. Extent of achievement of the targets for prompt payment (target: 100% of undisputed invoices to be paid within 30 days);	Between April and December 2001 94% of undisputed invoices were paid within 30 days; the forecast for the year as a whole is 95%.
VIII. Extent of achievement of targets for electronic government – by March 2002, 25% of dealings with OFSTED to be capable of being done by the public electronically; 100% by March 2005;	Achieved in part. The majority of transactions associated with school inspection are now delivered electronically; work is in hand to extend this to include those associated with the regulation of childcare responsibilities transferred to OFSTED in September 2001. On target to achieve 100% by March 2005.
IX. Extent of achievement of targets for sickness absence; and	In the calendar year 2001 there were 4.6 sick days per staff year.
X. Extent of achievement of target for publication of school inspection reports on OFSTED's website.	All reports were placed on the website.

Section B: Expenditure and Investment

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Chapter 4:

Expenditure Plans

The Government is committed to securing a well-educated, highly skilled workforce in a knowledge-driven economy. It has demonstrated that commitment, through the resources for education and skills it has allocated in each of its Spending Reviews. It has increased the share of national income spent on education and decreased expenditure on the costs of economic and social failure. This chapter sets out key points from the Department's expenditure plans.

Table 4.1 Summary of Resource and Capital Tables 1998–99 to 2003–04 (£ million)

	1998–99 outturn	1999–00 outturn	2000–01 outturn	2001–02 estimated outturn	2002–03 plans	2003–04 plans
Total Spending in Departmental Expenditure Limits (DEL)^{1,2}						
Early Years and Childcare ³	45	63	121	227	639	696
Schools, including Sixth Forms	2,038	2,514	4,795	6,017	8,164	9,021
Support for Young People ⁴	921	1,049	1,122	528	860	973
Higher Education	5,953	5,897	5,954	6,302	6,632	6,919
Further Education, Adult Learning and Skills and Lifelong Learning	3,504	3,669	4,171	5,964	6,565	7,107
Activities to Support all Functions ⁵	237	247	253	268	286	677
Total Department for Education and Skills⁶	12,698	13,440	16,416	19,307	23,146	25,393
OFSTED: Regulation and Inspection of Childcare and Education	111	86	104	165	197	192
Total DfES and OFSTED	12,809	13,526	16,520	19,471	23,343	25,584
Total Central Government Spending on Education in England⁷	11,363	11,900	14,715	17,469	21,015	23,162
Local Government Education Standard Spending Assessments⁸	19,384	20,414	21,479	22,513	22,502	23,828

1 This table only includes figures within Departmental Expenditure Limits (DEL). Therefore this table is not directly comparable annexes A, B and C as they include figures within Annually Managed Expenditure (AME).

2 Includes both resource and capital expenditure.

3 Includes expenditure on Sure Start.

4 Includes expenditure on the Children's Fund.

5 In 2003–04 includes the Service Development Fund, which is used to support innovative projects.

6 Includes figures previously recorded in the Welfare to Work/Employment Opportunities Fund DEL.

7 Total central government spending on education includes DfES spending on schools, further and higher education (including the student loans resource budget charge), plus New Deal for Schools capital, the Children's Fund, Sure Start and OFSTED.

8 These figures are not comparable with the local authority recurrent spending in tables 4.3 and 4.4.

Table 4.2 Expenditure by Function within Departmental Expenditure Limit 1996–97 to 2003–04 (£ million)

	Cash terms		Resource terms					
	1996–97 outturn	1997–98 outturn	1998–99 outturn	1999–00 outturn	2000–01 outturn	2001–02 estimated outturn	2002–03 plans	2003–04 plans
Early Years and Childcare¹	9	4	45	63	121	227	639	696
<i>of which:</i>								
Sure Start ²			#	7	56	123	449	499
Childcare	9	4	45	56	65	104	189	196
Schools^{1,3}	1,493	2,339	2,038	2,514	4,795	6,017	8,164	9,021
<i>of which:</i>								
Nursery Education ^{3,4}	21	637	134	150	247	235	346	431
Investment in School Buildings ⁵	657	738	924	1,012	1,810	1,874	2,283	2,985
<i>of which:</i>								
Voluntary Aided Schools	83	104	118	130	106	159	278	337
Former grant maintained schools ⁶	143	149	132	126	80	30		
Capital Grants within Standards Fund			67	71	382	804	1,204	1,612
Credit approvals	431	399	376	450	540	559	800	1,035
New Deal for Schools		87	231	234	702	323		
Other Standards Fund (including Excellence in Cities) ⁶	215	278	265	538	1,346	1,526	1,543	1,457
School Standards Grant					345	685	657	675
Sixth Form Funding (through the Learning and Skills Council)							1,355	1,428
Specialist Schools and City Technology Colleges	77	89	97	106	126	167	224	251
Education Action Zones			10	25	60	64	61	61
Information and Communications Technology		10	50	57	129	154	290	309
Modernising the Teaching Profession	206	222	223	260	665	1,049	1,251	1,340
Other miscellaneous programmes ⁷	317	365	334	367	67	260	154	86
<i>of which:</i>								
Grant-maintained schools current spending ^{2,8}	97	110	94	17	25	12	#	#
Support for Young People^{1,9}	941	958	921	1,049	1,122	528	860	973
<i>of which:</i>								
Work-Based Training for Young People ¹⁰	734	740	712	799	837			
Careers Service ¹¹	199	208	205	227	240			
Education Maintenance Allowances ¹²						105	192	221
Connexions Service					12	317	426	455
Connexions Card					3	13	21	10
Neighbourhood Support Fund				10	5	19	10	10
Millennium Volunteers				1	10	19	15	15
Youth Services	4	4	4	5	4	5	24	25
Children's Fund						34	150	200
Other miscellaneous programmes ²	4	6	#	7	12	16	23	38
Higher Education¹	5,857	5,933	5,953	5,897	5,954	6,302	6,632	6,919
<i>of which:</i>								
Higher Education Funding Council for England	3,448	3,508	3,538	4,074	4,342	4,646	4,942	5,184
Student loans RAB charge	330	359	410	604	794	870	864	897
Mandatory Awards: maintenance and fees	2,008	1,982	1,877	1,073	670	622	652	655
Access Funds and Bursaries	22	22	39	82	87	88	121	130
Student Support administration	16	19	17	35	30	33	31	33
British Academy	24	29	29	31	34	36	13	13
Other miscellaneous programmes (including Consolidated Fund Extra Receipts)	10	15	42	-2	-3	7	10	7

Table 4.2 Expenditure by Function within Departmental Expenditure Limit 1996–97 to 2003–04 (£ million) *continued*

	Cash terms		1998–99 outturn	1999–00 outturn	Resource terms		2002–03 plans	2003–04 plans
	1996–97 outturn	1997–98 outturn			2000–01 outturn	2001–02 estimated outturn		
Further Education, Adult Learning, Skills and Lifelong Learning¹	3,471	3,441	3,504	3,669	4,171	5,964	6,565	7,107
<i>of which:</i>								
Further Education (FE) ¹⁰	3,154	3,154	3,146	3,271	3,544			
FE student support ^{10,13}	6	6	24	52	90			
Learning and Skills Council ¹⁴ (LSC) (except Sixth Form Funding)					45	5,343	5,960	6,429
Local competitiveness budget ¹⁰	76	62	55	73	67			
Adult Education and Skills Initiative ¹⁵	5	5	92	68	106	221	194	214
Adult Learning Inspectorate/Training Inspectorate ¹⁶			5	7	7	20	21	24
Union Learning Fund			2	3	5	8	7	8
DfES Innovations Fund	4	6	7	5	2	1	2	2
FE Collaboration Fund	29	16	27					
Learning Partnership Fund				5	10	10	10	10
Training and Enterprise Council (TEC) Strategy Budget ^{2,10}	133	156	114	104	118	#	3	3
Training and Vocational Employment Initiative ²	22	4	#					
Career Development Loans	14	11	13	15	15	16	16	19
Individual learning accounts (ILAs) ¹⁷			1	2	70	223	72	71
ILA income from TECs ¹⁷					-29	-83		
Learndirect		1	3	6	12	9	11	12
Adult Guidance ¹⁰				7	19			
University for Industry			5	42	58	53	56	44
Improving the training market	16	7	6	7	6	6	6	6
Management Development ¹⁰	2	2	1	1	1			
Investors in People UK	2	2	2	2	2	2	2	2
Prisoners' Learning and Skills						57	71	87
Other miscellaneous programmes ²	9	9	2	#	24	78	134	175
Activities to support all functions¹	272	238	237	247	253	268	286	677
<i>of which:</i>								
Research and Publicity	23	16	17	19	25	24	25	27
Emergency reserve							30	30
Administrative costs	243	216	210	219	219	227	215	216
Other miscellaneous programmes ¹⁸	7	7	11	10	9	17	16	403
Total Department for Education and Skills	12,044	12,913	12,698	13,440	16,416	19,307	23,146	25,393
OFSTED ¹⁹	122	150	111	86	104	165	197	192
Total DfES and OFSTED	12,166	13,063	12,809	13,526	16,520	19,471	23,343	25,584

1 Sub-total figures will differ from last year's figures due to Departmental re-organisation.

2 Amounts below £500,000 are indicated by #.

3 £527 million for nursery vouchers was transferred from local to central government spending in 1997–98 and returned to local government from 1998–99.

4 The majority of under-fives funding from 2001–02 has been transferred to local authorities.

5 Other programmes in this table include an element of capital spending. This line shows the remaining capital spend. These figures include New Deal for Schools allocations which have been re-designated as part of the DEL. They do not include Public Finance Initiative Credit Approvals as they are outside DEL.

6 This excludes School Standards Grant in 2000–01 and 2001–02. It also excludes expenditure on National Grid for Learning and Education Action Zones from 2001–02.

7 This includes elements of residual funding for former grant-maintained schools, a proportion of funding for the National Grid for Learning, International services and elements of funding for teacher recruitment, literacy and numeracy and school publications.

8 Spending from 1999–00 onwards funds grants to former grant-maintained schools and local education authorities in connection with the transition of those schools into the new schools framework.

9 Summary figures change from 2001–02 due to transfer of funding for work-based training for young people to the LSC.

10 Funding from April 2001 became the responsibility of the LSC.

11 The activities of the Careers Service will be taken over by the Connexions Service on a roll out basis starting in 2001–02.

12 Education Maintenance Allowances were funded through the Standards Fund. The figure for 2001–02 does not include money for the Schools Sixth Form Access Fund.

13 This total covers funding for FE access funds, FE childcare support, FE residential students, some HE students attending FE colleges and some pilot funding.

14 Figures exclude from 2001–02, transitional funding for bodies other than the LSC included in some other tables.

15 £60 million was made available in the 1998 Budget for a number of Centres of Excellence for IT and High Technology training and Skills Challenge projects.

16 This work and other smaller programmes was taken over by the Adult Learning Inspectorate from April 2001.

17 Total includes the TECs contribution towards the cost of the first one million accounts shown in separate line.

18 Figures include Service Development Fund allocations in 2003–04. This is used to support innovative projects.

19 From 2001–02 OFSTED has taken on responsibility for regulation of childcare.

► Funding for Education and Skills in England

Later this year, the Government will publish the results of its third Spending Review, which will cover the three-year period 2003–04 to 2005–06. Before taking account of that review, average real-term annual growth in spending on education and skills in England, between 2000–01 and 2003–04, will be 6.5 per cent a year. Capital expenditure on education and skills will rise during that period by an average of 18 per cent a year in real terms. By 2003–04, spending in England on education and skills will be over £11.4 billion more than in 2000–01. These figures include extra resources for Sure Start where funding will increase from £184 million a year to almost £500 million by 2003–04. It also includes an increase in funding for childcare, to some £200 million by 2003–04.

In his Pre-Budget Report in November 2001, the Chancellor announced a cross-departmental scheme totalling £40 million to promote workforce development. This will fund six pilots in Birmingham and Solihull, Derbyshire, Essex, Greater Manchester, Tyne and Wear, and Wiltshire and Swindon. These pilots will reward employers for giving their employees time off to improve their qualifications to GCSE level. Schools will gain access to a further £100 million in Public Finance Initiative credits. Teaching workplaces will receive an injection of £20 million in 2001–02 and £30 million in 2003–04.

The Department was also successful in gaining investment from the latest round of the Capital Modernisation Fund. It will provide £35 million to fund the Curriculum Online scheme and a further £10 million to improve school security this year.

► Budget 2002

In April's Budget, the Government announced a package of £270 million covering 2002–03 and 2003–04, which includes £100 million of additional resources. The package consists of:

- £87 million funding to concentrate on cutting bad behaviour from the classroom;
- £85 million funding for school building repairs and further education college capital – a boost of almost £2,500 for a typical primary and over £7,100 for a typical secondary school;
- a new £30 million boost to training in small firms – bringing 10,000 small businesses up to the Investors in People industry standard; and
- a further investment of £70 million from the Capital Modernisation Fund for projects to improve educational facilities including:
 - £40 million spending on Centres for Vocational Excellence to develop new and existing vocational provision;
 - £20 million for the From Learning to Earning project to support the modernisation of education and training facilities for prisoners; and
 - the remaining project(s) will be announced in due course.

Table 4.3 Education Expenditure¹ by Central and Local Government by Sector in Real Terms^{2,3} in England 1996–97 to 2001–02 (£ million)

	1996–97 outturn	1997–98 outturn	1998–99 outturn	1999–00 outturn	2000–01 provisional outturn	2001–02 estimated outturn
Schools⁴						
Capital⁵	1,110	1,149	1,255	1,387	1,630	1,604
Current	19,227	19,306	19,642	20,956	22,585	24,534
<i>of which</i> Under fives	1,783	1,876	1,910	2,118	2,359	2,600
Primary	7,017	7,011	7,094	7,345	7,925	8,584
Secondary	8,798	8,738	8,883	9,255	9,920	10,872
Other ⁶	1,629	1,681	1,755	2,238	2,381	2,477
Further education, adult learning and other education initiatives^{7,8}	3,605	3,487	3,483	3,540	3,826	4,437
Higher education^{8,9,10,11}	5,104	5,045	4,984	4,955	5,050	5,357
Student support	1,536	1,448	1,458	1,276	1,297	1,253
<i>of which</i> Further education ¹²	97	74	75	98	184	195
Higher education ^{10,13}	1,439	1,374	1,383	1,178	1,113	1,058
Administration, inspection costs and miscellaneous services¹⁴	1,364	1,382	1,598	1,115	1,222	1,427
Total						
Real terms	31,945	31,818	32,422	33,228	35,610	38,612
Cash	28,915	29,687	31,096	32,628	35,610	39,674

- Excludes DfES expenditure on Work-Based Training for Young People, careers service, career development loans, learndirect, improving the training market, management development and Investors in People. Figures for 1998–99 onwards are resource-based. Central government figures for 1996–97 to 1997–98 are cash-based. The shading of the table reflects this.
- All figures have been converted to 2000–01 price levels using the April 2002 Gross Domestic Product (GDP) deflators.
- The recurrent local authority figures in this table are drawn from Table 4.4; the footnotes to that table set out the underlying data sources – which changed from the Department of Environment, Transport and the Regions' education Revenue Outturn return (the 'RO1') to the DfES's Section 52 Outturn Statement in 1999–00. They reflect actual expenditure for 1996–97 to 1999–00, provisional for 2000–01 and are estimated for 2001–02.
- Includes expenditure on county, voluntary-aided, special agreement, grant-maintained schools, city technology colleges and other specialist schools. Central government funding on grant-maintained schools has been appointed to under-fives, primary and secondary sectors using pupil numbers. Under-fives figures include expenditure on Sure Start. Secondary school figures include expenditure on the assisted places, music and ballet schemes and the Technical and Vocational Education Initiative.
- Includes local authority schools capital expenditure financed by central government grants, (including New Deal for Schools and information communication technology funded through the National Grid for Learning), credit approvals, local education authorities' own contributions and the schools element of the Capital Modernisation Fund. Excludes Private Finance Initiative (PFI) credits (£35 million in 1997–98, £130 million in 1998–99, £350 million in each of 1999–00 and 2000–01 and £450 million in 2001–02).
- Includes expenditure on meals, transport, non-maintained school fees, teacher development, access/pupil support and other support services (as defined in Table 4.4).
- Up to 2000–01 includes expenditure by the Further Education Funding Council (FEFC). The Learning and Skills Council (LSC) took over FEFC responsibilities on 1 April 2001 and the 2001–02 figures include the estimated element of funding allocated to the LSC, including further education, adult and community learning, the Local Initiative Fund and other programmes such as Education Business Links. Figures for all years also include expenditure on other adult education and by local authorities. Figures for 2000–01 onwards include expenditure on UK online centres funded by the Capital Modernisation Fund.
- The Higher Education Funding Council for England (HEFCE) and FEFC received from 1997–98 (FEFC) and 1996–97 (HEFCE) a total grant figure with flexibility to make both capital and recurrent allocations. From 1999–00 HEFCE and FEFC have also been allocated some separate earmarked capital funding.
- The expenditure data in this table and the data used to derive funding per student in HE in Table 4.8 have not been calculated on the same basis and as such the figures in these two tables are not directly comparable.
- In addition to institutional funding for the Teacher Training Agency (TTA) and HEFCE, the figures include the public contributions to tuition fees paid on students' behalf and other HE funding not paid through the TTA and HEFCE. Excludes the maintenance element of student support expenditure.
- Excludes the Welsh element of mandatory awards fee payments. Includes, for 1999–00 onwards, the English element of student support funded via the Student Loans Company. For 2001–02 this has been estimated using the projected number of resident students in England and Wales. The split of student support in that year into fees and maintenance payments has been derived from projected estimates of expenditure. Figures reflect the phasing out and replacement of local authority discretionary awards by centrally administered access funds.
- Comprises mainly expenditure on support for students in further education but also some other students, e.g. in schools sixth forms. Also includes Education Maintenance Allowances.
- Includes expenditure on maintenance awards, discretionary awards, access funds, postgraduate awards and European Union fees, resource charges for student loans and the sale of student debt. Excludes cash outlay of student loans and maintenance attributable to Wales.
- Includes local government administration costs, local and central government expenditure on the Youth Service (recurrent and capital), central government expenditure on qualifications, international services, OFSTED, post-16 transitional funding and other miscellaneous services. Excludes the DfES's administration costs. From 1999–00, a portion of local authority administration and inspection costs is delegated to schools and is included within the school current expenditure lines. These figures in part reflect the transfer of responsibilities for early years inspection from local authorities to OFSTED.

► United Kingdom Funding for Education

As a result of the Government's continuing investment, education spending in the United Kingdom as a proportion of gross domestic product, rose from 4.7 per cent in 1996–97 to 5.0 per cent in 2001–02, and is forecast to rise to 5.3 per cent in 2003–04. The Government will, therefore, be meeting its pledge to increase education spending as a proportion of national income.

► Local Authority Expenditure

For the 2002–03 local authority finance settlement for England, the Government has set the national total of local authorities' Standard Spending Assessments at £49.8 billion. Within that total, Education Standard Spending (the total of Education Standard Spending Assessments) accounts for £22.5 billion. This is an increase of almost £1.3 billion, or six per cent, on the 2001–02 settlement on a like for like basis. There will also be an increase in Standards Fund grant of almost £160 million. In the 2000 Spending Review, the Government announced a further increase in Education Standard Spending of £1.4 billion in 2003–04. As a result, planned local education authority expenditure in England will have grown by an average three per cent a year in real-terms between 2000–01 and 2003–04.

The Government's policy is that the great majority of education spending should be delegated to schools. Delegation as a percentage of the local schools budget rose from 79 per cent in 1997–98 to an average of 86.5 per cent in 2001–02. The Government has set a minimum target for delegation of 87 per cent for 2002–03.

Proposals for a new formula for education funding will be subject to a consultation process in the summer, before forming the basis of the Local Government Finance Settlement for 2003–04.

Table 4.4 shows outturn spending for 1996–97 to 2001–02. This is recorded, up to 1998–99, on local authority RO1 returns and includes income from specific grants within Aggregate External Finance (including the Standards Fund). The figures for 1999–00 and 2000–01 are derived from local education authorities' outturn statements, and the 2000–01 figures are provisional. The 2001–02 figures are estimated and reflect total education expenditure as recorded on authorities' budget statements.

Table 4.4 Local Authority Expenditure on Education 1996–97 to 2001–02¹ (£ million)

	1996–97 outturn	1997–98 outturn	1998–99 outturn	1999–00 outturn	2000–01 provisional outturn	2001–02 estimated outturn
Current Spending						
Schools						
Under fives ^{2,3}	1,540	1,049	1,765	2,010	2,234	2,474
Primary schools	5,971	6,153	6,397	6,806	7,495	8,356
Secondary schools	7,140	7,299	7,633	8,210	9,013	10,215
Special schools	1,061	1,092	1,156	1,166	1,250	1,353
Meals ⁴	366	355	357	348	352	366
Transport ⁵	415	461	485	531	587	639
Non-maintained school fees ⁶	217	240	248	273	277	292
Teacher development ⁷	69	73	76	74	106	110
Access/pupil support ⁸	42	38	39	30	39	41
Other support services ⁹	366	402	479	939	969	994
Higher and Further Education ^{10,11}	196	170	163	183	209	233
Miscellaneous services and administration						
Youth service	247	248	257	268	272	281
Other community services ¹²	74	64	70	51	61	64
Central administration ¹³	750	778	872	381	366	348
Total current spending on education less expenditure funded by specific grants outside Aggregate External Finance ^{14,15}	18,454	18,423	19,996	21,269	23,231	25,765
Technical and Vocational Education Initiative	14	3	2	0	0	0
Work-related further education	53	54	60	59	77	79
Receipts from HEFCE ¹⁶	11	11	11	11	11	12
Mandatory student awards ¹⁷	2,008	1,981	1,877	796	318	139
Total current spending on education	20,540	20,472	21,946	22,136	23,637	25,994
Capital spending ¹⁸						
Gross capital spending on education (excluding New Deal for Schools) ¹⁹	1,052	1,037	1,027	1,184	1,016	1,441
Local authority receipts	-120	-133	-82	-102	-119	-168
Total net capital spending on education (excluding New Deal for Schools)	932	904	945	1,082	897	1,273
New Deal for Schools		78	224	207	702	323
Total net authority capital spending	932	983	1,169	1,289	1,600	1,596
Total Local Authority expenditure on Education	21,471	21,454	23,115	23,424	25,236	27,590

- Local authority expenditure includes central government support, self financed expenditure and a range of other grants (such as Revenue Support Grant). The figures in this table reflect this; the figures in table 4.2 include only the first of these elements.
- 1997–98 outturn expenditure reflects the transfer of £527 million from local government to central government for the nursery voucher scheme.
- Includes expenditure on rising fives, nursery schools, all under fives in primary schools and in the private, voluntary and independent sectors. Rising fives are defined as those children registered at the January census date who were aged under five in the preceding August.
- Includes all net expenditure on meals, whether paid by the local authority or from schools' delegated budgets. The figure for 2000–01 is estimated and is thus liable to be revised.
- Includes some transport for further education students.
- Mainly for pupils with special educational needs. Excludes expenditure on under fives in the private, voluntary and independent sectors.
- This category was named previously named **Teachers' Centres** and covers the cost of trainers who train existing teachers and the costs of the various teacher and curriculum training centres.
- This category was previously named **Pupil Support** and includes support for young people to continue in education without hardship. Figures exclude expenditure on Educational Maintenance Allowance (EMA). Figures from 2000–01 onwards include Access Funds for post 16-year-old pupils in schools.
- For the years prior to 1999–00, **Other support services** comprises expenditure previously referred to as **Child Guidance** – e.g. expenditure associated with the educational welfare and psychological services, operational units such as computer centres, educational technology centres, education support centres and field centres. For 1999–00 onwards, expenditure covers, in addition to "Child Guidance" (as defined), costs associated with other support services including Educational Development Plans, Asset Management Plans, school places planning, admissions and appeals and, for 1999–00 only, advice to and support for schools on financial and personnel administration.
- This category is an amalgamation of the categories previously referred to as **Further education for adults** and **Discretionary student awards and support**. Local Education Authorities' (LEAs) powers to make discretionary awards to further and higher education (FE/HE) students were changed from 1999–00. Awards continue for some FE students but a new award scheme was introduced for those on dance and drama courses. For part-time HE students, loans of £500 and fee waivers have been introduced, and there are increased Hardship Funds.
- Figures for 1999–00 onwards include Education Maintenance Allowance.
- This category was previously named **Recreational Services and Research** and covers the costs of such items as the hiring of school premises to community groups and contribution costs in respect of leisure centres.
- For years prior to 1999–00, **Central Administration** comprises expenditure previously referred to as **Administration and Inspection Costs**. From 1999–00 onwards it covers the cost of carrying out statutory and regulatory duties. Other administration and inspection costs are included within the other categories of this table.
- Outturn data for 1996–97 to 1998–99 was drawn from education Revenue Outturn Statements which LEAs submitted to the Department of Environment, Transport and the Regions. Figures for 1999–00 and 2000–01 were drawn from Section 52 (Table 3) outturn statements which LEAs submitted to the DfES. 2001–02 figures are estimated and the schools categories include, for this year, an estimate of the Teachers' Green Paper threshold monies.
- Aggregate External Finance. Within the current structure for local authority funding, introduced in April 1990, AEF represents the combined total of Government grants to local authorities (both general Revenue Support Grant and certain specific grants) and the National Non-Domestic Rate. AEF supports the spending by local authorities which is covered by the annual standard spending settlements. The Government also pays certain grants to local authorities which are outside the Standard Spending framework; for education these include Technical and Vocational Education Initiative (TVEI), Work Related Further Education (WRFE) and mandatory awards.
- Grants from the Higher Education Funding Council for England in respect of prescribed courses of higher education in local authority institutions.
- Includes payments to public sector higher education institutions as reimbursements of fees for European Union students. Figures for 2000–01 and 2001–02 are based on central government estimates. Includes spending on mandatory awards in Wales. LEA mandatory awards are being phased out and replaced by additional student loans administered through the Student Loans Company.
- Includes expenditure from the education component of the Urban and Regeneration Programme.
- Gross education capital spending includes schools, youth and other education services.

Between 1997–8 and 2001–02 real-terms funding has increased by over £540 per pupil (20 per cent). By 2003–04, funding per pupil will be £760 higher in real-terms than in 1997–98.

Table 4.5 Revenue Funding^{1, 2} per School Pupil³, 1996–97 to 2003–04

	1996–97 actual	1997–98 actual	1998–99 actual	1999–00 actual	2000–01 actual	2001–02 provisional	2002–03 plans	2003–04 plans
Funding per pupil								
Real-terms (£)	2,760	2,760	2,800	2,910	3,110	3,300	3,430	3,520
Real-terms year-on-year change (£)	0	0	40	110	200	190	130	90
Real-terms index⁴	100	100	101	105	113	119	124	128

1 Figures are rounded to nearest £10.

2 Funding consists of Education Standard Spending plus all schools-related revenue grants in DfES's departmental expenditure limit which are relevant to pupils aged 4 to 19.

3 Calculations are based on full-time equivalent pupils aged 4 to 19 in maintained schools in England.

4 The real-terms index has been calculated using April 2002 gross domestic product deflators and shows the percentage increase in real-terms spending compared with the base year of 1996–97.

Table 4.6 shows the real terms trend in recurrent spending per pupil in LEA-maintained schools since 1996–97. The balance of expenditure on nursery, primary and secondary schools is determined by each local education authority.

Table 4.6 School-based Expenditure per Pupil^{1,2,3}, 1996–97 to 2000–01

	1996–97 actual	1997–98 actual	1998–99 actual	1999–00 actual	2000–01 ⁴ provisional
Nursery/Primary cash (£)⁵	1,730	1,740	1,880	2,030	2,280
Real-terms index⁶	100	97	103	108	119
Secondary cash (£)⁵	2,340	2,360	2,450	2,590	2,830
Real-terms index⁶	100	98	99	102	110
Nursery/Primary & Secondary cash (£)⁵	1,960	1,970	2,090	2,270	2,520
Real-terms index⁶	100	98	101	107	116

1 The expenditure data used to derive these unit costs cover all school-based recurrent spending, including teaching and non-teaching staff salaries, school premises costs, equipment and supplies, and unspent balances held by schools at year end. They exclude spending on special schools, central administration and support services such as transport and school meals as well as capital expenditure. As such, this school-based expenditure is not directly comparable with the funding figures given in Table 4.5.

2 The expenditure data up to 1998–99 are drawn from the annual RO1 spending returns, which local authorities submitted to the Department of Transport, Local Government and the Regions. Expenditure data for 1999–00 and 2000–01 are taken from local education authorities' Section 52 Outturn Statements submitted to the DfES.

3 The pupil data are drawn from the DfES Annual Schools Census.

4 The expenditure data for 2000–01 are provisional and are therefore likely to be revised (most likely downwards) in the light of further assessment of LEA returns.

5 Figures rounded to nearest £10.

6 The real-terms index has been calculated at 2000–01 prices using April 2002 gross domestic product deflators, and shows the percentage increase in real-terms spending compared with the base year 1996–97.

► Further Education

Assumed funding for further education (FE) allocated to the Learning and Skills Council (LSC) is £4,253 million in 2002–03 and £4,578 million in 2003–04. The funding for 2002–03 represents a £313 million increase over 2001–02, with a further increase of £325 million in 2003–04. That is a real-terms year-on-year increase of five per cent in 2002–03 and a further five per cent in 2003–04. This is in addition to a ten per cent real-terms increase in 2001–02, compared to 2000–01. These figures do not yet include additional funding for 2002–03 and 2003–04 allocated for FE in the recent Budget. They reflect forecast expenditure for 2001–02 and actual cash payments to the FEFC in 2000–01. The sums exclude assumed additional employer contributions.

Table 4.7 contains two series of figures, which show the unit of funding per full-time equivalent student in further education. The first shows assumed funding for FE participation allocated to the LSC and includes additional employer contributions. This includes additional funds made available for widening participation, to support the introduction of Qualifying for Success and for increased provision of basic skills courses. Compared to the last Report this now gives a complete picture of funding for participation for colleges. The second line has been introduced this year to show total funding to the sector. This includes funding for participation and, from 1999–00, additional funding which has been targeted on areas such as raising standards, capital and FE Pay. The plans for 2002–03 include £110 million for the Teaching Pay Initiative (TPI) to reward excellent teachers. This sum rises to £135 million in 2003–04.

On the Public Service Agreement target for funding per full-time equivalent (FTE) further education student in 1999–00, there was a five per cent real-terms rise in funding per student in 1999–00 compared to 1998–99. This was mainly due to a sharp fall in student numbers caused by the ending of inappropriate external franchising arrangements by colleges and some increases in costs per student. The real-terms variation in unit funding is influenced by a number of factors which are difficult to predict, including student number fluctuations and the timing of when funding is brought to account. The real-terms index of FE unit funding has therefore fluctuated between years with the rise in 1999–00 partly balanced by decreases in other years. Comparing 1996–97 and 2002–03, the participation funding for each FTE student has remained constant in real-terms. Over that period colleges have demonstrated increased value for money; qualification success rates in colleges have increased and as noted above they have implemented measures to widen participation among learners, broaden programmes of study for 16- to 19-year-olds and increase basic skills provision.

Table 4.7 Funding per Full-Time Equivalent Student¹ in Further Education 1996–97 to 2003–04

	1996–97 actual	1997–98 actual	1998–99 actual	1999–00 actual	2000–01 provisional	2001–02 planned	2002–03 planned	2003–04 planned
Funding per full-time equivalent student¹								
Funding for participation (£)^{2,3,4,7}	3,050	3,070	3,120	3,360	3,380	3,500	3,550	3,610
Real-terms index⁵	100	98	97	101	100	101	100	99
Total funding (£)^{2,3,6,7}	3,050	3,070	3,120	3,440	3,540	3,810	3,990	4,150
Real-terms index⁵	100	98	97	104	105	110	112	114

- 1 Full-time equivalent students funded by the Further Education Funding Council (FEFC) until 2000–01 and the Learning and Skills Council (LSC) from 2001–02 in either further education sector colleges (further and higher education students) or in external institutions, specialist designated institutions and higher education institutions (further education students only). Figures for 1998/99 have been revised upwards to correct a slight measurement error in previous years.
- 2 Rounded to the nearest £10.
- 3 From 1999/00 onwards, the figures exclude 18,500 FTE Higher National Certificate and Higher National Diploma students and their associated funding which has been transferred to Higher Education Funding Council for England (HEFCE).
- 4 The basis for participation unit funding figures from 1999–00 onwards has changed slightly compared to the last report. From 1999–00, the figures now include all monies provided to colleges for FE core participation (i.e. including Qualifying for success and widening participation). As before, the figures also include assumed additional employer contributions and exclude FEFC and LSC administration costs and FE student support, as well as additional grants for earmarked purposes made available from 1999–00.
- 5 The real terms funding index has been based with 1996–97 as 100 and calculated using April 2002 GDP deflators and projections.
- 6 Total FE grant to the FEFC or LSC, but not including FEFC or LSC administration costs, FE student support or additional FE funding for 2002–03 and 2003–04 allocated in the recent Budget. The figures include monies provided for FE participation, assumed additional employer contributions and certain FE funding for earmarked purposes, including capital, FE pay, FE Standards Fund and other special grants to colleges.
- 7 Unit funding figures for 1998–99 to 2000–01 are based on cash payments from the Department to FEFC rather than actual expenditure by FEFC included in some other tables in the report.

Sources: Further Education Funding Council's individualised student record (ISR) and DfES estimates and projections. Responsibility for the ISR has now been taken over by the Learning and Skills Council.

► Higher Education

In order to make progress towards the Government's target that by the end of the decade, 50 per cent of young people should have the opportunity to benefit from higher education by the time they reach thirty years of age, publicly planned funding for higher education in 2002–03 will increase to over £6.1 billion. This represents an additional £292 million (5.0 per cent) over 2001–02 funding levels with a further planned increase of £304 million (5.2 per cent) in 2003–04. The planned provision ensures that funding per student over the next two years will continue to keep pace in real-terms with the expansion in student numbers. Funding for higher education beyond 2003–04 is being considered under the current Spending Review and will be announced in the summer.

Table 4.8 Funding¹ per Student² in Higher Education, 1996–97 to 2003–04


	1996–97 actual	1997–98 actual	1998–99 actual	1999–00 actual	2000–01 actual	2001–02 provisional	2002–03 plans	2003–04 plans
Funding per student³								
real-terms (£)	5,010	4,910	4,900	4,900	4,860	4,880	4,900	4,920
Real-terms index⁴	100	97	97	97	96	97	97	97

1 Publicly planned funding of higher education institutes in England includes block grant from the Higher Education Funding Council for England, and the Teacher Training Agency, and income for tuition fees from the research councils and from those tuition fees governed by the Mandatory Awards Regulations and paid direct to HE institutions.

2 Full-time equivalent students.

3 The maximum student contribution to fees of £1,075 for 2001/02, which forms part of the unit of funding shown above, represents around a quarter of the average cost of a course.

4 Real-terms index has been based with 1996–97 as 100 and using April 2002 gross domestic product deflators.



Chapter 5: Investment

Capital investment supports all of the Department's objectives, underpinning its strategic aims of creating opportunities for everyone to develop their learning, releasing potential in people and achieving excellence. The current Departmental Investment Strategy, which covers the years 2000–01 to 2003–04, has a common purpose across all education and skills sectors. It aims to replace obsolete infrastructure and invest in premises and equipment that are suited to the demands of modern learning, economically efficient, and widely accessible.

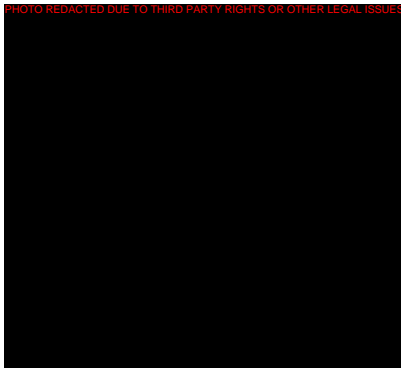
The Department delivers almost all of its services through other bodies, most notably the local education authorities (LEAs), the Learning and Skills Council (LSC) and the Higher Education Funding Council for England (HEFCE). We work with these bodies to ensure that they have robust plans for capital investment and that public funds are spent wisely. Local managers of schools, colleges and universities have considerable freedom to manage their own budgets.

Achievements to date and investment plans to 2003–04 are outlined below, along with the procedures and systems that underpin this investment. The Department's capital spending, both for 1998–99 to 2001–02, along with plans for 2002–03 and 2003–04, are shown in Annex C. The Department's capital spending proposals for the period 2003–04 to 2005–06 have been submitted to the Treasury and details of the Spending Review settlement will be confirmed in the autumn. The Department will then publish its Departmental Investment Strategy for the years 2003–04 to 2005–06.

The Department is investing increasingly large sums in sustaining and modernising the education and skills sectors. Spending is set to rise from £2 billion in 2000–01 to over £3 billion in 2002–03 and just over £4 billion by 2003–04. This strategic investment is improving the estate and information and communications technology (ICT) infrastructure across the education and skills sectors, providing an environment suited to the needs of the 21st century.

► Early Years and Childcare

The Department has made significant improvements in the quality and quantity of early years education and childcare in recent years. The Early Excellence Centre programme is building a network of beacons of good practice in the delivery of integrated services for young children and their families, while the cross-Government Sure Start programmes are supporting families with children up to four years old in



disadvantaged areas. The Department is on track to meet its commitment of 900 50-place Neighbourhood Nurseries in disadvantaged areas, and 100 Early Excellence Centres, by 2004. It will also deliver 500 Sure Start programmes by this date. This investment will help achieve the 2004 targets of 100,000 integrated places, with an improvement in the ratio of childcare places to children of 1:5.

Grants for capital spending are managed by the Department through the LEAs and the Early Years Development and Childcare Partnerships. Bids for capital funding are appraised by the Department. Successful bids demonstrate clearly how the investment will meet the Government's objectives for childcare and early years education. Capital projects are monitored quarterly by the Department.

► Schools

Investing to bring the schools estate up to a good condition and to keep it that way makes economic sense, as it minimises long-term running costs. Research confirms that going beyond this, and modernising schools so that they are suitable places in which to deliver the modern curriculum, will produce a positive impact on pupil attainment. Investment since the 2000 Spending Review settlement has allowed the continued improvement of the schools estate and the goals of addressing the most urgent repairs in 7,000 schools and to have replacement or refurbishment completed or underway in 650 schools by 2004 are on course to be achieved as planned. In the 2002 Budget, a further £85 million was allocated directly to schools (and colleges) to allow them to pay for urgent repairs. The Department continues to improve access for disabled children, with £220 million being invested for this purpose between 2001–02 and 2003–04.

Recent published research confirms the educational benefits of investment in ICT for schools, revealing that schools with good ICT resources generally outperform those with unsatisfactory ones. Investment in the National Grid for Learning has improved computer to pupil ratios to 1:11.8 in primary and 1:7.1 in secondary schools, with more than 97 per cent of all schools now connected to the Internet. All secondary schools and most primary schools will have a broadband connection by 2004. In December 2001 the Department announced Curriculum Online, a partnership between Government, broadcasters and software providers to develop innovative online teaching material which will greatly enhance the use of ICT in schools.

A recent PricewaterhouseCoopers study has shown that effective use of ICT can also save significant amounts of teachers' time. Over 50,000 teachers have already been provided with PCs and 50 per cent of teachers will have personal access to a PC by 2004. In January 2002 the Laptops for Teachers scheme was launched and this will equip 100,000 teachers over the next two years. The Department has already met the 2004 target for all schools to have at least two networked computers for administrative purposes.

The capital strategy introduced from 1999 has brought a number of benefits in the management of the schools estate. More funding is allocated directly to LEAs and schools through formulae rather than through bidding rounds, promoting local ownership of investment planning, reducing bureaucracy and improving value for money. Local Asset Management Plans have been introduced, and continue to improve, with the Department helping schools and LEAs to improve their use of assets further, through publishing guidance and providing direct advice. The capital strategy has also led to greater certainty in future funding allocations. The Department announced its methodology for making allocations to schools and LEAs for a three-year period in January 2001, and will do so again by January 2003.

► Post-16 Learning

The LSC administers the capital investment in the further education (FE) sector on behalf of the Department. Floorspace in the FE estate continues to fall, as space is used more effectively; the internal area of the sector has fallen from 8.9 million sqm in 1993 to 7.7 million sqm in 2000–01. However, many colleges have not upgraded their estates, and there remains much to be done. A recent report, based on a sample of 32 colleges of further education, suggested that the estate contained a mixture of reasonably sound buildings and buildings in a poor condition.

Investment has improved the ICT infrastructure of the sector. Sixty-four per cent of colleges have achieved or exceeded the target of one Internet-enabled computer to every five students, and on average colleges have an Internet-enabled computer for every two teaching staff. The National Learning Network is being further developed, linking all colleges to the Internet via the Joint Academic Network (JANET).

Since April 2001, the LSC has had responsibility for the provision of adult and community learning (ACL), including in adult education colleges and specialist colleges. By 2003, ACL will be 'mainstreamed' into the LSC's funding and quality systems, ensuring that capital planning and spending is articulated as part of a broader, more coherent approach to post-16 investment.

The LSC uses both formula and bid mechanisms to allocate capital to the institutions it funds. Colleges of further education also finance capital investment with the proceeds from the sale of land and buildings and through commercial borrowing. Investment is based upon their accommodation strategy, which demonstrates how their property improvement proposals meet the policy objectives of the LSC and the Government.

The LSC is working to ensure that colleges have access to better and more standardised data on which to assess their accommodation needs and to base their accommodation strategies. The disposal of ICT assets is also determined by the colleges themselves. All FE colleges also have ICT strategies in place.

As independent, private bodies, higher education institutions are expected to plan for and maintain their own capital stock. They fund their capital from their reserves, the sale of assets and commercial borrowing, in addition to central funding. Investment is improving the parts of the HE estate which are classed as being in a poor condition. The Science and Research Investment Fund, available between 2002 and 2004, will help to renew the science research infrastructure of the HE estate. Funding has helped to procure SuperJANET4, a world-class network which connects all universities and colleges to the Internet, and ensures that the UK keeps pace with network provision for both research and teaching. Funding is also enhancing the Distributed Network Electronic Resource, which will provide a seamless environment for access to online resources for research, learning and teaching.

HEFCE uses both formula and bid mechanisms to allocate funding to higher education institutions, working with them to secure value for money in capital projects, whilst respecting their autonomy. Each higher education institution has an estates strategy, which is linked to the objectives of their corporate plan. HEFCE reviews each institution's corporate plan as part of their annual bidding and contracting processes.

► Administrative Capital

Investment in the Department's own administrative assets contributes to the efficient operation of the Department and supports all of its objectives. It provides a physical environment and ICT infrastructure that enhances individuals' performance and encourages flexible and effective ways of working. The Department aims to be an exemplar to other employers, particularly in the use of technology. The utilisation of assets is continuously assessed, in line with the Modernising Government initiative, the Supporting Better Delivery Programme, and the Department's Beacon status.

The Department's administrative assets have a net book value of £37.1 million and comprise ten core properties, furniture, office machinery and vehicles. In addition, the Department's ICT assets, which are replaced on a three-year cycle, have a net book value of £11.8 million and consist mainly of desk-top facilities for staff.

Departmental assets are managed centrally. The provision of accommodation, furniture and other non-ICT equipment is informed by the Department's estates strategy and asset replacement cycle. All major ICT projects are controlled under the auspices of individual project boards, using PRINCE methodology. Spending is planned and monitored through our business planning process and a senior management group establishes the strategy and priorities for investment in ICT.

► Public-Private Partnerships

The Department promotes public-private partnerships (PPP) across the education and skills sectors as a means of providing value for money in public sector procurement. The use of the Private Finance Initiative (PFI) form of PPP continues to expand as LEAs, schools, colleges and universities seek the most economical way of procuring new builds and refurbishment of their estate.

There are 37 signed schools PFI deals to date which have attracted over £1 billion of private sector investment, benefiting nearly 500 schools. More than 40 further projects are in development and procurement, covering over 300 more schools. So far, PFI has been very successful in procuring large projects, and the Department is seeking to make PFI more flexible in the future so that it can support smaller projects more easily. Future developments include the introduction of standard schools contract material, which will reduce the cost and timescales involved for both the public and the private sectors.

The Department, the LSC and HEFCE expect FE and HE institutions, as users of public money, to consider PPP/PFI options when planning large capital projects, with due regard for the best value for money. The use of PPP/PFI in both the FE and HE sectors is showing a steady increase. To date, there are 14 PFI projects in the FE sector, worth a total of £106 million. A further two projects with a value of £66 million are in procurement. In the HE sector, there are 13 existing PFI projects with a value of £290 million, and three prospective projects with a value of £88 million.

► Capital Modernisation Fund

The Capital Modernisation Fund (CMF) is a cross-Government fund which supports innovative capital projects. The Government allocated £197.3 million in the third round and £115 million in the fourth round of the CMF, to projects being taken forward by the Department. Details of the projects announced to date which will run between 2001–02 and 2003–04 are given below. The figure in brackets refers to the total grant from the CMF for the project.

Laptops for Teachers (£40 million) will provide around 100,000 teachers with laptops by 2003–04, building on the previous Computers for Teachers scheme.

Cybrarian (£17.5 million) will assist in reducing the digital divide by facilitating access to the Internet and to learning opportunities for those who currently do not or cannot access them.

E-higher education student supporting systems for England and Wales (£5.6 million) is developing an electronic support system based on Internet banking, integrated across the Student Loans Company, LEAs and around 700 HE institutions. It will make it easier for students seeking financial support to obtain information, and to apply for and receive help.

SEN communications aids (£10 million) provides specialised equipment and associated support for children with speech, language and communication difficulties. Groups covered include pupils with SEN, such as dyslexia and hearing impairments, and those with significant physical disabilities.

E-registration of school attendance (£11.25 million) is introducing electronic registration in 500 secondary schools with poor levels of attendance and high truancy rates.

New Technology Institutes (£25 million) will increase opportunities to pursue courses in ICT and advanced technology skills from level 3 to foundation degree level. They will also advise small and medium-sized employers on the exploitation of these technologies.

Schools Management Information Systems (£35 million) will enable schools to bolster their ICT-based administrative facilities, improving the retention, analysis and transfer of pupil data.

Sixth form rationalisation (£20 million) is enabling the best sixth form colleges to expand capacity, helping students to increase opportunities to go on to higher education and developing a commitment to lifelong learning.

Specialist schools (£33 million) will help fund two new types of school. Advanced specialist schools will focus on training and development of teachers and engage teachers in advanced curriculum design and implementation. Enterprise specialist schools will foster entrepreneurship and act as centres of expertise in the teaching of economics and business in parallel with enterprise.

Improved ICT access for looked after children (£20 million) is increasing access to ICT for children in and leaving care to help improve their life chances, particularly in relation to educational attainment. This is a joint project with the Department of Health.

Curriculum Online (£35 million) will ensure that pupils and teachers have online access to the highest quality digital learning materials across the Curriculum.

Schools security (£10 million) will enable LEAs to install effective improvements in the security at schools, to reduce the number of criminal incidents on school premises. LEAs will be encouraged to consider innovative solutions, in addition to measures such as security fencing, CCTV and access control systems.

Centres of Vocational Excellence (£40 million) will develop new (and enhance existing) vocational provision which is focused on meeting national and local skills needs.

From Learning to Earning (£20 million) will support the modernisation of education and training facilities for prisoners to increase employment opportunities and to reduce re-offending.

► Invest to Modernise

Through the LEA/Schools Bursaries Scheme, the Career Exchange Programme and the Inward Secondments programme, we have attracted a number of people who have been able to bring relevant experience to contribute to policy development. The Department has introduced the Learning Gateway, an innovative new approach to online learning; we have also set up more Learning Zones, providing stimulating learning environments for staff. Money has also been used to promote and embed more effective ways of working to improve work-life balance, and to contribute to our modernising agenda. Overall spend is approximately £1.4 million.

► Invest to Save

In round four of bidding for the Treasury's Invest to Save Budget, the Department and its external partners were allocated £7 million over two years starting 2002 to 2003 to fund various projects. The Invest to Save Budget helps projects which bring together two or more bodies to deliver better public services. For example, one project will assess the early identification of reading difficulties through advanced, child friendly technology to develop an objective test for dyslexia and the City and Guilds is to develop a platform for delivery of online assessments, e-learning and portal functions.

Section C:

Objective 1

Give children an excellent start in education so that they have a better foundation for future learning

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES

PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Chapter 6:

For the Under-Fives

Good quality and accessible early education and childcare provide a safe and stimulating environment for our young children and a firm foundation for future learning; and help promote opportunities for parents to work, study and train with confidence and assurance. These are some of the programmes and measures that will help us achieve these aims.

► Sure Start

Sure Start was established in April 1999 after the publication of the 1998 Comprehensive Spending Review, which showed there were alarming disparities between the life chances of children living in poverty, and those living in more affluent circumstances. Evidence showed that differences in outcomes could be observed as early as 22 months and widened as children grew older, so early intervention was vital.

Sure Start focuses on children up to the age of four. It works with parents and service providers in a particular area, to improve the quality of life for children, so they flourish at home and when they go to school, and so break the cycle of deprivation.

What do we do?

Sure Start is a cross-Government initiative which aims to improve the health and well-being of families and children before and from birth, by:

- setting up local Sure Start programmes to improve services for families with children under four; and
- spreading good practice learned from local programmes to everyone involved in providing services for young children.

Each programme is different – to meet local needs – but all offer core services:

- outreach and home visiting – including a visit to each family within two months of a birth;
- support for families and parents;
- support for good quality play, learning and childcare experiences for children;
- primary and community health care, including advice about family health and child health and development; and
- support for children and parents with special needs, including help getting access to specialised services.

What are our aims?

Sure Start aims to:

- improve the social and emotional development of children by supporting early bonding between parents and their children, helping families to function and by enabling the early identification and support of children with emotional and behavioural difficulties;
- improve health by supporting parents in caring for their children to promote healthy development before and after birth;
- improve children's ability to learn by encouraging high-quality environments and childcare that promote early learning, provide stimulating and enjoyable play, improve language skills and ensure early identification and support of children with special needs; and
- strengthen families and communities by involving families in building the community's capacity to sustain the programme and thereby create pathways out of poverty.

How do we spend our money and what have we achieved?

By April 2002, 437 Sure Start programmes had been announced. Of which, 259 programmes had been approved and were delivering services to children under four and their families in the programme's catchment area. A further 178 programmes are currently in the planning process.

Sure Start has identified and responded to the need for additional support for families and young children in rural areas and in pockets of deprivation in otherwise affluent areas. Thirteen Sure Start programmes are currently operating in rural areas. In addition, 50 mini Sure Start programmes are currently being developed. These are backed by £22 million over two years, aimed at reaching 7,500 children under four living in rural areas or pockets of deprivation.

Twenty Sure Start Plus pilot programmes have been established in areas where there were high rates of teenage pregnancy, to provide personal, co-ordinated support for pregnant teenagers and teenage parents under the age of 18. Sure Start Plus advisers offer comprehensive advice to pregnant teenagers, so that they can make responsible and well-informed decisions about their future, according to their individual and family

circumstances. Sure Start Plus also provides a co-ordinated support package for young parents to help them with housing, healthcare, parenting skills, education and childcare.

Sure Start is currently running a mainstreaming pilot in some districts that have a number of Sure Start programmes. These districts are being offered funding to help spread the Sure Start approach across a wider area and reach more children.

Speaking from experience – Case Study

Sure Start Rawmarsh is running a Speech and Language Parent Enablement project, which identifies children as young as seven months old as being at risk of preventable speech and language difficulties. Therapists develop a programme of work with parents in the home, so that early intervention can prevent problems later.

The programme has also launched a 'bottle to cup' project that is encouraging parents to help their child drink from a cup at around six-months, rather than continuing to give them bottles, which can lead to problems with dental health and delayed speech.

Rawmarsh's Health visitors conduct a simple hearing test on each child, at the nine-month check, and if necessary this can be followed up by the speech and language team.

The programme also offers various other services including a safety equipment loan service for childminders and foster parents, and it has given safety equipment, including smoke alarms, socket covers and safety kettle leads, to parents in local nurseries.

www.surestart.gov.uk

Helpline: 0207 273 4830.

Early Years and Childcare

► National Childcare Strategy

What do we do?

Our strategy is to ensure that affordable, accessible and quality childcare is available in every neighbourhood. There is a particular focus on three areas:

- extending provision in disadvantaged areas and reducing the 'childcare gap' between those areas and more affluent ones;
- supporting the Welfare to Work objectives of increasing employment and decreasing unemployment, by ensuring provision for parents, particularly lone parents; and
- promoting the development of integrated early education, childcare and other family support programmes.

What are our aims?

Targets for March 2004 include:

- creating 900,000 new childcare places for 1.6 million children which, taking into account turnover, should allow around one million extra children to benefit;
- realising the ambition that there should be a childcare place for every lone parent entering employment in the most disadvantaged areas; and
- creating up to 100,000 new full-time places for three- and four-year-olds, where an integrated day of early education and childcare is available through the Early Excellence Centres, Sure Start, Neighbourhood Nurseries and other programmes.

It is critical that those working with young children are trained to high professional standards. Training and developing staff and increasing their expertise and numbers, is being supported by heavy investment.

How do we spend our money and what have we achieved?

Childcare funding has trebled from £66 million in 2000–01 to over £200 million in 2003–04, with an additional £155 million from the New Opportunities Fund to increase provision in disadvantaged areas.

For the three years, from 2001–02 onwards, much of this increased funding will be directed through our Neighbourhood Childcare Initiative to expand provision in the 20 per cent most disadvantaged areas by:

- creating 45,000 new day care places in up to 900, state of the art, Neighbourhood Nurseries. At £300 million, including around £100 million of Lottery (New Opportunities Fund) support, this is the largest single investment to expand childcare places;

- setting up around 50,000 Neighbourhood Out of School Hours childcare places with considerable support from the Lottery (New Opportunities Fund); and
- establishing 25,000 new Neighbourhood Childminder places as part of an overall 145,000 national increase in places.

We are well on track to meeting Government targets of creating new childcare places for 1.6 million children by 2004 which, taking into account turnover, should allow around 1 million extra children to benefit.

From April 1997 to September 2001, over 484,000 new childcare places have been created for 884,000 children. Taking account of turnover, this had added more than 286,000 places, for over 538,000 children, to the stock of places available.

Ministers have approved Early Years Development and Childcare Partnerships' (EYDCPs) plans for Neighbourhood Nurseries. We expect the first new nurseries to open shortly.

To increase the availability of suitable and affordable childcare, to help parents find or return to work, or fulfil education and training commitments, the following actions have been taken:

- introducing the Working Families Tax Credit, including a new Childcare Tax Credit component from October 1999;
- providing targeted help with childcare costs to New Deal claimants; and
- offering increased support for parents in further or higher education.

Our most recent figures (November 2001) show that 158,000 families are currently receiving the Childcare Tax Credit component.

A national four-year campaign was launched in July 2000 to recruit 150,000 new workers with the right skills and raise the profile and status of childcare and early years. A second phase of the recruitment campaign was launched, with a fresh round of publicity in September 2001, under the title of 'Do Something You Love for a Living'.

We are overseeing the growth of a coherent national qualifications and training framework to improve developmental and career opportunities in the early years. In addition, we are marketing and implementing a new Senior Practitioner role and developing an employment based route to Qualified Teacher Status (QTS).

Designs on our nurseries – Case Study

In 2001 a national Neighbourhood Nursery design competition was launched, to promote high quality design in the new facilities. In July 2001 the competition panel, chaired by Sir Nicholas Serota, selected winning designs for three new Neighbourhood Nurseries that will provide inspiration for future projects around the country. They make creative use of space and are of the highest quality, as well as being adaptable, functional and providing inspiration for children. The winning designs were:

- Bexley, South London. Architects created an eye-catching and inviting circular building. It is a very stimulating, innovative and romantic design, which addresses all the practical requirements, whilst creating a building that challenges conventions about designing facilities for small children.
- Bury, Lancashire. An existing nursery in a disadvantaged neighbourhood, which caters for local children and those with special needs, including autism, was extended and remodelled in a thoughtful scheme. The design reconnects the nursery to the community by creating a new frontage onto the local park and a new view corridor through the building, radically changing the relationship of the building to its surroundings. The new design creates a community focus adjacent to the entrance and flexible spaces for children and carers.
- Firth Park, Sheffield. A nursery and full day care centre is planned with attached visitor and community centre, café and other training and support facilities for the local community. In particular this will include support for disadvantaged families whose children attend the nursery.

www.dfes.gov.uk/eydcp

► Early Education Places

What are our aims?

A free early education place has been guaranteed to all four-year-olds since 1998. From 1999 this has been extended to three-year-olds with £1.13 billion funding to local authorities over a five-year period.

By targeting socially disadvantaged families we aim to ensure that the most needy children have the opportunity of a free early education place first.

How do we spend our money and what have we achieved?

Funding for free places of five two-and-a-half hour sessions per week; distributing funding for free places for three-year-olds to all local authorities, but weighting it towards the areas of greatest social need.

Targets:

- 66 per cent of all three-year-olds will have access to a free early education place by March 2002; and
- a free place for every three-year-old whose parents want one by September 2004.

With £250 million funding in 2001–02 to create a further 80,000 new places for three-year-olds.

We have now met the first of our targets with over 66 per cent of three-year-olds now able to access a free place.

► Foundation Stage

What do we do?

The Foundation Stage heralded a new era for children's learning. For the first time, this critical period of children's development has been recognised with its own distinct identity and language. It covers the ages from three to the end of the reception year, when children will be aged between five and six and is complemented by Early Learning Goals which set out what most children should achieve by the end of their reception year.

What are our aims?

Children's earliest experiences of learning should be happy and positive and provide a sound basis for future learning. Each child should be given the opportunity to make the best possible progress.

Setting Early Learning Goals will enable children to develop skills such as speaking, listening, concentration, learning to work with others and early literacy and numeracy.

Investment in developing early education staff is heavy, as it is critical that those delivering the curriculum are trained to high professional standards.

How do we spend our money and what have we achieved?

From March 2001 a £25 million initiative is supporting early identification and appropriate intervention, in order to improve the prospects of children with special educational needs and disabilities.

For training and developing staff, £37.5 million was made available in 2001–02 to improve knowledge and skills, with similar levels of funding expected in the future.

Targets include:

- 94 per cent of all education providers making satisfactory or better provision towards the Early Learning Goals by 2004;
- all providers delivering the Foundation Stage curriculum having access to input and advice from a qualified teacher by 2004;
- all teachers delivering the curriculum having access to an average of four days relevant training and development a year by 2004; and
- all providers having identified and trained a Special Educational Needs (SEN) co-ordinator, responsible for establishing and implementing their SEN policy by 2002.

OFSTED has found that the quality of early education has improved markedly. Whereas in March 1998, 66 per cent of provision was judged to be acceptable, by March 2001 86 per cent was judged as good.

We are now consolidating the Foundation Stage by legislating in the current *Education Bill 2001* to: replace the current baseline assessment arrangements for four- and five-year-olds with a proposed single national Foundation Stage Profile; include the Foundation Stage as part of the National Curriculum; and make it formally applicable to all Government publicly funded early education provision.

In addition, we are developing a regional network of early education experts to support staff and Early Years Development and Childcare Partnerships EYDCPs delivering the Foundation Stage; and are committed to working towards more effective transitions for children from pre-school early education into reception classes and from Foundation Stage provision into Primary Year 1.

www.qca.org.uk/ca/foundation

► Care Standards

What do we do?

The Care Standards Act 2000 transferred childcare regulation and inspection responsibilities from local authorities to OFSTED, and provided for the setting of National Standards for under eights' day care, which will give greater consistency across the country in childcare provision.

What are our aims?

An OFSTED regulation and inspection service, covering both early education and childcare.

The National Standards offer guidelines for childcare providers, ensuring they are all being measured against the same minimum standards.

OFSTED has targets to establish a publicly-accessible national register of childminders and day care providers by April 2002 and conduct annual inspections of all such providers, integrated with nursery education inspections, as appropriate, by April 2003.

How do we spend our money and what have we achieved?

The Department published the *National Standards* in May 2001, and in July 2001 OFSTED made guidance available on how childminders and providers of day care could attain the standards.

The transfer of regulation of day care and childminding from local authorities to OFSTED was implemented from September 2001.

Some 1,400 childcare inspectors and over 100 administrators transferred from local authorities to OFSTED in September to operate the new regulatory system. Since then an additional 500 administrators have been recruited to work in eight Regional Centres. All childcare inspectors and administrators have now been trained to register childminders and providers of day care, inspecting the quality of their work and investigating complaints about them. By the end of February 2002 we had registered 1,800 new childminders and 362 new providers of day care, and completed 11,000 inspections.

► Early Excellence Centres

What do we do?

The Early Excellence Centre programme is at the forefront of the Government's drive to raise the standard, quality and accessibility of early years services. Early Excellence Centres show how high quality education, childcare and family support can be integrated to provide a comprehensive service for children aged up to five, and their parents.

What are our aims?

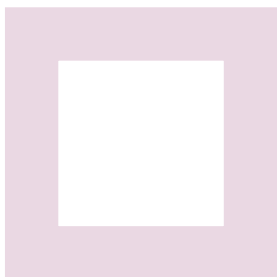
Providers are encouraged to offer one-stop facilities to make it easy for parents to access important services, currently sited at different locations.

How do we spend our money and what have we achieved?

By 2004, 100 centres will be designated – taking investment on the programme to £45 million.

A full year's evaluation of the centres was published in February 2001 – *Early Education Centre Pilot Programme: Annual Evaluation Report 2000* – with favourable findings. The evaluation supports the earlier findings on the centres' benefits for families and the potential for cost savings.

In January 2002, nine new centres were designated, increasing the current total to 58 countrywide.



Chapter 7:

For Primary School Children

We want to raise standards in primary schools further by meeting targets for 2002 and 2004, and by narrowing the achievement gap.

► Infant Class Sizes

What do we do?

The Department's Infant Class Size Unit works with local education authorities (LEAs) and schools to ensure that the legal limit of 30 pupils in each infant class is implemented. The legislation allows for certain exceptions to the limit, usually for short periods, but the unit and the LEAs make every effort to ensure that the limit is maintained.

What are our aims?

The Government introduced legislation to limit the size of infant classes for five-, six- and seven-year-olds to 30, by September 2001 and thereafter, in order to ensure that all children benefit from small classes in the early years of primary education, when they are learning the basics.

How do we spend our money and what have we achieved?

The £620 million spent over four years (1998 to 2001), has provided 6,000 additional teachers and 2,000 extra classrooms.

In September 2000 – a year earlier than required by the legislation – the number of infant pupils in large classes was reduced to two per cent. In September 2001, only 8,000 pupils remained in large classes. 99.5 per cent of infant pupils now enjoy the benefits of smaller classes.

► National Literacy and Numeracy Strategies

What are our aims?

The National Literacy and Numeracy Strategies were introduced to raise literacy and numeracy standards in primary schools, and to ensure that pupils achieve the challenging targets for 2002: 75 per cent of all 11-year-olds reaching the standard expected for their age in mathematics and 80 per cent in English.

Following a consultation exercise new targets at Key Stage 2 of 85 per cent of all 11-year-olds reaching the expected standard for their age in English and maths by 2004 and 35 per cent achieving the advanced level 5 were set and announced by the Secretary of State on 13 March.

How do we spend our money and what have we achieved?

Funding of £190 million a year is provided for the National Literacy and Numeracy Strategies through to at least 2004, as well as a comprehensive programme of training and support for teachers in implementing the strategies.

The strategies are raising standards for all primary aged pupils. At Key Stage 1 (age 7), the 2001 results showed improvements in reading, writing, spelling and maths. Since 1998 there has been a ten percentage point improvement in the number of pupils achieving the expected standard for their age in Key Stage 2 English tests. In maths there has been a twelve percentage point improvement. This year's Key Stage 2 results also show a significant improvement in writing, which has been a top priority for schools over the last year – with a three-percentage point increase to 58 per cent achieving level 4.

The second annual report by the Ontario Institute for Studies in Education shows that the National Literacy and Numeracy Strategies have made significant changes in primary education in England in a remarkably short period of time and that “unlike many large-scale reform initiatives, the strategies have had substantial early success.”

In December OFSTED published its reports on the third year of the National Literacy Strategy and the second year of the National Numeracy Strategy. The reports confirm that the Literacy and Numeracy Strategies are continuing to have a major impact on standards in primary schools.

The strategies have gained widespread support amongst the teaching profession. In an independent telephone survey of primary head teachers earlier this year, over 95 per cent said that they support the strategies.

www.standards.dfes.gov.uk/literacy and www.standards.dfes.gov.uk/numeracy and www.literacytrust.org.uk/

Table 7.1 National Results of 7- and 11-Year-Olds in England¹ 1997 to 2001

	1997	1998	1999	2000	2001 ²
The attainment of 7-year-olds: percentage of pupils achieving Level 2 or above					
Test/Task					
English					
Reading	80	80	82	83	84
Writing	80	81	83	84	86
Spelling	62	66	71	72	75
Mathematics	84	84	87	90	91
Teacher Assessment					
English					
Speaking and Listening	80	81	82	84	85
Reading	83	84	84	86	86
Writing	80	80	82	84	84
Mathematics	77	79	80	82	83
Mathematics	84	85	86	88	89
Science	85	86	87	88	89
The attainment of 7-year-olds: percentage of pupils achieving Level 2B or above					
Test/Task					
English					
Reading	62	62	66	68	69
Writing	47	48	53	57	59
Mathematics	65	61	64	73	75
The attainment of 11-year-olds: percentage of pupils achieving Level 4 or above					
Test					
English	63	65	71	75	75
Mathematics	62	59	69	72	71
Science	69	69	78	85	87
Teacher Assessment					
English	63	65	68	70	72
Mathematics	64	65	69	72	74
Science	69	71	75	79	82
The attainment of 11-year-olds: percentage of pupils achieving Level 5 or above					
Test					
English	16	17	22	29	29
Mathematics	18	17	24	25	25
Science	19	16	27	34	34
Teacher Assessment					
English	17	17	20	22	23
Mathematics	18	18	22	24	26
Science	18	18	23	27	29

1 Includes results from all maintained schools (including Special Schools) and the results for independent schools that made a return.

2 Figures for 2001 are provisional.

Source: 2001 data: Statistical First Release, National Curriculum Assessments 7, 11 and 14-year-olds by Local Education Authority, 2001.

► Children's Fund

What do we do?

The Children's Fund is overseen, monitored and evaluated by the Children and Young People's Unit (CYPU) (see page 146).

What are our aims?

Its aim is to support local partnerships to address the gap in preventive services for young people at risk of social exclusion by providing increased and better co-ordinated preventive services for five- to 13-year-olds and their families.

How do we spend our money and what have we achieved?

The first wave of 40 areas – which include some of the most deprived communities in England – submitted their Children's Fund plans in June 2001 are now in the process of implementing increased and better co-ordinated services for children at risk of social exclusion. Proposals from the second wave of 49 areas were assessed in March 2002 and these are starting to be implemented. The third and final wave are due to submit proposals by the end of December 2002 and we are on course for the Children's Fund to reach all parts of England by 2003/04.

www.cypu.gov.uk

► Local Network Fund

What do we do?

On 3rd May 2001 the Chancellor of the Exchequer launched the Local Network Fund and announced the first 17 areas in which small groups would be eligible for Local Network funds.

What are our aims?

The Local Network Fund aims to give local communities the chance to make a real difference to the lives of children and young people aged zero to 19 years old who are experiencing child poverty and disadvantage.

How do we spend our money and what have we achieved?

Community, faith, parent and other locally based groups, can apply for small grants of between £250 – £7,000 to organise and run a project or activity with disadvantaged children and young people. 950 Local Network Fund projects have been approved with an average grant of £5,500.

www.cypu.gov.uk

Section D:

Objective 2

Enable all young people to develop and to equip themselves with the skills, knowledge and personal qualities needed for life and work



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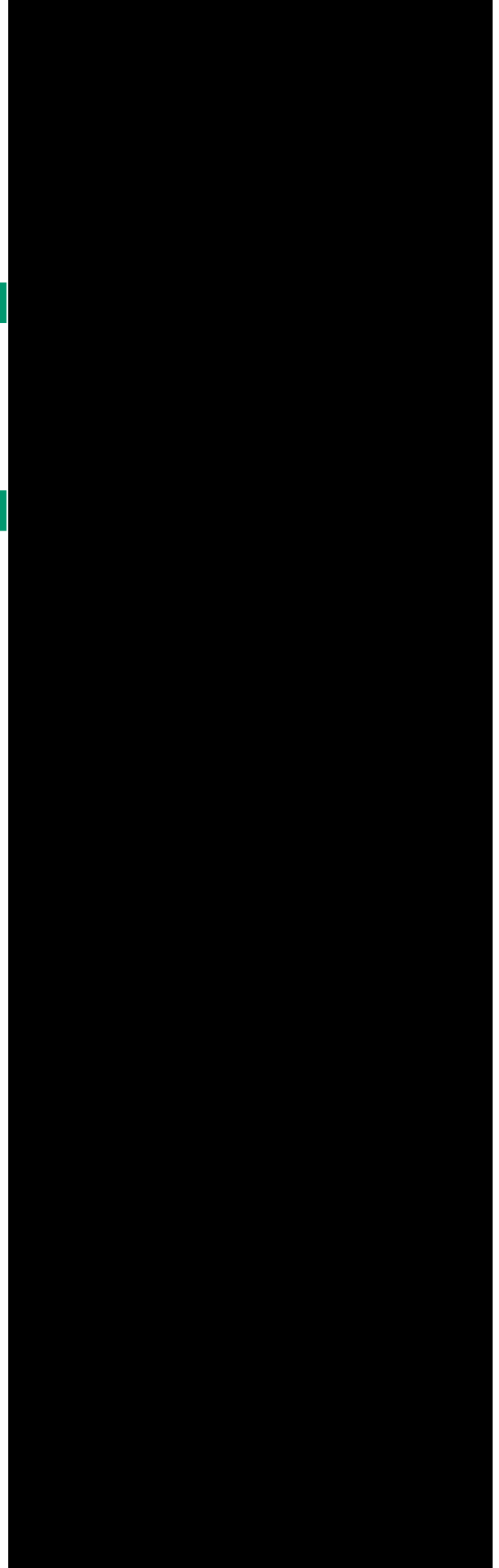
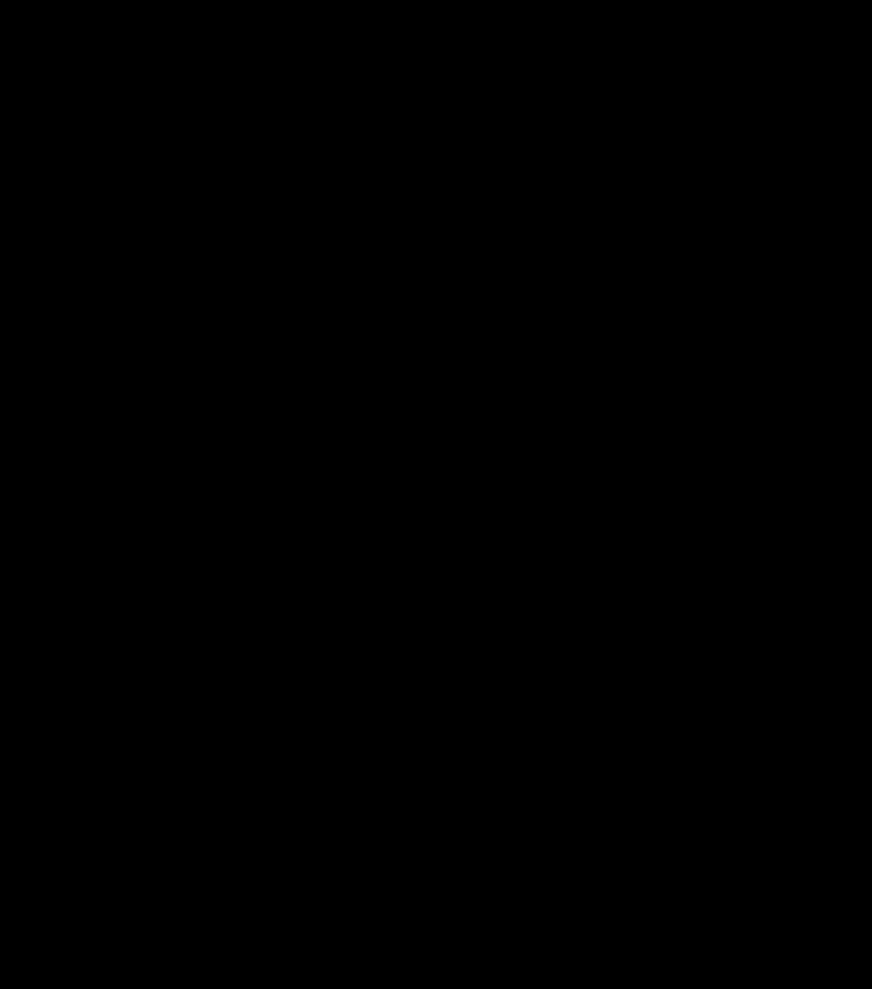
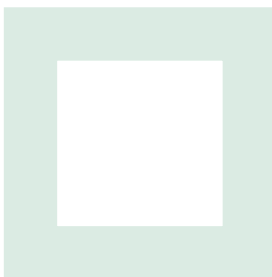


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Chapter 8:

For Young People in Secondary Schools

This Chapter sets out our progress and achievements in secondary education.

Secondary Education

► Key Stage 3

What do we do?

The Key Stage 3 Strategy was piloted in 205 schools across 17 local education authorities between 2000 and 2002* and consists of five main strands: English, maths, science, information and communications technology (ICT) and Teaching and Learning in the Foundation subjects (TLF). The English and maths strands were introduced into schools nationally from September 2001 and science, ICT and TLF will be implemented over 2002 and 2003.

What are our aims?

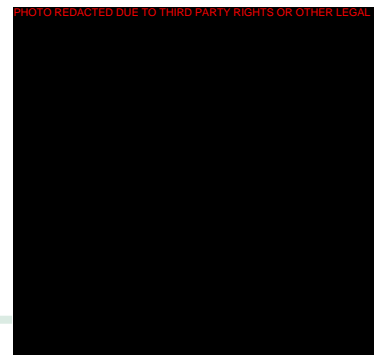
The aim of the strategy is to raise standards for all pupils in the early years of secondary education. It is a long-term commitment to bring about the kind of changes that have led to the success of the National Literacy and Numeracy Strategies in raising standards in primary schools.

Our key to achieving this aim is a comprehensive professional development programme for teachers and new materials. These build on existing good teaching and learning practices which we will spread to all schools.

The strategy has a strong focus on supporting pupils who have fallen behind their peers, in order that they can fully access the secondary curriculum. The strategy will also enable all children to achieve higher standards, whatever their starting point by:

- improving transition between primary and secondary schools;
- raising expectations in terms of what pupils can achieve;
- ensuring that they are motivated, challenged and engaged; and
- assuring their progression within Key Stage 3.

* While the main pilot programme has ended, a new teaching and learning programme for modern foreign languages is currently being piloted in the 17 local authorities.



Our aim is to achieve the ambitious targets announced last year for attainment in the National Curriculum tests at the end of Key Stage 3:

- 85 per cent of 14-year-olds to achieve level 5 and above in English, maths and ICT by 2007, 80 per cent in science; and
- as milestones towards these targets, 75 per cent to achieve level 5 and above in English, maths and ICT by 2004, 70 per cent in science.

Minimum performance targets for LEAs have also been introduced:

- at least 65 per cent of 14-year-olds within each authority to achieve level 5 and above in English and maths by 2004, 60 per cent in science; and
- in addition, we aim to reduce from the current 25 per cent to 15 per cent by 2004 the percentage of pupils who do not achieve at least one level 5 at Key Stage 3 in English, maths and science.

How do we spend our money and what have we achieved?

We have committed around £500 million over three years (2001–02 to 2003–04) on: consultancy support for schools; teachers' access to our training programmes; and money for schools to focus on pupils who need extra help.

OFSTED's report on the first year of the pilot programme (published January 2002) showed that the strategy was already making a positive impact and would do so when introduced at a national level. We have been working to address aspects of the strategy that OFSTED identified would benefit from further development.

The key to success – Case Study

Gladesmore School is an 11 to 18 mixed community school in Haringey, north London, serving an area with high levels of deprivation. It has successfully introduced the Key Stage 3 National strategy, due primarily to having made careful preparations before its launch throughout the school, building on the existing plans for raising achievement.

The management structure of the school was re-designed to promote the strategy as a whole school initiative, with two teachers taking responsibility for teaching and learning, and literacy and numeracy across the curriculum, and providing coaching for other teachers. The school made additional support for children to catch up in English and maths a priority, running summer schools with follow-up classes once the pupils started at the school.

"The Key Stage 3 strategy has turned out to be all that we had hoped it would be and more," said Tony Hartney, head teacher. "Our teachers are reporting seeing glimpses of particularly high levels of work from our students by using the strategy's approach to teaching. It has proved to be hard work, but the early positive results are very rewarding."

The new management structure has provided increased professional experience. A system where people team up within departments to plan and prepare classes has proved so successful with English and maths teachers that Gladesmore plans to extend the approach to other departments. This will engage them fully in the strategy and share best practice across the school.

Table 8.1 National Results of 14-Year-Olds in England¹ 1997 to 2001

	1997	1998	1999	2000	2001 ²
The attainment of 14-year-olds: percentage of pupils achieving Level 5 or above					
Test					
Core subjects:					
English	57	65	64	64	64
Mathematics	60	59	62	65	66
Science	60	56	55	59	66
Teacher Assessment					
Core subjects:					
English	61	62	64	64	65
Mathematics	63	63	64	66	68
Science	62	62	60	62	64

1. Includes results from all maintained schools (including Special Schools) and the results for independent schools that made a return.

2. Figures for 2001 are provisional.

Source: 2001 data: Statistical First Release, National Curriculum Assessments 7, 11 and 14-year-olds by Local Education Authority, 2001.

www.standards.dfes.gov.uk/keystage3

► Excellence in Cities and Education Action Zones

What do we do?

The Excellence in Cities (EiC) programme is designed to provide significant additional support to enable schools in our major cities to overcome the challenges facing them. It is implemented through local partnerships, focusing on the needs and aspirations of individual pupils and their parents. It currently covers 58 whole authorities and also includes 12 Excellence Clusters – groups of schools in smaller pockets of disadvantage within local education authorities.

Education Action Zones (EAZs) were time-limited bodies established in areas where there is a mixture of social deprivation and under-performing schools – both in urban and rural areas, wherever groups of schools wanted to take up the challenge of raising their educational standards through innovative methods.

The Government plans to bring these two initiatives together, to provide a coherent package of school support measures for those schools with the greatest needs.

What are our aims?

The transformation of secondary education in our cities and smaller areas of disadvantage, targeting low-performance and disadvantage wherever they occur in order to promote high standards and equality of opportunity for all pupils.

How do we spend our money and what have we achieved?

EiC now covers 58 authority areas and 12 Excellence Clusters, with 12 more due to begin in September 2002. In addition, EiC includes a primary extension project covering the original 25 EiC authority areas and through Excellence Challenge (see page 106) are extending opportunities for post-16 pupils. There are 73 EAZs which will be integrated into the EiC programme as they reach the end of their statutory terms.

With 58 authorities and the new Excellence Clusters the programme is progressively providing:

- some 3,800 Learning Mentors in secondary and primary schools;
- over 100 City Learning Centres (40 are already open);
- nearly 500 Learning Support Units in secondary schools; and 60 Primary Learning Support Units. Many schools outside EiC are using their budgets to fund Learning Support Units based on the EiC model – in total there are 1,100 Learning Support Units nationwide;
- enhanced opportunities for the gifted and talented across all secondary schools and some 400 primary schools;
- 109 EiC Action Zones (96 already in place);

- 363 Beacon schools and 200 Specialist Schools in EiC areas; and
- opportunities for more pupils to set their sights at higher education through the Excellence Challenge.

A national evaluation consortium made up of the National Foundation for Educational Research (NFER), the London School of Economics, and the Institute for Fiscal Studies will be complete in December 2003. The GCSE performance tables for 2000 and 2001 show that, on average, results are rising faster in EiC schools than elsewhere. Not all EiC authorities are improving, or doing so at a fast enough pace, but overall:

- in the first phase local education authorities (LEAs), where EiC has been in place for two years, the percentage of pupils gaining five or more A*-C grades at GCSE has risen from 34.1 per cent in 1999 to 37 per cent in 2001 (an increase of 2.9 percentage points). All other schools not within EiC Phase 1 rose from 47 to 49 per cent. (N.B. The comparison figure here includes schools in EiC Phase 2);
- in the LEAs where EiC has been in place for only one year the percentage of pupils attaining five or more good GCSEs or equivalent improved by 1.3 percentage points between 2000 and 2001, compared with a 0.7 percentage point rise in non-EiC areas;
- schools in Phase 1 and 2 with large proportions of deprived pupils (over 35 per cent qualifying for free school meals) improved their five A*-C GCSE results at twice the rate of those with lower levels of deprivation; and
- improvements in Key Stage 3 tests are stronger in EiC areas than elsewhere. Particularly good are the improvements in English and maths, with improvements four times greater in EiC areas than for non-EiC areas from 2000 to 2001.

www.standards.dfes.gov.uk/excellence

► Special Measures and Fresh Start

What do we do?

Our role is to follow the progress of schools placed in Special Measures by OFSTED and support schools where Fresh Start has been chosen to tackle school failure. We are involved in developing new approaches to turn around weak and failing schools.

What are our aims?

Schools are placed in Special Measures when they are judged by OFSTED as failing, or likely to fail, to provide an acceptable standard of education. Over 1,300 or 5.6 per cent of schools have been placed in special measures since the policy began to be implemented in 1993. Our aim is to ensure that schools are turned around in two years,

otherwise they should be closed or, in exceptional circumstances, given a Fresh Start by LEAs (a failing school is closed and a new school opened on the same site).

Where existing means are not working there are new measures proposed in the schools White Paper and included in the *Education Bill 2001* to allow for earlier and wider intervention by LEAs and the Secretary of State.

How do we spend our money and what have we achieved?

The Fresh Start support programme provides schools with revenue to support a 'raising attainment plan' for at least their first two years of operation and supports capital expenditure for some schools.

The number of schools in Special Measures has diminished steadily since 1998, standing at 303 at the end of autumn term 2001 – compared with 373 at the end of 2000 and 517 at the end of 1998. The length of time that schools remain in Special Measures has also dropped to 20 months.

www.standards.dfes.gov.uk/seu/policy

► Schools Facing Challenging Circumstances

What do we do?

Working with LEAs and schools facing challenging circumstances, we devise and implement strategies to raise levels of attainment at Key Stage 4.

Action to support schools with low levels of GCSE attainment began with 70 pilot schools in 2000 and was extended in April 2001 to all schools with 25 per cent or fewer pupils attaining five GCSEs at A*-C.

OFSTED are visiting schools facing challenging circumstances to monitor what action they are taking to raise standards at Key Stage 4. In addition, LEAs and schools have access to a range of advice and guidance including a good practice CD ROM, 'Narrowing the Achievement Gap', with a diagnostic questionnaire to identify underperformance and strategies for improvement.

What are our aims?

Continued and sustainable improvement, narrowing the attainment gap between the highest and lowest performing schools.

By 2004 at least 20 per cent of pupils at all schools should gain five GCSEs at grades A*-C and 25 per cent should by 2006.

How do we spend our money and what have we achieved?

All schools with low levels of GCSE attainment are being targeted through the Standards Fund School Improvement Grant, Education Action Zones or Excellence in Cities.

Funding, up to £70,000 per school, has been made available from April 2001 and will continue in the 2002–03 financial year.

In 2001 the number of schools where less than 25 per cent of pupils achieved five good GCSE passes fell to 372 compared with 437 in 2000 and 616 in 1997.

Meeting the challenge – Case Study

Deincourt Community School in Derbyshire is an improving school, facing challenging circumstances. The school was previously in Special Measures and in 2000, 19 per cent of Year 11 pupils attained five or more GCSE passes at grades A*-C. In 2001, that figure increased to 26 per cent. The head teacher and staff have worked hard to bring about rapid improvement. The school is successfully regaining the confidence of the local community and pupil numbers are increasing. The school was one of around 70 pilot partnerships set up in 2000/01 to raise levels of attainment at Key Stage 4. Middle managers developed a tailored approach to raising attainment in each Department, providing staff with time for reflection and planning, as well as specific training and development. The school is also involved in the pilot trainee head teacher scheme. The trainee, an experienced Deputy, works alongside the head teacher to support school improvement whilst gaining valuable first hand experience to help him prepare for headship.

www.standards.dfes.gov.uk/schoolimprovement/

Diversity

► Specialist Schools

What do we do?

Specialist Schools are secondary schools which, in addition to providing the full national curriculum, specialise in one of the designated curriculum areas. Secondary schools apply to become one of the eight types of Specialist School: Technology, Language, Sports, Arts, Business and Enterprise, Engineering, Science and Maths, and Computing Colleges. Any maintained secondary school may apply for designation.

What are our aims?

Specialist Schools are a key part of the White Paper proposals for a more diverse secondary system and make an important contribution towards raising standards of achievement in secondary education.

The Government wants to:

- expand the number of Specialist Schools to at least 1,000 by 2003 and at least 1,500 by 2005 as a step towards specialist status for all secondary schools that want to be involved and are ready;
- raise standards through the programme's rigorous approach to school improvement;
- include Specialist Schools in the development of advanced schools which will have, for example, a greater role in training teachers, innovation and local learning networks; and
- develop a 'working towards' category for schools that are committed to the Specialist Schools programme but do not yet meet the criteria.

How do we spend our money and what have we achieved?

Specialist Schools receive a one-off sum of capital funding and four years recurrent funding (renewable) to implement their Specialist School development plan.

By September 2001 there were 685 operational Specialist Schools. This compares to 181 operational in May 1997. Specialist Schools have to raise sponsorship as part of their application and the gross 'private sector' sponsorship raised to date is over £58 million.

www.standards.dfes.gov.uk/specialistschools

► City Academies

What do we do?

City Academies are publicly funded independent schools. Their independent status allows them the flexibility to be innovative and creative in their curriculum, staffing and governance.

Each City Academy will have a specialism in one area of the curriculum and will provide the very best in terms of resources and premises, sharing their specialist expertise and facilities with other schools and the wider community.

City Academies are not selective schools. In line with other Specialist Schools they will be able to admit up to ten per cent of pupils each year on the basis of their aptitude for certain specialisms covered by regulations under section 102 of the *School Standards and Framework Act 1998*.

What are our aims?

City Academies are a key element of the Government's strategy to raise educational standards.

The aim is to expand the City Academies programme year on year with the first 20 City Academies to open by 2005. The current *Education Bill 2001* includes legislation to extend this model into rural areas, and to allow for all-age, primary and sixth form academies.

How do we spend our money and what have we achieved?

Funding is available to allow for local consultation, drawing up designs, building plans for the new school and developing the ethos and curriculum for the City Academy.

When a Funding Agreement has been signed by the Secretary of State, implementation funding is available to the City Academy Trust to finance the capital building work and to establish the City Academy.

Funding is also available to support the predecessor school, if there is one, in driving up standards before the City Academy opens.

Once the City Academy is open we will fund the City Academy Trust for the recurrent costs of the school.

Seventeen partnerships working to establish City Academies were announced at the end of March 2002. Negotiations are ongoing with a number of LEAs and potential sponsors.

www.standards.dfes.gov.uk/otherresources/publications/capropectus

► Beacon Schools

What do we do?

Beacon Schools are schools that have been identified as amongst the best performing in the country and represent examples of successful practice, which are to be brought to the attention of the rest of the education service with a view to spreading that effective practice to others.

They are expected to work in partnership with other schools, passing on their particular areas of expertise and so helping others reach the same high standards as themselves. We identify prospective Beacon Schools in liaison with OFSTED and LEAs.

What are our aims?

The aim of the Beacon School initiative is to raise overall standards of pupil performance and to close the gap between the best performing schools and others, by identifying and disseminating successful practice.

The goal is to create a network of maintained schools, of all types, across England offering advice to others on a wide range of areas covering all aspects of school life. Such advice would be accessible to all.

How do we spend our money and what have we achieved?

Each Beacon School receives additional funding, averaging around £36,000 a year, to be spent solely on the dissemination of its successful practice to others.

From September, there are 1,000 Beacon Schools from all phases across England. The White Paper commits us to increasing the number of secondary Beacons to 400 by 2005. The strategy document *Delivering Results* commits us to year-on-year increases to the number of Beacon Schools. The first stage will be a further expansion of around 150 schools in all phases from September 2002.

Working in partnership – Case Study

Stocksbridge Junior School in Sheffield wanted to support aspiring head teachers, offering professional development opportunities that would attract and have a impact on National Professional Qualification for Headship (NPQH) candidates' training and future development. The existing NPQH model involved no formal facility to visit and observe/exchange views on leadership and management issues with other schools. The opportunity to encourage candidate networking was also seen as a key area for development. In collaboration with the Department for Education and Skills and the Yorkshire and Humberside region of NPQH, Stocksbridge has been piloting in-school training for NPQH candidates. The school has provided the opportunity to experience school-based dissemination of good policy and successful practice; to liaise with a strong leadership team on issues of the candidates' choosing, e.g. strategic management and challenges facing new leaders – School Development Planning; assessment; budget; preparation for OFSTED.

Candidates also have the opportunity to role-play, viewing the school in preparation for applying for headship. The work has impacted on the management teams of other schools in the Yorkshire and Humberside region, and the initiative has been used as a national pilot model for school-based developments in the new NPQH training from April 2001.

www.dfes.gov.uk/beacon

► Schools Providing Community Services and Facilities

What do we do?

We encourage schools to develop links with their communities and to consider what services and facilities they (working with other agencies) might provide for their pupils, families and the wider community.

Such services might include childcare, study support, community learning and recreational activities and health and social care.

What are our aims?

Through increased provision of services and facilities on school premises for children, parents and other members of the community to:

- contribute to raising levels of achievement for children and adults;
- create learning environments that raise expectations and aspirations and offer greater scope for out-of-school hours learning;
- increase provision of wrap-around childcare and other facilities;

- promote social regeneration; and
- help meet other educational, health, social, cultural and economic objectives.

The *Education Bill 2001* currently going through Parliament gives a clear legal power to schools to provide family and community services.

How do we spend our money and what have we achieved?

We financially support a number of key partners who help to encourage and support schools in developing family and community services.

We funded a small number of demonstration projects in LEAs where this approach has, to some extent, already been adopted in schools (£300,000 in 2001–02). We are using these projects to examine the ways in which family and community services and facilities are established and managed within schools and to evaluate the impact on teaching and learning.

► City Technology Colleges

What do we do?

There are 15 City Technology Colleges which are independent all-ability, non fee-paying schools for pupils aged 11–18. The colleges offer pupils of all abilities, in urban areas across England, the opportunity to study a curriculum geared – with the help of private sector sponsors – towards the world of work.

What are our aims?

A closer working relationship between City Technology Colleges and the maintained sector, particularly through the Excellence in Cities partnerships, and an increasing acknowledgement of the potential of City Technology Colleges, as evidenced by the success of colleges in initiatives such as Beacon status.

How do we spend our money and what have we achieved?

Five City Technology Colleges are Beacon Schools; Brooke Weston, Dixons, Macmillan College, Thomas Telford school and Emmanuel College.

Ten have Investors in People status, three have gained a charter mark and one has an ISO Quality Award.

City Technology Colleges are popular with parents; all are oversubscribed – on average by 300 per cent but some by up to 800 per cent.

Of leavers in 2000, 93 per cent stayed on in full-time education or training. In 2001, on average 77.2 per cent of students gained five A*-C GCSEs compared to the England average of 50 per cent.

At 12 colleges 70 per cent or more students gained five A*-C GCSEs.

Inclusion

► Special Educational Needs

What do we do?

Working with schools, LEAs and other agencies and services to create high quality provision for children with Special Educational Needs (SEN), helping ensure access and equality of opportunity for disabled children and providing support services for parents of children with SEN (including encouraging effective multi-agency working in support of vulnerable children).

What are our aims?

High standards and expectations for all children with SEN and disabilities and inclusive practices, which enable all children to play a full part in the life of their school and to mix with their peers and prepare for adult life.

How do we spend our money and what have we achieved?

Training for teachers and others involved in the education of children with SEN and disabilities, through the SEN standards fund. This is supported by expenditure of £82 million in 2001–02 and £91 million in 2002–03 and aims to remove barriers to progress and to narrow inequalities in achievement between advantaged and disadvantaged pupils, including those with SEN and disabilities.

The Schools Access Initiative is providing £220 million over the three years to 2003–04 to help make mainstream schools physically accessible for children with SEN and disabilities.

There are other initiatives to help pupils with SEN, such as a two year £25 million package to help identify and tackle early years learning difficulties, a £10 million programme to help provide communication aids to children with SEN and disabilities and a £1 million small programmes fund which supports partnership projects with voluntary sector organisations working with pupils with SEN.

The SEN provisions of the *SEN and Disability Act 2001* came into effect from January 2002 and will promote more inclusive education for pupils with SEN. The new *SEN Code of Practice* came into effect from January 2002 and will promote improved practice in schools and LEAs. From September 2002 changes to the *Disability Discrimination Act* will require schools not to discriminate against disabled pupils and prospective pupils in their access to education. The Disability Rights Commission will issue a Code of Practice on the new disability duties in the summer. The Department will also issue guidance on the duty to plan to increase access to schools for disabled pupils early in the summer.

www.disability.gov.uk

► Children Unable to Attend School because of Medical and Mental Health Needs

What do we do?

Our role is to support access to high quality education for children who are unable to attend school because of medical needs, and to promote children's mental health within early years and school settings.

What are our aims?

Our aim is for all pupils who are unable to attend school because of medical needs, to continue to have access to high quality education. Our commitment to this particular group of pupils is an important part of the Government's wider commitment to meet the need of individual pupils and promote children's mental health within schools.

How do we spend our money and what have we achieved?

Through the Standards Fund we support the education of children who are unable to attend school because of medical needs. A specific grant for this purpose was included for the first time in the Standards Fund during the financial year 2001–02 and support will continue in 2002–03.

In November 2001 we published statutory and good practice guidance, *Access to Education for Children and Young People with Medical Needs*. This set out minimum national standards. In June 2001 we also published separate good practice guidance on *Promoting Children's Mental Health within Early Years and School Settings*.

These publications form part of a joint approach between education and health and recognise the important part that education plays in the physical and mental well-being of the child and in their future life chances.

www.dfes.gov.uk/sickchildren and
www.dfes.gov.uk/mentalhealth

► Education of Young People in Public Care

What do we do?

We support the implementation of the joint Department for Education and Skills and Department of Health *Guidance on the Education of Young People in Public Care*.

What are our aims?

Our aim is to raise the educational attainment of children in public care. The guidance sets out specific steps to be taken by local authorities to secure improvements, including:

- designated teachers in schools;
- providing all children in care with personal education plans; and
- securing educational placements for all children in care within 20 school days.

How do we spend our money and what have we achieved?

The Department for Education and Skills and the Department of Health have jointly funded an Implementation Programme – Education Protects – to help authorities put the joint *Guidance on the Education of Young People in Public Care* into practice.

Figures published by the Department of Health show that in the year ending 31 March 2001, 37 per cent of the 6,500 young people leaving care had obtained one or more GCSEs (or GNVQs), up from 30 per cent in the previous year.

Education protects – Case Study

The team of Education Protects advisers seconded from local authorities have established eleven networks of local authority Lead Officers, which meet regularly to share practice and ideas. Initial support focused upon two key measures: developing the role of Designated Teachers in all schools and introducing Personal Education Plans for all children in public care. The Implementation Team organised seminars between September 2000 and February 2001 in each of the network areas, attended by up to four participants from each authority. Each participant received supporting materials: *Developing the role of the designated teachers – a framework for training and support*, together with summaries of the Guidance and suggested content for a Designated Teacher training course. A 'proforma' Personal Education Plan and guidance notes, developed in consultation with local authorities was also provided, and is available on the websites of the two Departments.

An impressive range of training for Designated Teachers and multi-agency training to support the introduction of Personal Education Plans has now been undertaken in the majority of local authorities.

www.dfes.gov.uk/incare and
www.doh.gov.uk/qualityprotects

► School Attendance

What do we do?

Our role involves supporting and challenging local authorities and schools in tackling absence from schools. This includes:

- collecting and sharing best practice examples;
- publicising the importance of good attendance to young people and their parents;
- overseeing the use of penalties for parents; and
- working with the Home Office on truancy sweeps and links to crime.

What are our aims?

To achieve the Public Service Agreement target to reduce unauthorised absence from school by 10 per cent between 2002 and 2004.

Sustaining the pressure on reducing unauthorised absence while also widening the focus to ensure that schools and LEAs are working to improve attendance across the board.

How do we spend our money and what have we achieved?

Employing two specialist attendance advisors to support and challenge LEAs and discuss the issues with Government Offices.

Running regional events to help establish local networking arrangements and training for the Education Welfare Service, Youth Offending Teams, police, and magistrates to improve joint working.

Developing a website to promote good practice.

We set up 'truancy buster' awards to reward successful schools who have improved attendance in challenging circumstances.

Piloted and evaluated devolution of Education Welfare Service to school level in 16 areas.

Capital Modernisation Funding will be used to introduce electronic registration systems into around 500 secondary schools over two years.

It has proved difficult to impact upon overall unauthorised absence figures. However, some changes are being seen in those LEAs where advisors have provided in-depth support.

www.dfes.gov.uk/schoolattendance

► Exclusions and Education Outside Mainstream School

What do we do?

We are working to support head teachers and teachers in maintaining a disciplined environment in schools so that effective teaching and learning can take place. We are revising our guidance on exclusion, so that schools and LEAs are clear about when exclusion, especially permanent exclusion, is appropriate and when it is not:

- we are working to improve the exclusion appeal procedure and to achieve the Government's target of full-time education for pupils excluded for 15 days or more; and
- we work on the registration of pupil referral units; and deal with the issue of home education and teenage parents.

What are our aims?

To create a framework of legislation and guidance within which exclusion can be used when it is clearly appropriate; to advise what provision should be made for those who are excluded; and to reduce the use of inappropriate and unofficial exclusions.

All LEAs are required to ensure that full-time education is offered to all children excluded from school for more than 15 consecutive school days by September 2002. We are working with LEAs on this issue as part of the Government's drive to tackle disaffection in schools and support full-time education for excluded children outside school.

How do we spend our money and what have we achieved?

We fund a range of projects and initiatives to enable LEAs and schools to pilot and implement innovative and creative solutions to meet the individual needs of children in education outside mainstream schools. We encourage LEAs and schools to use their funding on a range of innovative and imaginative new initiatives, policies and strategies.

► Ethnic Minority Pupils

What do we do?

We ensure that action to raise ethnic minority achievement and meet the particular needs of pupils for whom English is an additional language is embedded within and across all main standards-related programmes.

What are our aims?

The White Paper *Schools: Achieving Success* restated the Government's commitment to promoting greater equality of opportunity and closing the attainment gap between some ethnic minority pupils and their peers.

We aim to build on the progress made in recent years by developing a coherent national strategy, which will place ethnic minority achievement where it should be: at the forefront of the standards agenda. In doing so, we propose to capitalise on two important levers for change:

- the new pupil level annual school census data collection arrangements which will for the first time allow us to link data on ethnicity to performance on a consistent national basis, opening up the possibility of setting national targets for narrowing achievement gaps; and
- the new duty on public bodies, including schools to promote race equality. The duty also bites on the Department and we are auditing the extent to which individual programmes and policies impact on different racial groups and how this is monitored.

How do we spend our money and what have we achieved?

The Ethnic Minority Achievement Grant (EMAG) element of the Standards Fund currently provides £154 million of additional ring-fenced support to raise the attainment of ethnic minority pupils. Most of the resources are devolved to schools so they can determine their own priorities.

EMAG is not the only source of funding for action to raise the attainment of ethnic minority pupils. Schools and LEAs also benefit from the resources provided through other Standards Fund grants, for example the Excellence in Cities and the National Literacy and Numeracy Strategies. More generally, around £480 million of existing Standard Spending Assessment (SSA) resources take account of ethnicity to some degree.

Encouraging signs that ethnic minority pupils are benefiting from action to raise standards through for example the National Literacy and Numeracy Strategies and Excellence in Cities.

Data from the Youth Cohort Study published in January 2001, reveals a significant improvement in the achievement of many ethnic minority groups at GCSE.

Table 8.2 shows that it is possible to lift achievement significantly among traditionally underachieving groups. However, Bangladeshi, Black and Pakistani pupils still tend to perform less well than other pupils even when socio-economic factors are taken into account.

Table 8.2 Attainment of Five or More GCSE grades A*-C¹ in Year 11 by Ethnic Group² (Percentage)

	1995 ³	1997 ³	1999 ³
All	44	46	49
White	45	47	50
Black	23	29	39
Asian	38	45	48
– Indian	48	54	60
– Pakistani	23	29	29
– Bangladeshi	25	33	29
– other Asian ⁴	61	61	72

1 From 1998, includes equivalent GNVQ qualifications achieved in Year 11.

2 Published in October 2001.

3 Years shown are those in which Year 11 exams were taken. YCS surveys were carried out in the spring of the following year.

4 Includes Chinese young people.

Source: YCS cohorts 8–10, sweep 1.

www.standards.dfes.gov.uk/ethnicminorities/

► Study Support

What do we do?

We promote, support and evaluate different approaches to Study Support (out-of-school-hours learning activities), which can include working with LEAs, schools and voluntary organisations to develop long-term sustainable programmes which are embedded in local education authority and school development plans.

What are our aims?

Study Support can enhance achievement and social inclusion. It is delivered by promoting a range of activities, which pupils take part in voluntarily, in order to increase their learning ability and acquire a range of social skills. It also gives schools the flexibility to rethink how curriculum timetables may be scheduled, and how staff (including support staff) may be best deployed.

How do we spend our money and what have we achieved?

Standards Fund for Study Support activities is £72 million in 2001–02 and £75 million in 2002–03.

In addition, Pupil Learning Credits, a £35 million pilot project from September 2001 to March 2003, will give participating secondary schools extra funding to enable them to provide additional learning opportunities for pupils whose social circumstances are exceptionally challenging.

Research shows that Study Support makes a difference, with positive impacts on pupils' academic attainments, school attendance and attitudes; and that it is popular with pupils and teachers alike.

Young people who participate are better motivated and achieve better results at school – on average a total of 3.5 grades more on their best five GCSE results and an average of one more A-C pass (*Study Support National Evaluation and Development Programme, 2001*).

Teachers also benefit from the opportunity to try new teaching methods and develop better relationships with pupils (*National Foundation for Educational Research, 1999 and 2000, Market and Opinion Research International/British Market Research Bureau 2000, Study Support National Evaluation and Development Programme, 2001*).

“The Press Gang” – Case Study

This successful project was set up by Newspapers in Education at the Evening Gazette, Teesside, in partnership with schools in the East Cleveland Education Action Zone. It ran during the October 2000 and February 2001 half term holidays, and gave pupils the opportunity to experience the world of work by challenging them to produce a newspaper for young people. This was then circulated to around 70,000 homes around the region.

The project focused on pupils in years 6 and 9, aiming to give them additional opportunities to develop their skills in literacy, communication, teamwork and mentoring (for year 9 pupils working alongside year 6 pupils). As well as producing the newspaper, pupils were involved in initial research and analysis of their findings, giving them a stronger sense of ownership.

All pupils involved found the project enjoyable and appreciated the opportunity to experience the ‘real’ world of work. One commented that “we had a sense of accomplishment and it was nice to see what we had done.” Teachers felt that, as well as improved literacy skills, participants had gained more confidence socially and had learned to work well as a team.

www.standards.dfes.gov.uk/studysupport/

► Playing for Success

What do we do?

Playing for Success is establishing out-of-school-hours study support centres at football and other sports clubs, using the environment and medium of sport to help motivate pupils to learn.

Centres focus on helping Key Stage 2 and 3 pupils, identified by their schools as needing a boost, to get back up-to-speed in their literacy and numeracy skills. Each centre is equipped with first class information and communications technology (ICT) equipment and run by a trained and experienced teacher.

57 top football and other sports clubs are signed up to Playing for Success and 45 have opened centres so far. Others are in development phase and a further 13 clubs and venues are involved in developing other innovative ways of linking education and support.

What are our aims?

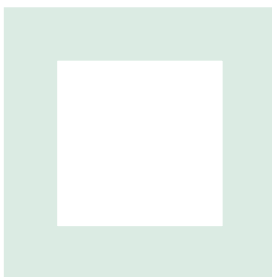
Significant improvements in motivation, literacy and numeracy for pupils at Key Stage 2 and 3 as well as enhanced ICT skills.

How do we spend our money and what have we achieved?

Funding (£7.3 million in 2001–02) contributes to the setting-up and running costs of each centre, and also provides central support including centre manager training and networking, development of good practice, support materials and professional advice.

National evaluations have found significant gains in literacy, numeracy and ICT skills amongst children attending the centres; in their motivation to learn and their self-esteem. Playing for Success has also proved popular with pupils, parents and schools and is a very good example of partnership between the Department, LEAs, sports clubs and other local partners including business sponsors.

www.dfes.gov.uk/playingfor success



Chapter 9:

Meeting Individual Talents and Aspirations at 14 to 19

We need to improve the country's skills base and increase participation in higher education. We have made significant progress in developing options for 14- to 19-year-olds to encourage more young people to stay on in learning after 16 and raise achievement at 19. Some of our policies and programmes to help achieve this are shown in this chapter.

► 14–19 Strategy

What do we do?

To tackle achievement at age 19 through raising participation post-16 with the aim of both narrowing the skills gap and increasing the proportion of people who enter higher education, we are now tackling the 14–19 phase. The Government's proposals for a coherent 14–19 phase of education were initially set out in the Green Paper *Schools: Building On Success* and subsequently the White Paper *Schools: Achieving Success*. The details of those proposals were published in the Green Paper *14–19: Extending Opportunities, Raising Standards* in February 2002 and a separate version of the Green Paper for young people, published in early March 2002.

What are our aims?

The Green Paper's proposals build on the good work that has already been done in transforming primary education and underway in secondary education. They are designed to create a coherent 14–19 phase, with new pathways of learning that will meet the individual needs and aspirations of young people and allow them to progress through learning at a pace that is right for them. The proposals will deliver a range of high quality, high status academic, vocational/technical and mixed options. This will help to ensure that school offers something relevant and attractive to all pupils, not just the academically minded. The age of 16 will be transformed from being the point at which young people make decisions about leaving school, to one where every young person remains committed to continuing to learn whether in school, college or the workplace.

The main proposals are:

- creation of new pathways of learning to meet pupils' needs and aspirations;
- reform of the 14–16 curriculum;

- making high quality vocational options available to all students;
- building parity of esteem between vocational and general GCSEs/A Levels;
- introducing accelerated or slower progression through learning, according to ability;
- stretching the most able through a new A with distinction grade at A Level;
- creation of an overarching award marking achievement at 19 – the Matriculation Diploma;
- ensuring provision of high quality guidance to help students make choices at 14 onwards;
- promoting increased collaboration between education providers; and
- use of pathfinders to develop best practice in collaborative working.

How do we spend our money and what have we achieved?

We are consulting on the detail of the proposals through the Green Paper. We have allocated £50 million in 2002–03 to fund pathfinders, develop the Matriculation Diploma, increase flexibility of the curriculum for 14- to 16-year-olds and develop education/business links. We will increase this level of investment in future years to sustain further development, as resources permit.

www.dfes.gov.uk/14-19greenpaper/

► General Certificate of Secondary Education

What do we do?

Our role is to monitor progress towards the Key Stage 4 national targets, by ensuring that LEAs set appropriate targets in their Education Development Plans.

This term a programme of 150 visits was arranged for the Standards and Effectiveness Unit literacy and numeracy Regional Directors and Education Advisers to meet with their individual LEAs to agree realistic and challenging targets for 2004 (and 2003 as a stepping stone).

What are our aims?

Comprehensive Spending Review Targets:

To increase the proportion of those aged 16 who achieve one or more GCSEs at grade G, or equivalent, from 92 per cent to 95 per cent by 2002.

To increase the proportion of those aged 16 who achieve five or more GCSEs at grades A*-C, or equivalent, from 45 per cent to 50 per cent by 2002.

SR 2000 Targets:

Increase the percentage of pupils obtaining five or more GCSEs at grades A*-C, or equivalent:

- to increase the proportion achieving the standard by four percentage points between 2002 and 2004; and
- at least 38 per cent to achieve this standard in every LEA by 2004.

Increase the percentage of pupils obtaining five or more GCSEs at grades A*-G, or equivalent, including English and maths: by 2004, 92 per cent of 16-year-olds should reach this standard.

How do we spend our money and what have we achieved?

There is no specific funding to meet Key Stage 4 targets. Funding is channelled through many of the Government's initiatives, e.g. Excellence in Cities, Education Action Zones and Specialist Schools.

This year's results show that 50 per cent of 15-year-olds gained at least five passes at the top grades this year, compared to 49.2 per cent last year and 46.3 per cent in 1997/98. This is an increase of 3.7 percentage points from 1997/98 when the targets were announced. This target has been achieved a year early.

The results for passes at one A*-G was 94.5 per cent, compared to last year's results of 94.4 per cent. This is an increase of 1.1 percentage points from 1997/98 (93.4 per cent) when the target was announced. We remain confident that we will achieve the target of 95 per cent by 2002.

Table 9.1 GCSE Examinations¹, 1997/98 to 2000/01 (Percentage)

	1997/98	1998/99	1999/00	2000/01	Target for 2002
Percentage of 15-year-olds² achieving GCSE³					
1 or more G or better	93.4	94.0	94.4	94.5	95.0
1 or more C or better	71.4	72.6	73.6	74.0	–
5 or more G or better	87.5	88.5	88.9	88.9	–
5 or more C or better	46.3	47.9	49.2	50.0	50.0
5 or more G or better (inc. English and maths)	83.8	85.8	86.8	86.9	–

1 Includes maintained, independent and special schools.

2 Age at the beginning of the academic year.

3 GCSE or GNVQ equivalent.

Source: DfES database of School Performance Tables.

www.dfes.gov.uk/nlt/index.shtml

► Qualifications – Advanced Level Reforms

What do we do?

The advanced level reforms are part of the Government's commitment to encourage young people to take a wider range of subjects at A level than the traditional two or three, or study A levels and vocational A levels alongside the new Key Skills qualifications.

The reforms were introduced in September 2000.

What are our aims?

Our main focus is to ensure a robust delivery of the qualifications and a continued confidence in the public examination system.

How do we spend our money and what have we achieved?

Promoting the advanced level qualifications, through publications, conferences and visits to university admissions officers and supporting external events such as the Maths and Physics Olympiads.

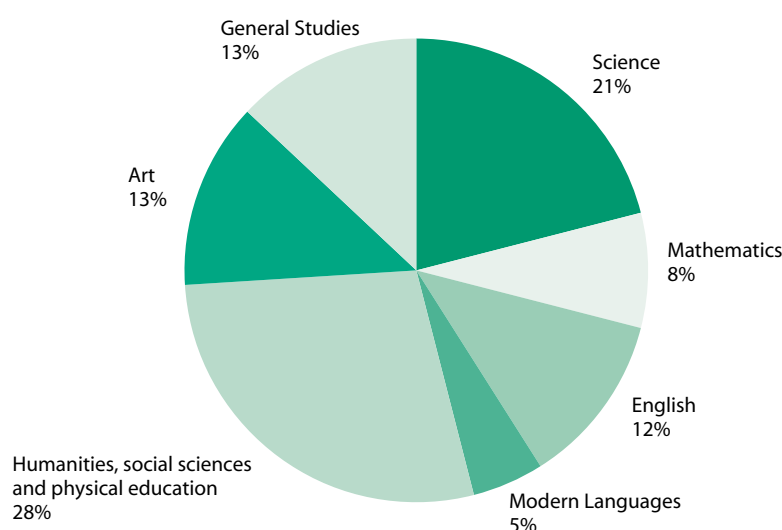
Commissioned the Learning and Skills Development Agency to provide a vocational learning support programme for teachers teaching vocational A levels (AVCEs).

Research shows that around 60 per cent of students are taking four AS subjects in the first year of study.

In June 2001, the Secretary of State asked the Qualifications and Curriculum Authority (QCA) to review the new qualifications. Following its reports the Secretary of State announced changes to reduce the burden of assessment on candidates taking AS

examinations in 2002. There will also be a reduction in examination timetable clashes. This will ease the burden of examination administration on schools and colleges. Implementation of the reforms in schools and colleges continues to be monitored.

Figure 9.1 GCE A Level Passes by Subject of 17- to 18-Year-Olds¹ in Schools and Colleges in England, 2000/01



¹ Age at start of academic year.

Source: DfES database of school and college performance tables.

Table 9.2 GNVQ/(A)VCE Awards¹ by Level in England, Wales and Northern Ireland 1996/97 to 2000/01

Level	1996/97	1997/98	1998/99	1999/00	2000/01
Foundation					
Legacy ²	7,483	7,662	8,940	9,672	3,127
New ³					5,105
Intermediate					
Legacy ²	45,996	43,028	46,435	42,690	10,863
New ³					24,930
Advanced					
Legacy ²	36,997	41,346	48,733	47,211	42,289
3-unit vocational A level ³					3,797
6-unit vocational A level ³					3,787

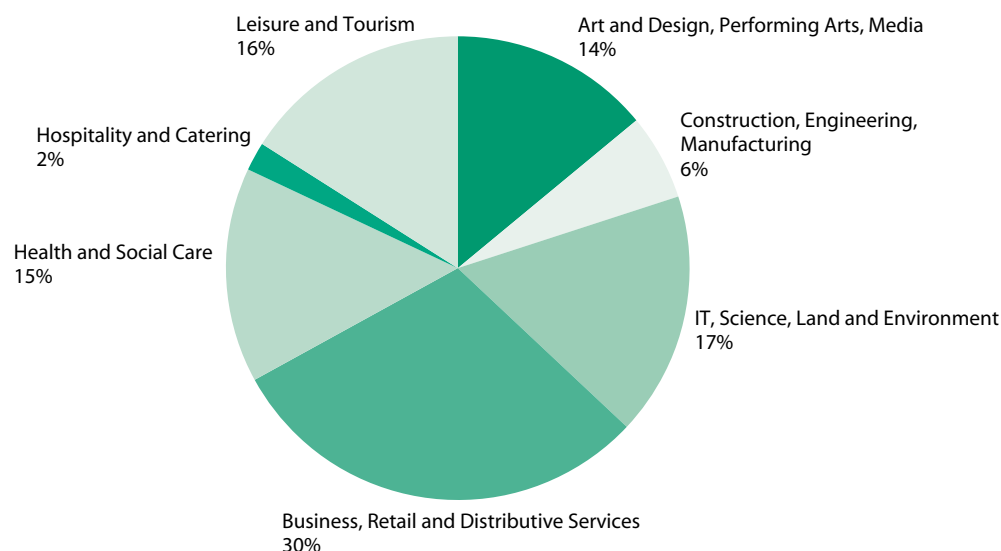
¹ These figures relate only to cases where a pass or a higher result was awarded.

² Refers to qualifications gained under the old assessment model.

³ Refers to qualifications gained under the new assessment model.

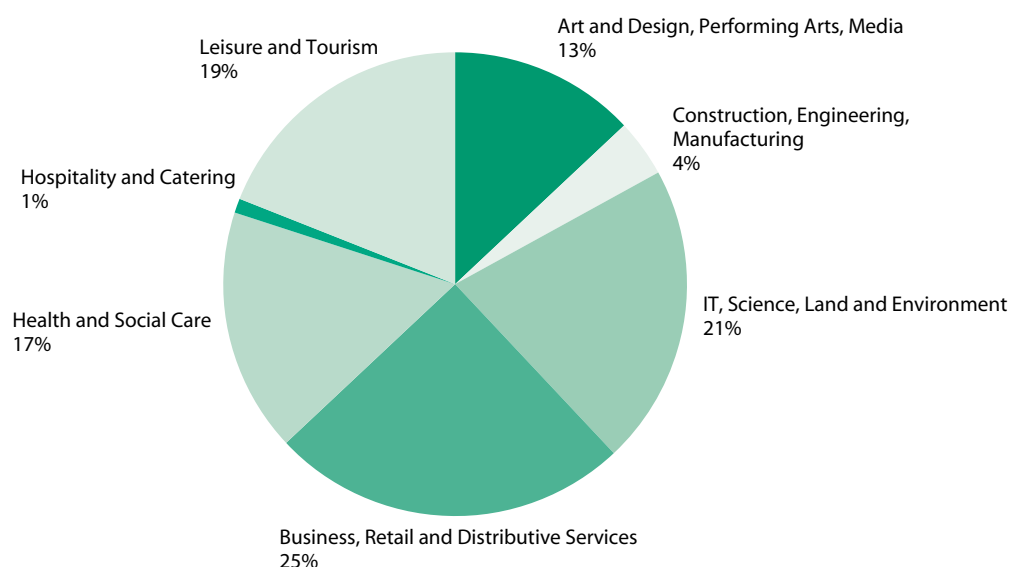
Source: Joint Council for General Qualifications.

Figure 9.2 GNVQ/(A)VCE Awards (All Levels) by Subject Area in England, Wales and Northern Ireland, 2000/01: Legacy GNVQ



Source: Joint Council for General Qualifications.

Figure 9.3 GNVQ/(A)VCE Awards (All Levels) by Subject Area in England, Wales and Northern Ireland, 2000/01: New GNVQ¹



¹ The figure for 'New GNVQ' does not include 3-unit or 6-unit vocational A level. Some subjects are not available for study under the 3-unit qualification and the numbers of awards for some individual subjects are too small to be identified separately.

Source: Joint Council for General Qualifications.

www.dfes.gov.uk/qualifications

► Key Skills

What do we do?

Key Skills are a range of essential skills that underpin success in education, employment, lifelong learning and personal development. Key Skills qualifications (levels 1-4) in communication, application of number and information technology (IT) are available across all post-16 routes in England, Wales and Northern Ireland. Also available at levels 1-4 are the wider Key Skills units: working with others, improving own learning and performance, problem solving.

What are our aims?

All young people post-16, whether in education or training, should have a solid basis in the Key Skills of communication, application of number and IT. This is essential if they are to compete effectively in the labour markets of the 21st century. Those who have not already achieved A*-C grades in GCSE English, maths or IT should be supported in achieving the relevant Key Skills qualification(s) at level 2. Those who aim to pursue a professional or higher qualification post-19 should be supported in gaining at least one relevant Key Skill qualification at level 3.

How do we spend our money and what have we achieved?

The Key Skills Support Programme has been established to improve the confidence and competence of teachers and trainers to deliver these Key Skills. The programme has funding of £20 million from April 2001 to March 2004, of which the European Social Fund provides £8 million.

The Qualifications and Curriculum Authority and the Learning and Skills Council have:

- identified an increased range of proxy qualifications, i.e. those which assess the same knowledge and skills as aspects of the Key Skills qualifications;
- issued guidance to schools and colleges on a more tailored use of Key Skills qualifications, reflecting individual student's goals and needs; and
- made progress towards more accessible assessment arrangements, through moving to on-demand and, eventually, online testing.

www.dfes.gov.uk/key/ and www.keyskillssupport.net

► School and College Performance Tables

What do we do?

We publish institution-level performance information, based on the achievements of pupils in public examinations and national curriculum tests, for every school and college in England.

What are our aims?

To help raise standards by making schools and colleges more accountable and provide parents and the wider community with easily accessible comparative information on the performance of local schools and colleges.

How do we spend our money and what have we achieved?

The tables are now a well-established part of the education calendar and have undoubtedly played a part in raising standards, by providing an invaluable source of accurate data on pupil performance. This contributes to the development of education policies and strategies at national, local and institutional level.

www.dfes.gov.uk/performancetables

► Modern Apprenticeships

What do we do?

Modern Apprenticeships (MAs) provide quality work-based learning for young people to achieve qualifications at Foundation MA (NVQ level 2) and Advanced MA (NVQ level 3) levels.

We are now monitoring the implementation of the Learning and Skills Council's (LSC) action plan, aimed at improving quality and performance in MAs. This follows recommendations by the MA Advisory Committee under Sir John Cassels, which reported to Ministers and the LSC on 28 September 2001.

What are our aims?

MAs are a key part of the response to prepare young people for an economy based on high-level skills. Introduced in 1995, MAs aim to increase the supply of skills at craft, supervisory and technician level within industry. Since 1997 the number of young people achieving NVQ level 3, while on Advanced MAs, has risen by 25 percentage points. The Government is committed to ensuring there is an apprenticeship place for every young person who reaches the required standard.

The LSC, working with the new Sector Skills Councils and the Connexions Service, will lead the delivery of the new generation of MAs. The Government and the LSC will publish an implementation plan in 2002.

How do we spend our money and what have we achieved?

The investment already being made for MAs, an additional £180 million over three financial years 2001–04, is a clear sign of the Government's commitment to deliver this next generation of MAs.

Currently there are 213,400 young people participating in MAs in England:

- 123,800 on Advanced MAs (NVQ level 3); and
- 89,600 on Foundation MAs (NVQ level 2).

Over 95 per cent of young people on Advanced MAs have employed status and of those who have left Advanced MAs, 86 per cent were still in employment six months after leaving.

On 29 November 2001 the Government announced it would be working closely with the LSC to deliver the recommendations of the MA Advisory Committee including:

- a target for 2004 of 28 per cent of young people (175,000) entering MAs before they are 22 years old (currently about 23 per cent, or 140,000, enter before they are 22 years old);
- a national framework for apprenticeship which defines basic standards;
- an entitlement to an MA place for all 16- and 17-year-olds who reach the required standard; and
- a £16 million marketing campaign, over three years from early 2002 to promote MAs and boost take up.

www.dfes.gov.uk/ma.consultation

► National Learning Targets for Young People

What do we do?

Our role is to monitor progress towards the 2002 and 2004 National Learning Targets for Young People. The level 2 target is also a Public Service Agreement target.

What are our aims?

For 85 per cent of 19-year-olds to achieve level 2 by 2002.

The level 2 target for 2004 has been set at three percentage points above the actual outturn for 2002.

Also for 60 per cent of 21-year-olds to achieve level 3 by 2002.

Table 9.3 Progress Towards the National Learning Targets for Young People, England, 1997–2001 (Percentage)

	19-year-olds at level 2	21-year-olds at level 3
Target for 2002	85	60
1997	72.3	48.1
1998	73.9	52.2
1999	74.9	53.3
2000	75.3	53.7
2001	74.8	54.1
change from previous year	–0.5	+0.4

Source: Labour Force Survey, autumn quarters.

How do we spend our money and what have we achieved?

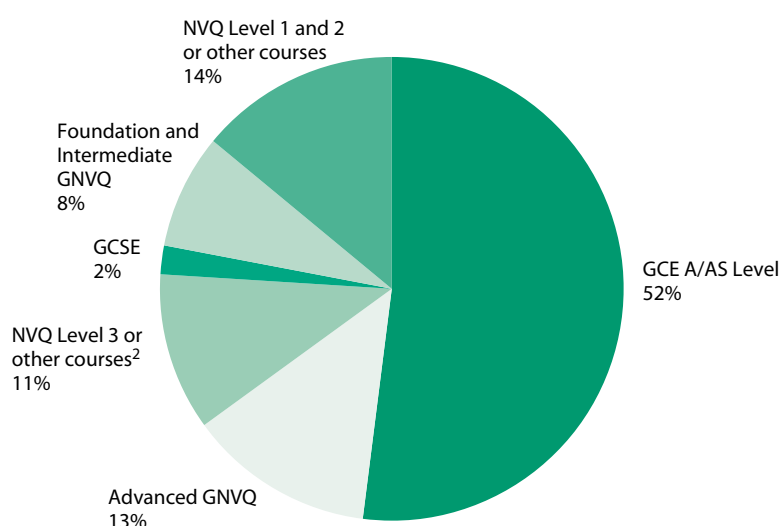
Funding for further education, 16–18 participation, work-based learning for young people, including Modern Apprenticeships and Lifeskills is included in the overall budget allocated to the Learning and Skills Council.

Based on the autumn Labour Force Survey for 2001, released in February 2002, we will not now meet either the level 2 or level 3 targets.

We are working closely with the Learning and Skills Council to ensure that everything is done to increase progress towards the targets in the time available. Each local council is delivering with their partners and providers an action plan, tailored to local needs and applying best practice, targeted at retaining young people in learning and maximising their attainment.

www.dfes.gov.uk/nlt/index.shtml

Figure 9.4 Participation of 16- to 18-Year-Olds in Full-Time Education in England by Qualification Aim, 2000/01¹



¹ Figures are provisional.

² Other advanced vocational courses includes BTEC National and City and Guilds Diploma in Vocational Education.

Sources: Schools Census, Further Education Funding Council's individualised student record (ISR), Higher Education Statistics Agency and Department for Education and Skills. Responsibility for the ISR has now been taken over by the Learning and Skills Council.

► Connexions

What do we do?

Connexions is the Government's new co-ordinated support service for young people aged 13 to 19 in England. It joins up the work of a number of Government Departments, their agencies and organisations on the ground. There will be 47 Connexions Partnerships covering England by 2003. Each Partnership joins together the services that deliver to young people in that area to provide them with a coherent and integrated service.

Connexions provides integrated advice, guidance and personal development opportunities for all 13- to 19-year-olds in England to help them make a smooth transition to adult and working life. It will provide all young people with access to a Personal Adviser.

What are our aims?

The service will help young people navigate their way through decisions about studying, jobs and careers. It will help young people get the personal development opportunities they need to help raise their aspirations and fulfil their potential and become the active citizens of tomorrow.

It is for every young person but has a sharp focus on those most in need. Personal Advisers will help those with problems like drugs and homelessness.

Connexions aims to work closely with schools. It provides access to a unique source of professional advice and support. Personal Advisers work with young people to remove barriers to learning and where needed broker support to a range of other professionals. It provides objective and impartial careers guidance. Connexions will help young people to make the right choices for them in the proposed flexible new curriculum.

Connexions gives young people a real say in the services they receive. All Partnerships are heavily involving young people in design and delivery.

Our headline targets are about increasing:

- attendance in school;
- participation in education, training and employment; and
- attainment.

We work closely with other Government Departments on cross-cutting targets, which reflect the shared priorities of Government. These targets include reducing:

- youth offending;
- substance misuse; and
- teenage pregnancy.

How do we spend our money and what have we achieved?

Substantial new money has been provided for the Connexions service. The budget in 2002–03 is around £420 million and around £455 million in 2003–04. Connexions Partnerships receive grant funding.

In the fifteen Partnerships live this year:

- assistance has been given on well over one million occasions by Connexions, with over 450,000 interviews taking place (between April 2001 and January 2002);
- 1,999 Personal Advisers (full-time equivalents) are now in post;
- Over 2,000 Personal Advisers have either completed or are currently undertaking Connexions training; and
- Connexions is building a diverse base of Personal Advisers – just over four per cent have a disability, over 13 per cent are from an ethnic minority and 11 per cent are from the voluntary sector.

The Millennium Volunteers (MV) Programme aims to support and recognise a sustained commitment by young people aged between 16 and 24 to voluntary activity which benefits the community. It is a high priority policy area both for the Government and the Department.

The Programme has supported 55,000 young people – over halfway towards its target of 100,000 volunteers by the end of 2003. Of these, over 12,000 have completed 200 hours of sustained volunteering.

Local authorities finance statutory Youth Services. Their underlying budget is around £300 million in 2001–02. It financed locally developed youth work for around 20 per cent of 13- to 19-year-olds. The National Voluntary Youth Organisations (NVYOs) have received £12 million over 1999–02 to provide a wide range of individual projects which delivered personal and social development and improved youth work. The consultation document *Transforming Youth Work* was published in March 2001. A modernisation programme for the Youth Service is now under way supported by the Transforming Youth Work Development Fund following its announcement for 2002–04.

The Neighbourhood Support Fund (NSF) targets the hardest to help young people aged 13 to 19 years old, living in some of the most deprived areas in England. The NSF funds local voluntary and community organisations to provide innovative projects aimed at re-engaging this group. The cost is £60 million over three years to support around 650 community-based projects.

By the end of January 2002 just over 24,000 young people had participated in NSF. Of those leaving 59 per cent have achieved a positive outcome.

Connexions – Case Studies

What Schools Say...

"The speed that Connexions Personal Advisers respond to specific problems for young people is the main difference Connexions is making in our school. Furthermore, skilled professionals co-ordinating input on the likes of anger management, work with families and coping strategies for young people allows us to do what we do best – teach."

Chris Marks – Head, Bridgwater High School, Warrington.

"Our experience is that the Connexions Service is helping carers and professionals to raise the expectations of young people to pursue further education and training. Connexions is beginning to turn the Government's social inclusion policy into a practical reality."

Andrea Scott Jones – Head, Bents Green Secondary School, Sheffield.

What Personal Advisers say about Connexions...

"What interested me about Connexions is the 'joined up thinking' aspect of it in terms of working with young people. Often the problem has been demarcations. Connexions allows you to work all the way through."

"It is about giving the young person the confidence and the ability to actually change things and make things different."

What young people say...

"I just think it's a really good idea, because young people do need help. Some people don't accept it, just don't want help – but they'll do anything to help you. At first I didn't want any help, thought I didn't need any, and wanted to do it on my own. But I'm glad of it now."

"I wouldn't have got a job, I don't think, if I hadn't come here. I wouldn't have bothered."

"It all made such a difference – from just having someone to talk to, to helping me get back into college, to getting a place to live."

"I really like the careers advice I've had, because I haven't got a clue what I wanted to do before."

www.connexions.gov.uk

► Connexions Card

What do we do?

The Connexions Card is a smart card developed to reward young people for learning. Everyone between the ages of 16 and 19 will be eligible for it. Those people who are in some form of learning will be able to earn points which they can subsequently trade in for discounts on products, or for 'money can't buy' opportunities, such as the chance to go behind the scenes at big sporting events. The card will also have a 'show and go' element, which will provide for discounts on certain products.

What are our aims?

We need to encourage more young people to continue in learning beyond their compulsory education. The Connexions Card will encourage more young people to participate, by helping financially and rewarding their participation and attainment with discounts and rewards on items that young people value.

The card is being rolled out on a regional basis across the country, becoming available throughout England from autumn 2002.

Eventually around two million 16- to 19-year-olds will carry a card.

How do we spend our money and what have we achieved?

The contract is for £109.7 million over seven years.

www.connexionscard.com

► Education Maintenance Allowances

What do we do?

Education Maintenance Allowances are part of the Government's commitment to enable all young people to have the opportunity to fulfil their potential, no matter what their financial circumstances may be.

Pilot schemes were introduced from September 1999, in 15 LEAs. The pilot scheme was extended with the introduction of a further 41 pilots from September 2000, including some more specialised ones targeted at the most vulnerable young people and those with specific transport needs. Eligible young people staying on in further education can receive a weekly allowance and/or free or subsidised travel to and from school or college.

What are our aims?

Research shows that young people from less well-off families are far less likely to stay in post-16 learning and they achieve lower qualifications than their better-off peers. Young people with no, or low, qualifications are more likely to drift in and out of low skilled jobs with little or no prospects. For many of these young people, financial pressures are the cause of them leaving school at 16 and many never return to learning.

The pilots are testing the impact that offering a weekly allowance, or help with travel costs, has on participation, retention and achievement, as well as the effect on regular attendance.

How do we spend our money and what have we achieved?

Eligible young people can receive between £5 and £40 per week and/or free or subsidised travel to and from school or college. Bonus payments for satisfactory attendance, progression and achievement may also be made.

In 2001–02 over 90,000 young people benefited from the allowance with latest estimated spend of £105 million.

The first wave of evaluation evidence has shown a five percentage point increase in participation amongst eligible young people. Evaluators are currently gathering data on retention and achievement.

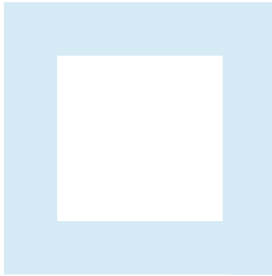
Section E:

Objective 3

Encourage and enable adults to learn, improve their skills and enrich their lives

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PHOTO REDACTED DUE TO THIRD PARTY RIGHTS OR OTHER LEGAL ISSUES



Chapter 10:

For Those in Higher Education

We are committed to working towards wider participation in higher education, while continuing to improve standards. These are some of the measures and programmes in place to help achieve this.

► Increasing Participation

What do we do?

The Government's objective is to increase participation in higher education towards an entry rate of 50 per cent of 18- to 30-year-olds by 2010. In order to achieve this, we are working to increase attainment and raise aspirations among young people. We are particularly focusing on widening participation among those not traditionally represented in higher education. This is an objective that covers policies not only for higher education but also for schools and further education. Policies include the Excellence Challenge programme, targeted at young people from disadvantaged areas; Educational Maintenance Allowances, to encourage greater staying-on and attainment rates post-16; the Connexions Service to ensure that young people get the advice and support they need in order to achieve; and new qualifications, in school, college and university to expand study choices.

What are our aims?

We aim to increase participation towards an entry rate of 50 per cent of those aged 18 to 30, while increasing the numbers of young people from lower socio-economic backgrounds entering higher education.

How do we spend our money and what have we achieved?

We are addressing improvements in attainment at 16 and 18 through a standards drive in schools, with a similar initiative in further education colleges, aimed in particular at enhancing retention and attainment of students.

Other related initiatives include Education Maintenance Allowances, Quality Strand (including Excellence Challenge), 14-19 Reforms and Connexions.

Excellence Challenge (EC) is a three-year programme (covering England only), which aims to increase the numbers of young people from lower socio-economic groups participating in higher education. Over £190 million will be committed to this programme during the three year period 2000-01 to 2002-03. The £190 million is broken down as follows:

- Strand 1 – nearly £90 million over three years will be distributed to Excellence in Cities (EiC) and Education Action Zones (EAZ) areas. This brings universities, other higher education institutions (HEIs) and further education (FE) colleges into the EiC and EAZ initiative, to provide additional in-school and out-of-school support for young people who have the ability to enter higher education;
- Strand 2 – £48 million to Universities and Higher Education Colleges and £12 million to the Higher Education Funding Council for England (HEFCE) Summer School Scheme. This aims to increase funding to HEIs in order to reach out to more young people from disadvantaged backgrounds. It will enable them to recruit more admissions staff, send ambassadors to schools and colleges and run more open days and Summer Schools for young people and their teachers;
- Strand 3 – about £6 million over three years to provide clearer information and better marketing for the route to higher education. This includes information about the financial support available, with a particular focus on reaching families and communities who do not have a tradition of entering higher education, raising expectations of students and teachers alike;
- Strand 4 – £36 million over three years to provide £2,000 Opportunity Bursaries to 25,000 young people. The aim of this strand is to test whether providing additional financial support can increase the numbers of bright young people from disadvantaged backgrounds entering higher education; and
- Strand 5 – which has only just begun, is the evaluation of the EC programme.

Working with HEIs: through the HEFCE, we are working to encourage successful applications from capable, qualified young people from lower-income backgrounds. This includes:

- postcode premium – in 2000–01 £25 million was provided to institutions, in direct proportion to their success in recruiting students from neighbourhoods with low participation rates in higher education. This funding recognises the success of institutions in recruiting disadvantaged students and the extra cost of enabling them to succeed. The postcode premium now stands at £31 million a year;
- funding intended to raise aspirations – a new funding stream was introduced to enable institutions with low proportions of students from state schools to do more to encourage applications from such students. £6 million is being provided each year for three years from 2001–02 to 2003–04. HEIs will be eligible for these funds if state-educated students account for less than 80 per cent of their student body in 1999–00;

- Summer Schools – the Department funded a higher education Summer Schools programme, administered by HEFCE, as part of the EiC initiative. In this programme, Year 11 and 12 school pupils had a chance to sample higher education for a week at one of 54 universities and colleges. The aim was to encourage capable students, whose family and educational background meant that they might not consider higher education, to apply to an HEI or to consider a wider range of institutions and/or subjects; and
- Widening Participation Plans – each HEI is being encouraged to develop and submit strategy plans for widening participation to HEFCE.

www.dfes.gov.uk/excellencechallenge

► Foundation Degrees

What do we do?

Foundation Degrees are a part of the Government's strategy to widen and increase participation in higher education and to address the skills shortage at the associate professional and higher technician level. We are working with the higher education sector to develop this new two-year (if studied full-time) vocational degree.

What are our aims?

To further develop and establish the Foundation Degree. The Foundation Degree is a vocational degree, designed to appeal to a wide range of students, including those already in work who wish to widen their career horizons and for those who may face barriers to entering higher education.

It can be studied full or part-time and involves flexible and innovative delivery arrangements (web and work-based learning, distance learning and study at local further education colleges). Employers and their representatives (e.g. current National Training Organisations and in the near future Sector Skills Councils) are involved in course design and review, to ensure that the degree truly meets skill needs. It provides a natural progression route into higher education for those who have followed the vocational pathway – through Advanced Modern Apprenticeships or vocational GCSEs and A levels for instance.

The Foundation Degree is a self-standing qualification, and Foundation Degree graduates will be able to progress to a full honours degree with up to one and one-third year's further study, or on to further professional qualifications.

How do we spend our money and what have we achieved?

The first courses became available from autumn 2001. In the first year, we looked for 4,000 people to start a Foundation Degree. The latest figures from the HEFCE show that just under 4,300 people have been attracted into higher education by Foundation Degrees.

Healthy Foundations – Case Study

The UK is fast closing the gap on sports-obsessed nations like the United States and Australia. Pressures to improve the nations' professional sportsmanship right down to the public's increasing awareness of health and fitness, is driving a strong growth in the industry. But are the staff qualified?

Currently the health and fitness industry employs 50,000 people in the UK, and this figure is set to double over the next four years.

All leisure centre staff need to understand the impact sport can have on the human body. And so now many universities and colleges are providing professional qualifications for fitness instructors so that they have full knowledge on teaching people how to keep fit and healthy. However, the best courses have to combine on-the-job experience with classroom teaching.

Because of this, Leeds Metropolitan University – a centre of excellence for providing professional sports and leisure qualifications – has just launched a Health Related Exercise and Fitness foundation degree. It can be studied full-time over eighteen months or part-time over thirty months.

The University and a consortium of professional sporting organisations in the north of England developed the Health Related Exercise and Fitness foundation degree. These organisations include two professional chains of sports and leisure clubs and the top premiership rugby league team, Bradford Bulls.

Bradford Bulls was invited to join the consortium by Leeds Metropolitan University because it has in-depth knowledge of health and fitness.

Abi Ekoku, chief executive of Bradford Bulls and ex-professional rugby league player, said, "Professional sporting clubs have a wealth of expertise that is often forgotten about when people are looking for advice on health and fitness. By creating a working consortium of specialists in the sports industry the course benefits from academic and on-the-job training."

Abi Ekoku has a strong belief in the future success of the newly created course. Most sporting qualifications don't offer valuable on-the-job training to gain the work experience necessary to go straight into employment as a health and fitness instructor.

"The new Health Related Exercise and Fitness foundation degree at Leeds Metropolitan University has been designed by the professional sporting organisations so that it offers students the fundamental basics to be able to progress in the industry immediately on graduation."

www.foundationdegree.co.uk

► Student Achievement and Progression

What do we do?

The HEFCE performance indicators show that the UK's non-completion (drop-out) rate is 17–18 per cent. This is one of the lowest in the world – second only to Japan within the Organisation for Economic Co-operation and Development (OECD) countries – and has stayed broadly the same since 1991–92. This is a considerable achievement, given the expansion of student numbers in this period.

The graduate unemployment rate is at an all-time-low of 2.4 per cent. A 2002 employer survey found that 40 per cent of all skills shortage vacancies are for positions traditionally considered graduate occupations.

What are our aims?

We are taking action to meet the Government's 50 per cent participation target in order to address these skill shortages. We also aim to at least maintain, and if possible improve on, the present low level of non-completion. The previous Secretary of State, David Blunkett, in the grant letter of November 2000, asked HEFCE to bear down on non-completion. This remains a key theme of the 2001 grant letter from Estelle Morris.

We are making work-related skills a feature of mainstream higher education provision, through, for example, supporting the development of Foundation Degrees and Graduate Apprenticeships. Our key aim is to increase the opportunities for all students to experience the world of work, before they graduate.

We need to ensure that higher education equips all students for satisfying and rewarding careers. A more diverse and rapidly changing labour market means that graduates need to acquire a unique combination of knowledge and practical skills that will enable them to cope with the demands of a modern business environment. National Skills Task Force projections indicate that over the next decade, by 2010, there will be a further 1.7 million new jobs in occupations requiring graduate level skills.

How do we spend our money and what have we achieved?

In partnership with HEFCE, we are working to bear down on non-completion in two ways: by setting an overall target for the higher education sector; and by encouraging HEFCE to focus attention on those institutions performing below expectations, as indicated by the benchmarks set out in the published performance indicators.

HEFCE's Action on Access team, supports higher education institutions in the development of widening participation strategies. Its work contributes to improved student retention through, for example, improving the information and preparation given by individual institutions to students prior to entering higher education.

Other initiatives relevant to improving student retention include: the provision of Access and Hardship Funds, which help prevent students dropping out for financial reasons; and Excellence Challenge, which targets additional funding to individual students in need who are at greater risk of non-completion.

In collaboration with HEFCE and the Learning and Teaching Support Network, we are making arrangements to incorporate work-related skills more widely across higher education provision. These arrangements will enable us to build on what we have already achieved through Graduate Apprenticeships and Foundation Degrees. We are also working with the Small Business Service, the Union Learning Fund and other intermediaries to promote participation in higher education by those already in employment.

Last year the Department's review of higher education careers services, chaired by Sir Martin Harris, made 41 recommendations for improved higher education careers provision. Since then, a Joint Implementation Group, led by the main HE sector representative bodies, has been taking forward some of these recommendations. This group reports in spring 2002.

At the end of 2001, the Department and key partners initiated a review of Student Services to explore the extent to which the Harris review has had an impact on practice.

► **Quality Assurance in Higher Education and Raising the Quality of Teaching**

What do we do?

We monitor and support the work of the Quality Assurance Agency (QAA) to ensure successful implementation of relevant policy developments, including the overall review method, the national qualifications framework and codes of practice.

What are our aims?

A higher education sector characterised by high standards of teaching and learning, and a qualifications framework, that promotes high standards, and progression to higher levels of learning.

Quality assurance arrangements which give confidence to students, employers, professional bodies and other stakeholders, that standards of provision are high.

Constructive communication between higher and further education to contribute to the Government's widening participation goals.

How do we spend our money and what have we achieved?

The cost of the subject review and institutional audit in England 2001–02 totals £7.1 million from the HEFCE contract and institutional subscriptions. This includes completing subject reviews in higher education institutions in England and continuing with subject reviews of higher education in further education colleges.

A new method for quality assurance has been devised and was announced on 20 March 2002. This will come into operation in autumn 2002 with the first visits taking place early in 2003. Students' views will play a key part in the new approach.

www.hefce.ac.uk and www.qaa.ac.uk

► Investing in Higher Education Research

What do we do?

The Government provides funding for research in higher education through the dual support system. Via the HEFCE, we provide core funding for research. This is allocated selectively to institutions as part of their block grant, based on the quality and amount of research carried out. The Office of Science and Technology (OST) provides funding for particular research projects through the research councils.

What are our aims?

Research is a major driver of productivity, quality of life and international competitiveness. The Government's policy is to support high quality research and scholarships to further build on the UK's leading position.

Research in the UK is world-class and still improving. With only one per cent of the world's population, the UK carries out 4.7 per cent of the world's research activity, has a 7.6 per cent share of the world scientific publications and a 9.1 per cent share of citations in scientific papers.

Our aim is to sustain and improve on our world-class research position, selectively award research funds to reward quality, and ensure that top-rated university departments continue to maintain international standards of excellence.

The Research Assessment Exercise, which is run by HEFCE, and takes place every four to five years, identifies the quality of research in all higher education institutions in the UK through a process of peer review. The results are used to allocate around £1 billion per year for research.

How do we spend our money and what have we achieved?

For 2001–02, HEFCE allocated £888 million for research in universities and higher education colleges in England. Public funding of research in the UK is extremely cost-effective. Research published in 2000 showed the UK ranked first amongst the leading nations, in the number of papers and the number of citations for each pound of public funding.

Results of the 2001 *Research Assessment Exercise*, published in December 2001, confirm that universities and colleges in the UK are international leaders in delivering world-class research. More than half (55 per cent) of research staff now work in departments that contain work of international excellence.

This achievement is further validated by new research, which shows that the UK's share of the most cited one per cent of research papers has increased from 11 per cent to 18 per cent since 1996.

In 2002–03 and 2003–04 there will be a £1 billion Science Research Investment Fund for research infrastructure – a partnership between Government and the Wellcome Trust – including our contribution, via the HEFCE.

► Student Support

What do we do?

We set the policy and administrative framework through which higher education students receive financial support when they need it and, where applicable, repay it after leaving higher education.

What are our aims?

A fair balance of contributions towards the cost of studying from students, their families and the state.

Increasing the percentage of 18- to 30-year-olds in higher education remains a key government target, and the effective and timely delivery of financial support to those undertaking higher education is an essential part of this policy. We work closely with our partners, notably LEAs, HEIs and the Student Loans Company, to achieve this.

Encouraging students from families who wouldn't traditionally enter higher education is also of paramount Government concern, and targeted extra help ensures that those most in need are not dissuaded from entering higher education. This help includes Opportunity Bursaries for young people from disadvantaged backgrounds, Childcare Grants for those with dependents and Disabled Student's Allowances for those with disabilities.

We want to improve the administration of student support so that it is quicker and simpler for students to apply for financial help and to increase the facility for online applications for those students who wish to apply via the Internet.

The Secretary of State is leading a review of student funding to ensure we have a system that best supports these aims. A separate review of targeted funding, particularly the support provided for students with children, is also being carried out to simplify the various grants and other support available.

How do we spend our money and what have we achieved?

The Government provides tuition fee support and student loans to help with living costs. Students from low-income families have their tuition fees paid for them, and the rest contribute in part or in full, up to a maximum (£1,075 in 2001/02). Means tested student loans are available in 2001/02 up to a maximum of £4,700 in London and £3,815 elsewhere.

In the year 2000/01, some 759,000 students received support through student loans, representing 78 per cent of those eligible for a student loan. The average amount of income contingent loan that was taken out was £3,100.

Almost all students who make their application in line with the published schedules receive their payments on time.

We have embarked on a programme to modernise the administration of student support, making it easier for students to apply for support. The changes envisaged should ensure a uniformly high standard of service wherever a student may live.

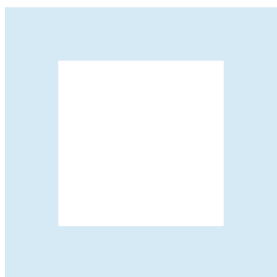
Discretionary support through the Access and Hardship funds is available to provide additional financial help for students facing extra costs in completing their studies or who get into difficulty during their course. Fund payments are usually non-repayable. Discretionary hardship loans of up to £500 are also available for full-time undergraduate students.

Since 1998 part-time students on benefits or low incomes have been able to get their fees paid via a waiver scheme. Since 2000, they have also been eligible for a £500 loan to help with course costs.

Mature Students – the Government recognizes that mature students are likely to experience a drop in income when entering higher education – but they, like younger students, can expect to reap financial rewards from their new qualifications when entering or re-entering employment.

Specific measures have been introduced to help mature students, especially those with children, to attract them into higher education and keep them there. This includes, from September 2001, a new Childcare Grant, up to a maximum for two children of £170 per week, and based on actual childcare costs, plus a travel, books and equipment grant.

www.dfes.gov.uk/studentssupport



Chapter 11:

For Adult Learners

This country has a legacy of seven million adults lacking the literacy and numeracy skills that the economy requires and eight million adults (30 per cent of the workforce) are qualified at a level below GCSE or have no qualifications at all. We are developing a Skills Strategy that brings together a coherent package of policies to tackle the adult skills deficit, some of which are included in this chapter.

► Adult Basic Skills Strategy

What do we do?

Skills for Life, the national strategy for improving adult literacy and numeracy, was launched in March 2001. The strategy has four main themes: boosting demand, whilst ensuring the capacity to deliver; improving quality leading to increasing learner achievement.

The Adult Basic Skills Strategy Unit has lead responsibility across Government for implementing and evaluating the overall Skills for Life Strategy, overseeing developments at a national and regional level and acting as a catalyst for others to initiate action which improves adult basic skills and embeds the policies and funding for lasting change within their organisations.

What are our aims?

The 2000 Spending Review Public Service Agreement target commits the Department to improving the basic skills of 750,000 adults by 2004. The 1998 Learning Age target aims to increase participation in literacy and numeracy courses to 500,000 by 2002.

How do we spend our money and what have we achieved?

In 2000–01, we spent £241 million on literacy and numeracy provision. By 2003–04 this will increase to £403 million. In addition, Jobcentre Plus and the Prison Service have funds for basic skills provision. Across Government as a whole £1.5 billion will be invested in adult basic skills over the three years.

Since the launch of the *Skills for Life* strategy we have made significant progress and are on track to achieve our targets:

- in the period April 2001–January 2002 124,000 adults have been helped to improve their skills;

- a new teaching and learning infrastructure, consisting of national standards of attainment, core curricula, intensive teacher training, and National Tests in literacy and numeracy, is now available nationally after a successful trial in pathfinder areas. By the end of March 2002, over 11,000 basic skills tutors had received training in the core curricula for literacy and numeracy. In March 2002 we launched a support pack for practitioners. Entitled *Delivering Skills for Life*, the pack contains all the key documents and advice needed to implement the strategy;
- pathfinder areas were extended in September 2001 to pilot innovative ways of engaging learners, including residential courses, financial incentives for learners and fixed rate replacement costs for employers to release staff for training;
- in August 2001 we launched our national promotional campaign. So far, over 80,000 people have called the promotional hotline and evaluation of the first stage of the campaign revealed a 73 per cent recognition rate amongst our target audience; and
- in March 2002 we launched an employers toolkit, designed to raise awareness and provide advice and guidance on the implementation of basic skills programmes within the workplace.

www.dfes.gov.uk/readwriteplus

► National Target for Participation in Learning

What do we do?

As part of the overall objective to encourage and enable adults to learn, improve their skills and enrich their lives, the Government is implementing a range of policies to encourage wider participation in learning for adults of all ages, particularly through the Learning and Skills Council.

What are our aims?

The National Target for Participation in Learning is to achieve a seven per cent reduction in non-learners (equivalent to around 500,000 more learners) by 2002.

How do we spend our money and what have we achieved?

The Government and its partners have made determined efforts to help achieve the participation target and more generally to widen access to participation in learning. Policies and initiatives include:

- adult and community learning provision;
- free training and basic skills through, for example, further education colleges, the various New Deal packages and learndirect;
- Individual Learning Accounts: 22 per cent had not participated in any learning/training in the twelve months preceding ILA use (308,000 learners);
- learndirect, which aims to help individuals improve their career prospects and to boost business competitiveness;
- the development of local information, advice and guidance services to help adults identify the right learning opportunities;
- a network of UK online centres so that people who might otherwise miss out (for example, those who live in deprived or rural areas) can access ICT and learning; and
- joint work with broadcasters, museums and other partners to promote and open-up access to lifelong learning.

The results of the *National Adult Learning Survey 2001* are encouraging, as they indicate that we have achieved the National Target for Participation in Learning 12 months early. This shows that the Government is making real headway with its agenda on widening participation in lifelong learning.

Table 11.1 Progress Towards the National Learning Targets for Adults, England, 1997–2001 (Percentage)

	Economically active adults at level 3	Economically active adults at level 4
Target for 2002	50	28
1997	43.0	24.4
1998	45.1	26.1
1999	46.2	26.6
2000	47.2	27.5
2001	47.8	27.8
change from previous year	+0.6	+0.3

Source: Labour Force Survey, autumn quarters.

www.dfes.gov.uk/nlt/index.shtml

Attractiveness and Availability of Learning

► learndirect

What do we do?

Through its learndirect network, Ufi Limited is a significant catalyst for change in the lifelong learning market.

What are our aims?

To work with partners to boost people's employability, and organisations' productivity and competitiveness by:

- inspiring existing learners to develop their skills further;
- winning over new and excluded learners; and
- transforming the accessibility of learning in everyday life and work.

How do we spend our money and what have we achieved?

£76 million was allocated to Ufi/learndirect in 2001–02. Ufi/learndirect currently commission and develop a range of learning materials, operate a network of over 1,600 learndirect centres and operate the national information and advice service. This includes a free and impartial telephone helpline and the learndirect website. Since the helpline was set up in 1998 it has received over four million enquiries.

Ufi/learndirect currently provide over 590 courses, over 77 per cent of them online. Courses include information and communication technology courses at a range of levels and nearly 300 business and management programmes suitable for small businesses. This year over 246,000 learners have enrolled on over 570,000 learndirect courses.

www.learndirect-advice.co.uk

learndirect helpline: 0800 100 900

► UK online centres

What do we do?

UK online centres help to support the Government's overall drive to ensure that everyone who wants to can access information and communication technologies (ICT) by 2005.

They aim to bridge the gap between those in society who have access to ICT and those who do not. In particular UK online centres target:

- people who need help with basic skills;
- unemployed people;
- people from ethnic minorities;

- people with disabilities;
- lone parents; and
- people over the age of 60 and not involved in learning activity.

UK online centres are diverse. They are located in all sorts of places, such as voluntary and community centres, libraries, colleges, high street cyber cafés and some are even mobile. They are expected to offer access to the Internet and e-mail with learning support available to help new users.

The overall aim of the UK online centres initiative is to explore ways of engaging hard-to-reach people in disadvantaged communities and encouraging them into learning and gaining the skills for the knowledge economy.

What are our aims?

Our commitment is to have 6,000 UK online centres (England only) by the end of December 2002.

How do we spend our money and what have we achieved?

£250 million has been allocated of which almost £200 million will be used to fund UK online centres, with £50 million or so used to support other Departmental priorities with the agreement of the Treasury.

In September 2000 the Prime Minister announced that there would be 6,000 UK online centres and invited existing centres and libraries to apply.

At the beginning of April 2002 there were around 2,750 UK online centres operational throughout England with more opening each month.

Getting on, online – Case Studies

Sandra Mayes of Norfolk had previously worked as a cleaner and hated it. She realised that although she had no previous IT experience she would have to learn IT skills in order to further her employment potential. After attending her local UK online centre at the Norfolk Family Learning Centre she was able to overcome her fear of IT and learnt basic software packages to secure a full-time secretarial role in her local New Deal office.

Based in the sports centre at Arsenal F.C. Stadium in Highbury, north London, the Arsenal Red Zone is a new Family Learning Centre for the local community, open from September 2001. The centre provides a friendly relaxed environment, where learners can take a range of different courses or just drop in and use the computer facilities. All courses and computer use are free. A tutor is always on hand to offer guidance and help.

www.dfes.gov.uk/ukonlinecentres

► Information, Advice and Guidance for Adults

What do we do?

Information, Advice and Guidance for Adults (IAG) services provide free information and advice to adults in England. We are also piloting the delivery of in-depth guidance services to help the most disadvantaged in communities.

What are our aims?

The key priorities of the programme are to:

- ensure provision of a co-ordinated local network of IAG on opportunities in learning and work;
- ensure that all members of the community (with no upper age limit) have access to information and advice services, which are available free of charge, with particular attention given to the needs of disadvantaged clients;
- ensure IAG standards meet the matrix quality standard for learning and work; and
- work with the Learning and Skills Council (LSC) to ensure coherence between local IAG services and other related services.

How do we spend our money and what have we achieved?

From 1 April 2001, funding and planning the IAG services became a core responsibility of the LSC. Locating responsibility with the LSC will help to ensure that decisions about local IAG and learning provision for adults are sensibly joined up.

In 2001–02 the role of the LSC has been to:

- ensure delivery of Government policy on IAG for adults (clients aged 20 or above) to improve access, participation and outcomes from learning; and
- ensure that the providers it funds have appropriate IAG at the heart of their plans, and the way they work with learners.

www.lifelonglearning.co.uk/iag and www.matrix-quality-standard.com

► Adult and Community Learning

What do we do?

We provide support through the Learning and Skills Council for Adult and Community Learning, secured through LEAs.

What are our aims?

To encourage more adults into learning and help the more disadvantaged in our society, through a wide range of flexible, locally delivered provision as a stepping stone into further learning or to meet personal or work-related aspirations.

How do we spend our money and what have we achieved?

Adult and Community Learning offers a rich and diverse mix of attractive, accessible opportunities, most of which take place outside the formal further education sector.

Provision ranges widely from debt-management on inner-city estates to computing for families in rural localities. Opportunities can involve two hour taster sessions or a year long commitment; some lead to qualifications, some do not; some are vocationally orientated, others for recreation, personal development and fun. There is provision for groups as well as individuals, e.g. courses for tenants on managing their estates.

The range of venues is similarly wide: these may include not only schools, colleges or dedicated adult education premises but also community centres, social clubs, libraries, galleries and museums. At its best, Adult and Community Learning is responsive, accessible, and focused on individuals and communities rather than institutions. The key principle is that the provision goes to where the learners are.

Participation is growing steadily, and there is unmet demand. Projected enrolments in 2001/02 are 1.6 million.

There is good evidence of the value and effectiveness of Adult and Community Learning in achieving work related, personal and social objectives.

No challenge too great – Case Study

“Going nowhere”, says Anita. “My life had become boring. I was stuck in the house and doing nothing because of illness. I need to change my life. I decided I was going to do something for my community and myself.”

She approached the council to re-open the dilapidated youth centre nearby. But she understood that before she could help others she had to help herself, and enrolled on a computer course in the community centre.

Anita has participated in a range of learning activities at the community centre. She has improved her English and obtained certificates in management and drugs awareness. She now looks after the new community centre – chairing the volunteer management board, recruiting new members and arranging learning and other activities.

Her nominator says, “Anita’s confidence has increased enormously in the 18 months I have known her. She now not only has personal ambitions and aspirations, but is able to use her energy and enthusiasm to facilitate change in the lives of others. There is no challenge too great for the new Anita!”

Anita Smith (source: Adult Learners’ Week Awards 2001)

► Community Champions Fund

What do we do?

The Community Champions Fund is a programme that aims to encourage people to become active in their communities. It is particularly focused on the learning and skills element of active citizenship.

What are our aims?

To encourage small-scale community activity and to encourage Community Champions to think about the transferable skills that the activity has given them. By 2004 we want to have encouraged at least 8,000 new people of all ages to become Community Champions.

How do we spend our money and what have we achieved?

90 per cent of the Community Champions budget of £3 million annually, which includes £1 million from the Home Office Active Community Unit to encourage older volunteers, divided between Government Offices for the Regions.

To date, in excess of 3,500 individuals and groups have become Community Champions.

www.dfes.gov.uk/communitychampions

Financial Support for Learners

► Individual Learning Accounts

What do we do?

Individual Learning Accounts (ILAs) were designed to provide Government funding for a wide range of learning, to people in England aged 19 and over. Similar arrangements existed in Scotland, Wales and Northern Ireland.

What are our aims?

In 1997 the Government committed itself to introducing ILAs, with a 'kick start' for up to a million people, alongside individuals making small investments of their own.

The overall aim of ILAs was to widen participation in learning and to help overcome financial barriers to learning faced by individuals. The ILA programme was universal; everyone aged 19 or over (subject to some nationality and residency conditions) had a right to an ILA. In this way, ILAs were designed to make an important contribution to the Government's objective of developing in everyone a commitment to lifelong learning.

How do we spend our money and what have we achieved?

The package of ILA incentives were:

- £150 contribution on a wide range of learning for the first million ILA holders, provided the individual made a contribution of £25;
- 20 per cent discount on a wide range of learning, up to a limit of £100 per year; and
- 80 per cent discount on a narrowly targeted range of learning, introductory level ICT and basic maths up to £200 per year.

The target of one million ILA holders was reached in May 2001.

Regrettably, over the summer 2001, the Department received growing volumes of complaints from individuals and Trading Standards Officers about mis-selling, aggressive marketing, poor learning, poor value for money, and alleged fraud. By end July 2001, some 3,000 complaints had been received and by end August this had risen to 4,300. In response, the Department took action against unscrupulous learning providers and introduced a number of important changes to the system.

It is clear that the light-touch, non-bureaucratic nature of the programme designed to reach non-traditional learners was successful – 2.6 million accounts open; 1.69 million learning episodes confirmed – but regrettably, this also enabled unscrupulous learning providers to act against the ethos of the programme. Other key design principles, to reduce financial barriers to learning and encourage individuals to take responsibility for their learning, were also in part successful – 16 per cent of ILA redeemers had no previous qualifications, 22 per cent had not participated in any training/learning in the twelve months preceding ILA use. On 24 October 2001, the Secretary of State announced the decision to suspend the scheme from 7 December. The Individual Learning Account programme was closed on 23 November 2001 on police advice, due to serious allegations of potential theft and fraud.

Since November 2001, investigative work has been underway. Complaints include: poor value for money, aggressive marketing techniques, money taken from individual accounts, individuals' contributions not being collected and unsolicited learning materials being sent to learners. All such complaints will be followed up.

The Department's Special Investigations Unit is dealing with serious complaints and allegations of fraud and abuse in respect of 120 learning providers. Of these, the police are investigating 95 learning providers. Internal and police investigations are necessarily thorough and of course this takes time, particularly with such a high volume of cases. As of 24 April 2002, 45 arrests have been made in relation to allegations of fraud with the operation of the ILA programme. Charges have been brought against 13 individuals, 12 of whom are awaiting court appearances and one person has been convicted. A further ten have accepted cautions.

The total budget for England over two years 2000–01 to 2001–02 was £199 million including £112.6 million of recycled Training and Enterprise Council resources. This was based on achieving 1 million ILAs by April 2002. Spend up to 24 April 2002 has been £272.1 million following the high level of take up of ILAs. The final overspend, which will not be known until later in 2002–03, will depend upon a number of factors, in particular: the full extent of claims outstanding and bookings for learning at 23 November 2001; the extent to which claims will be validated after investigation and analysis by officials; and the amount of money recouped from providers who have filed invalid claims for payment. The final overspend will be met using underspends on other programmes.

www.my-ila.com

Helpline: 0800 072 5678

Engaging Employers/Workplace Learning

► Workforce Development Strategy

What do we do?

Working across Government and with key partners to ensure that we represent the Department's interest in the area of raising skills and productivity.

What are our aims?

To develop a workforce development strategy/framework to ensure that key internal and external partners are aware of our priorities and look at how their policies can help to achieve the Government's aim of raising skill levels and increasing productivity.

How do we spend our money and what have we achieved?

Working closely with the Cabinet Office Performance and Innovation Unit to develop the Government's workforce development strategy.

Considering new and innovative ways to engage employers and individuals in learning and developing their skills.

Ensuring that policy teams across the Department consider workforce development when developing new policies and programmes. Working with key partners such as the LSC to ensure that they deliver on our key priorities and that the LSC's workforce development strategy is consistent with the Government's strategy to raise adult skills levels.

► Investors in People

What do we do?

We fund and support Investors in People (IiP) UK so that it can progress and develop the Investors in People Standard.

We support partnership working between Investors in People (IiP) UK, the Learning and Skills Council and Business Links to ensure the effective delivery of the IiP Standard to organisations.

What are our aims?

To achieve the National Learning Targets for Investors in People. The target is 10,000 organisations with 10–49 employees, and 45 per cent of organisations with 50+ employees recognised as Investors in People by December 2002.

How do we spend our money and what have we achieved?

Through Grant in Aid we support IiP UK, who maintain national ownership, leadership and direction for the Standard on behalf of the Secretary of State, including promotion at national and local level; maintenance of the Standard and national quality assurance of the assessment process.

Working with partners and stakeholders to ensure the Standard remains relevant to today's workplace.

Promoting the Investors in People in Schools Strategy to increase the number of schools working with the Standard.

As of December 2001 there were 8,779 organisations with 10–49 employees and 37 per cent of organisations with 50+ employees recognised as Investor in People.

There are now over a third of schools working with Investors in People. The Standard provides a coherent framework for staff development that links and supports other developments taking place within the school.

www.iipuk.co.uk

► Union Learning Fund

What do we do?

The Union Learning Fund (ULF) was established in 1998 to help trade unions support the Government's objective of creating a learning society by encouraging the take up of learning in the workplace.

What are our aims?

The ULF is a source of funding to help unions use their influence with employers, employees and others, to encourage greater take-up of learning at work and boost their capacity as learning organisations. Unions and their union learning representatives are ideally placed to reach out to those workers with the lowest skill levels and those with literacy and numeracy problems that so often miss out on training at present.

At the outset the ULF was a new and innovative experiment. It has now exceeded all expectations by becoming an established part of the lifelong learning agenda, benefiting thousands of people in the workplace through union-led learning projects. The challenge is to ensure that new projects are sustainable in the long-term and that they work with partners and make links with other Government initiatives.

How do we spend our money and what have we achieved?

By the end of its fourth year the ULF had supported over 300 projects from over 60 different unions, working in almost 3,000 workplaces. The projects have ranged from tackling basic skills needs (a key focus of the fund) to continuing professional development and have produced the following results:

- over 14,000 people completed learning courses;
- over 3,250 union learning representatives have been trained;
- 66 new learning centres opened;
- over 150 accredited courses and qualifications have been established;
- over 25,000 people have been reached by awareness raising activity; and
- over £2.64 million of additional funding levered in from other sources.

Analysis of the profile of learners engaged in ULF learning activities suggests that unions have been very successful in engaging non-traditional learners, including older males, people in minority ethnic groups and shift workers. An estimated four-fifths of ULF learners have qualifications below NVQ level 2 or equivalent.

www.dfes.gov.uk/ulf

Section F:

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A World-Class Workforce and Modern Infrastructure for Education and Skills

In order to raise standards and improve the quality of education and skills provision, we are investing in the whole of the school workforce - support staff as well as the teaching profession. We are also focusing on post-16 learning and putting in place arrangements to promote sector skills.

The School Workforce

The Organisation for Economic Co-operation and Development's report last December (2001) showed that our 15-year-olds are among the best pupils in the world. OFSTED's Annual Report recently confirmed that the school workforce is more professional than ever – better led, better trained, more proficient and more accountable.

The aim of the School Workforce programme is to support even higher standards for all pupils by improving the recruitment, retention, quality and status of the teaching profession.

► School Workforce Remodelling

What do we do?

It is clear that further progress with the next phase of raising standards will involve looking at how our schools are organised and staffed, and ensuring that schools are using all of their resources – particularly their workforce – in the most effective way. The focus of this will be to free up more of our teachers' time to do their core job.

What are our aims?

We want to look radically and flexibly at schools' staffing patterns and make sure that teachers can focus on their key professional responsibilities – teaching, developing their skills, supporting and managing others. The indications are that some 20 per cent of teachers' time is spent on tasks not directly related to classroom teaching. Many need not routinely be done by teachers and could more effectively be done by support staff or making the best use of ICT.

The remodelling agenda will raise standards, boost professional status, improve the job satisfaction and work-life balance of heads, teachers and support staff and attract more of the best graduates.

www.teachernet.gov.uk/remodelling



How do we spend our money and what have we achieved?

We set up a Working Party (comprising unions, employers and national bodies) to advise on the relevant remodelling issues – including the outcome of a study on teacher workload that we commissioned from PricewaterhouseCoopers.

We asked the School Teachers' Review Body for advice on teacher workload, which was received in early May. We are now considering that report.

We have started work to establish what new staffing roles might be needed, and to develop a strategy to enable schools to develop and train support staff.

We enabled a further 100,000 teachers, and all heads, to have access to laptops and allocated an extra £50 million for capital projects aimed at improving staff workspaces.

We announced a project for 32 schools to explore new ways of reducing workload. These will run during 2002/3.

► Teacher Supply and Recruitment

What do we do?

Our role is to ensure that there are sufficient well-trained teachers to support the Government's aim of raising standards in schools.

What are our aims?

To reach a position where all schools have the right number and quality of teachers.

To fulfil the Government's commitment, reaffirmed in the White Paper *Schools; Achieving Success*, of at least 10,000 more teachers by 2006.

How do we spend our money and what have we achieved?

There were 419,600 full-time equivalent teachers employed in maintained schools in England in January 2002, more than at any time since 1982. This is a rise of 9,400 since 2001, and an increase of 20,400 since 1997. Despite these increases, some schools in some areas continue to experience difficulties recruiting the teachers they need.

We have undertaken a wide range of teacher recruitment measures, including:

- £6,000 training bursaries for eligible Postgraduate Certificate in Education (PGCE) students;

- £4,000 'golden hellos' for newly qualified teachers who train in, and go on to teach the shortage subject areas of maths, science, English, modern languages and technology;
- 2,250 fully funded places in 2001/02 on the employment-based Graduate Teacher Programme, with 1,000 extra places being made available in January and April 2002, attracting £4,000 grants to cover training costs, but not £13,000 grants towards salary costs. A smaller number of places on the Registered Teacher Programme where training-only costs are funded;
- funding for 1,800 places a year on refresher courses for people looking to return to teaching, including offering £150-a-week bursaries plus help with childcare costs;
- funding a network of Recruitment Strategy Managers who work alongside LEAs to support a strategic approach to teacher recruitment; and
- a 'welcome back' bonus of up to £4,000 for qualified teachers who returned to the classroom between April and December 2001.

Legislation currently being considered by Parliament will allow the Government to pay off, over time, the student loans of new teachers taking up shortage subject posts from July 2002.

► Teachers' Professional Development – Fast Track Teaching

What do we do?

The Fast Track Teaching Programme is a key element in modernising the profession.

Newly Qualified Teachers (NQTs) on the Fast Track start one point higher on the scale than other NQTs. All teachers on Fast Track will receive an additional Recruitment & Retention Allowance, centrally funded.

We are working with schools to identify challenging teaching posts and to support schools in giving Fast Track teachers the opportunities they need to become leaders.

What are our aims?

Fast Track aims to raise standards of pupil attainment and leadership in schools by attracting and retaining more top quality graduates and selecting teachers with strong leadership potential, and assisting them in rapid career development.

How do we spend our money and what have we achieved?

Fast Track was launched for new entrants to teaching in October 2000, and the second recruitment round was held from October to December 2001. Existing teachers can apply at any time.

110 recruits started Fast Track Initial Teacher Training in September 2001 and there were more than ten applicants for every Fast Track place finally offered, with shortage

subjects being heavily represented. Provisional figures show a similar number will be recruited from round 2.

Fast Track teaching now has a credible presence in the highly competitive market for top graduates.

Fast Track to success – Case Study

“Before I applied to Fast Track, I was a solicitor, though I’d always had a passion for teaching and spent some of my spare time training kids to play football.

“The Fast Track element attracted me and the stringent criteria showed me that they were serious about selecting the best people.

“My family and friends were shocked when I told them that I was going to train as a teacher. Now they’ve seen the development I’m getting and how much I’m enjoying it, most people are proud.”

www.dfes.gov.uk/fasttrack

► Initial Teacher Training

What do we do?

We are responsible for implementing the Government’s policy of improving the quality and flexibility of Initial Teacher Training (ITT), to ensure that all newly qualified teachers have the skills they need to teach effectively and to raise standards in the classroom.

What are our aims?

Computerised skills tests for Trainee Teachers in numeracy, literacy and ICT have been introduced for all trainees to ensure that newly qualified teachers have the skills they need.

The Teacher Associates Pilot Scheme is currently operating in nine Education Action Zone (EAZ) areas. The aim is to increase the number and quality of graduates applying for ITT by giving them the opportunity to experience working in a classroom alongside a teacher; and to help raise school standards.

The Qualified Teacher Status (QTS) Credits for Undergraduates’ Pilot Scheme is being piloted in six areas across England, and is testing a new route into teaching for undergraduates. They will be able to take QTS modules alongside their first degrees, giving those – who then decide to train to become teachers – the opportunity to follow a PGCE course that takes account of the previous learning and experience gained while on the scheme.

How do we spend our money and what have we achieved?

Since the introduction of Skill Tests for Trainee Teachers, 98 per cent of trainee teachers have passed the numeracy and literacy tests.

The evaluation of the first year of the Teacher Associates Pilot suggests the scheme has had a positive impact, not only in encouraging graduates to consider teaching as a career.

Table 12.1 Recruitment to Initial Teacher Training in England^{1, 2} 2001/02 to 2003/04

	2001/02 recruitment (provisional)	2002/03 teacher training places available	2003/04 indicative teacher training places available
Initial Teacher Training			
Primary	13,069	14,000	14,000
Secondary	15,976	17,790	18,425
Total	29,045	31,790	32,425

1 Excludes employment-based routes. Current expenditure plans provide for over 3,000 places a year on the Graduate and Registered Teacher Programmes (including overseas trained teachers).

2 Excludes entrants to Fast Track Teaching route.

www.canteach.gov.uk

► Teachers' Pay and Performance

What do we do?

We support a system which gives teachers appropriate rewards for their work, and ensures that there are a range of opportunities to progress within the profession.

What are our aims?

To encourage and reward good teaching and help make teaching a more effective and attractive profession – and in so doing supporting recruitment and retention, helping to raise the status of the profession, and contributing to higher standards for all pupils.

How do we spend our money and what have we achieved?

The new pay arrangements, introduced in September 2000, have now enabled over 195,000 teachers to progress to the upper pay scale following successful threshold assessment, giving each a £2,000 increase. OFSTED have rated school strategies for appraisal and performance management as satisfactory or better in the majority of schools. The starting salary for entrants to the profession has risen by 30 per cent since 1997. Members of the school leadership group, which includes heads, deputies and assistant heads, can now earn over £85,000.

www.dfes.gov.uk/teachingreforms

► Continuing Professional Development

What do we do?

We deliver against the proposals set out in the Continuing Professional Development Strategy, which was launched in March 2001.

What are our aims?

The strategy gives teachers greatly increased opportunities for relevant, focused, effective professional development, and places development at the heart of school improvement. It means:

- more money for teachers to undertake the professional development they see as important; and
- more opportunity to share and learn from best practice.

How do we spend our money and what have we achieved?

Professional development is about making sure teachers have the best tools to do their job. The Government has already established a series of individual initiatives, from which teachers are already benefiting.

www.teachernet.gov.uk/professional_development

► Leadership

What do we do?

Strong, effective school leadership is at the heart of our strategy for improving quality and standards. The National College for School Leadership (NCSL) has been set up to establish a coherent national leadership development framework, which provides training, development and support for school leaders at every stage of their career and nurtures leadership potential within the profession. On 1 April 2001 it took over from the Department the responsibility for managing the three national head teacher training programmes: the National Professional Qualification for Headship (NPQH), the Leadership and Management Programme for New Head Teachers (HEADLAMP) and the Leadership Programme for Serving Head Teachers (LPSH).

What are our aims?

To further improve the quality and status of all school leaders – enabling them to drive forward change in their schools by effectively leading all members of the school workforce to raise standards.

How do we spend our money and what have we achieved?

The Department's grant to the NCSL in 2001–02 was just under £30 million. With this funding the college has, among other things:

- managed two successful recruitment rounds to the NPQH (over 3,800 participants);
- developed more than 20 new programmes, with over 40 partners, that have attracted 4,300 participants;
- consulted on a new leadership development framework, looking at leadership from subject and specialist leaders through to aspiring heads, new heads and experienced heads, including reviews of HEADLAMP and the LPSH;
- carried out opinion research with over 600 school leaders about their leadership training needs; and
- relaunched the college's website and increased the number of school leaders enrolled in online learning communities to 12,000.

www.ncsl.org.uk

► Teaching Assistants and School Support Staff

What do we do?

We take forward the Government's proposals to provide better support for teachers and pupils, through the recruitment and training of teaching assistants and other support staff.

What are our aims?

To improve standards of pupil performance by:

- freeing-up teacher time through better, more efficient use of resources, by utilising specifically trained support staff and thereby enabling teachers to focus on their key professional role;
- improving recruitment and opportunities for training and career development for teaching assistants and other support staff, thereby improving the quality of support they provide for teachers; and
- developing smoother routes into teaching for those teaching assistants who want to progress.

How do we spend our money and what have we achieved?

The Standards Fund Grant is made available to LEAs to devolve to schools, in order to meet the costs of recruiting and training additional teaching assistants and to support higher-level training for more experienced assistants.

The target to increase the number of teaching assistants by 20,000 between 1999 and 2002, was met a year early – by January 2001. Over 35,000 full-time equivalent teaching assistants have been recruited in schools in England since 1999.

The number of education support staff generally in schools has increased by some 79,000 between 1997 and 2002.

Getting the right assistance – Case Study

Camelsdale First School recruited three new teaching assistants (TAs) using Standards Fund grant and now benefits from the support of a team of seven. These TAs have been working closely with teachers across the curriculum to raise standards and have attended the Department for Education and Skills induction training for teaching assistants course. The TA role includes participating in staff meetings, learning conferences, inset days, lesson planning, evaluation on a daily basis and monitoring pupil progress. Each TA is given a professional portfolio containing a clear job profile, they also have individual termly profiling sessions with the head teacher to discuss their Continuing Professional Development, which has helped to develop more experienced teaching assistants and develop a strong partnership in the school. Also, they have individual assessments with the head teacher, which has helped to develop a strong partnership. More experienced teaching assistants are now looking forward to mentoring new teaching assistants through the teaching assistants induction training programme, and the Governing Body is keen to develop the skills of teaching assistants further. The school has gained Investors in People status.

Mrs S. Palmer, Head Teacher, Camelsdale First School, West Sussex.

www.dfes.gov.uk/teachingreforms/support/teachassist/>

Post-16 Learning

The Department funds and works with a number of partner organisations to deliver and raise standards in post-16 learning.

► Learning and Skills Council

What do we do?

We are the Learning and Skills Council's (LSC) sponsor Department, and are responsible for funding the LSC, and for providing advice support and guidance. We also monitor its progress against the objectives and targets that have been set by Government.

The LSC itself was established on 1 April 2001. It brings together for the first time ever the funding and planning of all post-16 learning up to higher education into a single, cohesive organisation. This includes further education, work-based learning, adult and community learning, and from this year, school sixth form provision.

Through its National Council, local Councils and two Advisory Committees, the LSC has been able to take a strategic overview of delivery in a way which has never before been possible, and to focus on poor performance and areas of greatest need. The LSC's first *Corporate Plan* was published in July 2001, setting out a framework for delivery through its 47 local offices, and a clearly defined set of strategic targets.

What are our aims?

Our aim is to create a learning society in which everyone has the opportunity to go as far as their talents and efforts will take them. We have established the LSC to lead this work, and will continue to develop policies which support the LSC in its role to stimulate demand for and increase participation and attainment in learning amongst all age groups; to maximise the contribution of education and training to economic performance; and to raise the standard, quality and relevance of teaching and learning. These relate closely to the Department's second and third objectives (see Sections D and E). The aim is that by 2010 young people and adults in England will have knowledge and productive skills which match the best in the world.

How do we spend our money and what have we achieved?

In 2001-02 the Department allocated £5.5 billion to the LSC to support the delivery of post-16 learning. Although this was essentially a year of transition, it has successfully and effectively managed this budget to deliver learning to around six million learners through some 400 colleges and 2,000 training providers. The LSC is also forging strong partnerships at both national and local level, and has carried out the first comprehensive analysis of national and local learning needs, which will ensure that in future learning is better matched to what is needed.

The LSC also ran a highly successful and innovative bite-sized learning campaign in 2001, in which 70,000 people took part in a wide variety of short courses, held in a range of locations. Many of those taking part had not been in any form of structured learning since leaving school. This year the LSC plans to run a second national campaign.

In 2002-03 the LSC will manage a budget of over £7.3 billion, reflecting its new responsibility for school sixth form funding (1,800 schools).

www.lsc.gov.uk

► Learning Partnerships

What do we do?

Learning Partnerships are non-statutory, voluntary groupings of local learning providers (ranging from voluntary sector to HEIs) and others such as local government, Connexions/Careers Service, trade unions, employers and faith groups. A national network of 101 Learning Partnerships has been in place since 1999, supported and influenced by the Department through the annual Partnership Fund of £10 million, agreed through to 2002–3.

What are our aims?

The concept of Learning Partnerships stems from a joint commitment, by central government and others listed above, to get more coherence and better co-ordination of lifelong learning strategies at the local level. Learning Partnerships have helped create a new culture of provider collaboration and have worked with local LSCs and others to identify and respond to local learning needs, for example, by articulating the voice of the learner. Learning Partnerships are also contributing to local regeneration, ensuring that local strategies for regeneration encompass the learning and skills agenda.

How do we spend our money and what have we achieved?

Following a ministerial review of Learning Partnerships, the Department announced on 29 April 2002 new core roles for Learning Partnerships and a change, from April 2003, in the funding and support arrangements. Learning Partnerships will have two core roles of promoting provider collaboration in support of lifelong learning; and maximising the contribution of learning to local regeneration.

There will also be a change to the funding route, which will take effect from April 2003. The £10 million Partnership fund will transfer from the Department (currently channelled through Government Office) to the LSC's Local Initiative Fund, ensuring a better alignment between Partnerships' activities and the local LSC.

www.lifelonglearning.co.uk/llp

► School Business Links

What do we do?

We ensure that there is an effective framework in place to create partnerships between schools, businesses and Government.

We work closely with the Learning and Skills Council (LSC) and EBL business consortia to ensure the provision of education business link activity, including Key Stage 4 Work

Experience and Professional Development Placements (formerly Teacher Placements), in each of the 47 LSC areas.

EBL business consortia have been created in each of the 47 LSC areas to provide a single face to both schools and businesses to deliver a full range of high quality activities and to provide a single contact and contracting point for local LSCs.

What are our aims?

We aim to provide all primary and secondary school pupils with a wide range of high quality, relevant, structured experiences of work throughout their school careers which will help raise standards of achievement, increase motivation and attendance, develop key skills and attitudes, and prepare young people more effectively for adult and working life.

The activities provided by the consortia will bring businesses into the classroom and vice versa to add value and context to what is taught in the curriculum. These links will add significant value in underpinning the curriculum, building good relationships and enabling pupils to focus their school and career paths.

The Chancellor and Secretaries of State for Education and Skills and Trade and Industry commissioned a review to consider how to promote better understanding of business; the economy and enterprise through the school and further education systems. The review by Howard Davies reported to Ministers in February 2002. The recommendations of the review are being considered within the context of the 2002 Spending Review process, and the Department's other priorities in education.

How do we spend our money and what have we achieved?

Funding (£29 million in 2001–02) contributes to the set up and maintenance of EBL consortia. It enables the delivery of Key Stage 4 Work Experience – which has a 95 per cent take-up in schools, Professional Development Placements and activities that support the curriculum.

An independent national evaluation study found that where schools are involved with business, pupils benefit. In general the delivery of the national curriculum was enhanced, standards of achievement were raised in literacy and numeracy, and also an improvement in pupil motivation and attendance.

► Further Education

What do we do?

Further Education (FE) is funded by the Department through the LSC. There are over 400 FE colleges in England and these enable some four million students to study for over six million qualifications in the FE sector. Colleges play a central role in:

- developing a more coherent 14–19 phase of education including improving vocational opportunities for young people and greater flexibility and choice for 14- to 16-year-olds;
- widening participation, including supporting progression to higher education, to meet the target by the end of the decade that 50 per cent of 18- to 30-year-olds have the opportunity to experience higher education;
- improving basic skills and meeting the targets of improving literacy and numeracy skills of 750,000 people; and
- improving workforce skills, leading to higher productivity and a more competitive economy.

What are our aims?

There are many examples of excellence across the college sector. The Government's policy is to build on these and ensure that all learners have access to high quality opportunities, which offer genuine choice. We therefore want to raise standards and improve delivery in FE provision through better quality provision, teaching and leadership.

With the LSC we will continue to work with colleges to improve the education and training they deliver, to raise standards and achieve world class standards. This will be addressed through:

- transforming local delivery – encouraging colleges to focus on their strengths and rewarding excellence through, for example, Beacon status;
- creating excellence in teaching and learning – through targeted initiatives to spread good practice;
- modernising and upgrading the workforce – ensuring that teachers and support staff are fully qualified, and every college has world class leadership and management; and
- targeted intervention to help those who need to improve and cut out persistently poor provision.

Within funding for the Learning and Skills Council we are making substantial resources available to support this drive. This includes the reformed post-16 Standards Fund. The FE Standards Fund was introduced in 1999–00, with priorities to focus on provider improvement, professional development, good governance, best practice and

establishing Centres of Vocational Excellence. A simplified unified Standards Fund for all the LSC's post-16 providers, including further education, will operate from 2002–03.

Proposals for other targeted initiatives to raise standards in FE follow.

How do we spend our money and what have we achieved?

Total funding for the FE sector is set out in Section B, Expenditure plans. Funding for FE forms part of the Learning and Skills Council's budgets and expenditure.

► National Learning Network

What do we do?

The strategy for improving the Information Technology (IT) infrastructure in FE is known as the National Learning Network and was established in 1999.

It is funded through the LSC and is directed by their National Learning Network Programme Board. The strategy is delivered through a number of post-16 organisations and agencies.

What are our aims?

To help transform the post-16 learning environment by supporting an all-embracing approach to IT that will improve hardware and connectivity, develop staff skills, provide learning materials and guide effective learning, teaching and management.

Targets have been set to increase the numbers of Internet enabled computers available to students and staff and to connect all FE colleges to the Internet via a high speed broadband connection to the Joint Academic Network (JANET).

How do we spend our money and what have we achieved?

The Government has dedicated £84 million over the next two years to this programme and £74 million was spent between 1999 and 2002.

All colleges are now connected to JANET linking them to each other, higher education institutions and the Internet.

On average FE colleges now have one Internet enabled computer for every two permanent teaching staff compared to one Internet enabled computer for every 12 permanent teaching staff in 1999.

Sixty-four per cent of FE colleges have achieved or exceeded the sector target of one Internet enabled computer to every five students. In 1999 there was just one Internet enabled computer for every 21 full-time equivalent students.

► Centres of Vocational Excellence

What do we do?

In March 2001, the Department for Education and Skills and the Learning and Skills Council (LSC) conducted a consultation exercise on how Centres of Vocational Excellence should be implemented. The results of this exercise formed the basis of a policy framework for the programme, which the department and LSC published in July 2001. At the same time, the LSC established the first 16 pathfinder Centres of Vocational Excellence. The pathfinders are already delivering excellence and are helping to inspire and support the main roll-out phase of the initiative.

In October 2001, the LSC issued detailed planning guidance to all further education colleges. This set out how colleges could submit proposals to develop a Centre of Vocational Excellence. Over 370 proposals were submitted by the deadline of December 2001. In April 2002, the LSC announced that it would support some 70 of these to become Centres of Vocational Excellence in the first phase of the programme's implementation. These colleges started their work in spring 2002.

Further centres will follow as the LSC runs additional proposal rounds over the coming 18 months.

The Department for Education and Skills ensures that the LSC takes forward the implementation of the programme.

What are our aims?

Centres of Vocational Excellence will enhance existing and invest in the development of new excellent vocational provision which meets the level 3, craft and technical skills needs of employers, nationally, regionally, sectorally and locally. The programmes' four operational objectives are to:

- ensure that half of all general further education colleges in England (some 150) have at least one centre by March 2004;
- increase active employer/college engagement to underpin, develop and strengthen innovative and flexible approaches to meeting the nation's current and future skills needs;
- secure enhanced vocational learning opportunities for all learners in further education, and 14- to 19-year-olds in schools, with a key focus on developing employability and career prospects, particularly for those from disadvantaged groups; and
- encourage collaboration amongst providers and promote the concept of excellence in economically important vocational specialisms.

How do we spend our money and what have we achieved?

The government has dedicated £100 million, via the LSC, over three years (capital £60 million and recurrent £40 million). By March 2004, half of all general further education colleges in England will have developed a Centre of Vocational Excellence.

Working with industry – Case Study

South Tyneside College was delighted to be selected as one of the 16 pathfinder centres under the Centres of Vocational Excellence programme and was particularly pleased to be designated as a National Pathfinder Centre of Vocational Excellence in Nautical Science and Marine Engineering. The strengths identified in the assessor's report included high quality resources, both human and physical, excellent progression rates and strong links with industries, served by the College.

The capital funding associated with pathfinder status is already being used to enhance the College's marine training resources, through investment in a computer aided design (CAD) system dedicated to marine engineering, additional equipment for training electro-technical Merchant Navy officers and improved learning support materials for use in the innovative Marine Learning Centre. There will also be investment in resources for marine safety training and in fabrication training resources, where it is hoped that Centre of Vocational Excellence money can be used to lever in substantial funds from other sources.

The revenue element of the pathfinder funding is being used within the College for a number of purposes, including supporting staff development through higher education study, and industrial secondments in the form of voyages and attachments to marine construction yards. However, half of the revenue funding is being used to support activities outside the College. Discussions have been held with the Merchant Navy Training Board to establish a working group of colleges who will work with the Board over the development of curricula, training structures and learning resources to meet the foreseeable needs of the Shipping Industry. As a result of conversations at the national conferences associated with the launch of the pathfinder project, all of the colleges designated for engineering related activity have met together on a regular basis and, in collaboration with the National Forum for Engineering in Colleges, have agreed to use Centre of Vocational Excellence funding to work together to produce teaching, learning and assessment materials in a range of engineering disciplines. Two national events have also been organised at which pathfinder centres will share experiences with engineering staff from other colleges.

www.dfes.gov.uk/cove

► Post-16 Teaching and Training – Staff Qualifications and Development

What do we do?

Raise standards of staff in post-16 learning, i.e. further education teachers, managers, support staff and work-based trainers.

What are our aims?

Our main focus is the need for qualifications and continuous professional development of teachers and trainers in this sector, for both new and existing staff. This follows inspection findings that showed the need for improvements in staff teaching and training skills and in the management of training in provider organisations.

How do we spend our money and what have we achieved?

Supporting initial further education teacher training and continuous professional development for existing staff through resources available from the Learning and Skills Council's Standards Funds.

Meeting all new entrants' costs and by 'matched funding' to that provided by colleges for existing staff to obtain appropriate qualifications.

Supporting new further education student teachers on full-time courses through the Training Bursaries pilot initiative. Bursaries of £6,000 are being paid to full-time, post-16 Post-Graduate Certificate of Education (PGCE) and to non-graduate Certificate of Education students. Over 16,000 places were available at 19 higher education institutions in 2001/02.

The introduction of new standards for further education teacher training:

- introducing a legal requirement for new further education teachers from September 2001 to have an approved teaching qualification;
- supporting effective continuous professional development arrangements in colleges (primarily to obtain teaching qualifications); and
- progressing qualifications for college managers and support staff.

By developing new qualifications for work-based trainers, expected to be available through Awarding Bodies from mid 2002. Further work during 2002 will support the implementation, including consultation with key partners.

www.fento.org

► Pay Arrangements in Further Education

What do we do?

Policy development on the Teaching Pay Initiative in further education and sixth form colleges; modernising pay in the further education sector; golden hellos; teacher student loan write-offs (post-16).

What are our aims?

Addressing recruitment and retention difficulties in further education, improving the attractiveness of further education teaching; offering incentives for continuing professional development; and restoring opportunities for career progression.

How do we spend our money and what have we achieved?

In 2001/02 the LSC provided funding for a Teaching Pay Initiative to reward excellent teachers. 2001/02 was the first year of implementation so we are now beginning the evaluation process. Informal feedback suggests that the sector has welcomed the additional funding.

► Leadership in Further Education

What do we do?

Working across Government and with external partners to raise standards of leadership and management across the further and higher education sector, including work-based learning and adult and community learning providers.

We are working to establish training and development programmes for managers at all levels in the sector, through the establishment of a national college for leadership and management.

What are our aims?

The establishment of a national college of leadership and management for the post-16 sector, which will deliver a national strategy for the training of managers and leaders, to be launched in autumn 2002, with core programmes to be delivered from April 2003.

Provisions in the *Education Bill 2001* will allow the Secretary of State to require in regulations that all newly appointed principals should have a professional management qualification and undertake an induction programme.

How do we spend our money and what have we achieved?

Within its Standards Fund priorities, the Learning and Skills Council has provided funding for professional development.

We are at an early stage in the process, but have key partners signed up to take the project forward. In February 2002 we launched a national consultation *Raising*

Standards – training and development for leaders and managers which will end in May 2002. We are holding 13 regional consultation conferences where representatives from across the sector can meet and discuss issues arising from the consultation to ensure that views of further education, higher education, work-based learning and adult and community learning providers in the post-16 sector are all taken into account.

► 16–19 Area Inspection Follow Up

What do we do?

Our role is to take an overview of the planning and implementation of local action, following an OFSTED/Adult Learning Inspectorate area-wide inspection of 16–19 education and training.

What are our aims?

Significant improvements in the coherence, quality and availability of education and training for learners aged 16–19, particularly in areas where the challenge to raise achievement and participation is most acute. Area inspections are intended to highlight strengths and weaknesses and serve as a catalyst for positive action to increase choice, participation, retention and achievement, to eliminate duplication and improve cost-effectiveness.

How do we spend our money and what have we achieved?

The 31 area inspections carried out by the end of 2001 have highlighted the lack of a strategic approach by local partners to the planning and delivery of 16–19 provision across local education authority areas.

This, and specific local weaknesses, are now being addressed by local Learning and Skills Council-led partnerships, through area-wide 16–19 action plans. In some areas this is leading to radical structural change, such as the creation of new sixth form colleges. All plans include targets for improved post-16 participation and attainment.

So far feedback has shown that many local partnerships have seized on area inspections as a major opportunity for constructive change, including improved collaborative arrangements rather than competition among partners. The inspections are seen as a basis for rationalising provision, improving value for money and raising standards.

► Post-16 Inspection Policy and Sponsorship of the Adult Learning Inspectorate

What do we do?

The *Learning and Skills Act 2000* established new arrangements for inspecting post-16 learning across all learning routes, as a basis for continuous improvements in standards.

The Act extended OFSTED's remit to inspect education for 16- to 19-year-olds in colleges and also set up the Adult Learning Inspectorate, a non-departmental public body to inspect education for those aged 19 and over in further education colleges; those in work-based learning from age 16; New Deal; adult and community learning and Ufi learndirect provision. It also inspects education and training in prisons at the invitation of Her Majesty's Chief Inspector of Prisons.

OFSTED has overall responsibility for area-wide inspections, which are carried out with the support of the Adult Learning Inspectorate.

The inspectorates published the *Common Inspection Framework (CIF)* in March 2001. This framework is used for all inspections of further education, work based learning and other post-16 provision. School sixth form inspection arrangements have been modified to bring them into line with the *Common Inspection Framework*.

What are our aims?

Our aim is to have an independent public account of the quality of education and training, the standards achieved and the efficiency with which resources are managed.

How do we spend our money and what have we achieved?

The Adult Learning Inspectorate is funded by the Department at £20.3 million in 2001–02 with an additional contribution of £1.3 million from Jobcentre Plus.

The first 36 college inspections carried out jointly by the two inspectorates, under the direction of OFSTED, have been published. There are 99 college inspections planned in total for the academic year 2001/02.

The Adult Learning Inspectorate has published 397 sole remit reports under the new arrangements and carried out 736 inspections, including joint remit and pilot inspections, to end March 2002. It has also piloted inspections in new areas of work, including learndirect, adult and community learning and Jobcentre Plus provision.

www.ali.gov.uk and www.ofsted.gov.uk

Children and Young People's Unit

► Children and Young People's Unit

What do we do?

The Children and Young People's Unit was set up by the Prime Minister in November 2000 to take forward the recommendations of the Social Exclusion Unit's report on Young People and the recommendations of the cross-cutting review on Young People at Risk from the Spending Review 2000. It aims to:

- support Ministers in developing, refining and communicating the Government's overarching strategy for children and young people, and promote dialogue with the voluntary sector on these issues;
- support the Minister for Young People in speaking and listening, on behalf of the Government, on youth issues that cut across departmental boundaries, and on the big picture;
- join up policy-making across departments through removing barriers to effective working;
- assemble knowledge on policies and services for children and young people, good practice on preventive approaches, the implications of gender, ethnic origin and disability, and likely future trends;
- administer the Children's Fund, including overseeing the programme of auditing, monitoring and evaluating, and ensuring that findings are fed into future policy development;
- contribute to the delivery of departmental Public Service Agreement targets on services for children and young people; and
- encourage local co-ordination through developing new, and rationalising existing, plans and partnerships.

What are our aims?

At the heart of the Unit's work are the interests of children and young people. In particular, the overarching strategy, the core principles for youth participation and the cross-cutting review have set very firm foundations from which to effect real change at national level, while the Children's Fund and Local Network are set to lead to real improvements at local level in the lives of children and young people.

How do we spend our money and what have we achieved?

The Unit has rolled out the Children's Fund to 89 Children's Fund partnerships, covering two-thirds of England.

950 Local Network Fund projects have been approved with an average grant of £5,500.

The Unit has completed a three months national consultation on the development of the Government's first overarching strategy for all children and young people.

The Unit has undertaken a complex cross-cutting review on children at risk as part of the 2002 Spending Review.

The Minister for Young People has launched *Learning to Listen – Core Principles for Youth Participation* requiring 11 Government Departments to submit action plans for improved participation of children and young people.

Working with the National Youth Agency and British Youth Council the Unit has engaged and consulted young people nationwide, to develop a Young People's Agenda for Democracy.

The Unit has played a significant role in the development of the *European Union White Paper on Youth* and have assumed an increasingly important place on the international children and young people's stage.

www.cypu.gov.uk

Sector Skills Councils

► Sector Skills Councils

What do we do?

The Sector Skills Development Agency (SSDA) was established on 1 April 2002 to underpin a network of Sector Skills Councils (SSCs) and to promote effective working between sectors. SSCs will have a strategic responsibility to identify and tackle priority skills, productivity and employability issues for the private, public and voluntary sectors they represent. A key part of their role is to provide leadership for their sectors and to work in partnership with employers, trade unions, Government and other public agencies to deliver measurable change.

What are our aims?

SSCs represent a new relationship between employers and Government throughout the UK. In return for strong and influential employer leadership that delivers a step change in sector skills and productivity performance, Government will:

- give access and real influence to sectors, in national and regional skills policy development and delivery – at Government level and in partnership with national and regional economic and workforce development agencies and the education and training sector;
- fund the delivery of good public functions by sectors – to ensure national sector skills priorities are accurately identified and translated effectively to inform regional and local action; and
- support employer investment to develop new approaches to sector skills development to deal with key priorities.

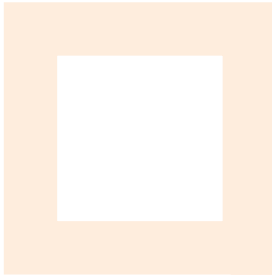
The Department wants to see a new relationship between sector employers, Government and public agencies. This is a major new approach to engaging employers across the UK in the drive to boost skills, productivity and employability. SSCs will move beyond the National Training Organisation (NTO) focus on education and training to address skills, productivity and employability issues in a wider context.

How do we spend our money and what have we achieved?

SSCs will work under a licence issued by the Secretary of State for Education and Skills and the Lifelong Learning Ministers in the devolved administrations. If licensed, a three-year contract will be issued. SSCs will receive up to £1 million a year each from the Department for Education and Skills. All SSCs will need to lever additional funding from other sources.

In December 2001, five trailblazer SSCs were announced, covering a range of sectors – retail, petro-chemicals, land based, audio-visual and apparel, footwear and textiles. Trailblazers will be used as examples of good practice and as champions during the application and development phase of SSCs.

www.ssda.org.uk



Chapter 13:

About the Department for Education and Skills

► Responsive and Quality Public Services

The Department for Education and Skills continues to be at the forefront of the Government's programme to modernise public service delivery. Our focus is on both:

- how we develop and implement policies and programmes by setting, for each phase of education, a framework of standards, accountability, devolution and customer choice; and
- ensuring we build capacity at all levels inside the Department to support effective delivery.

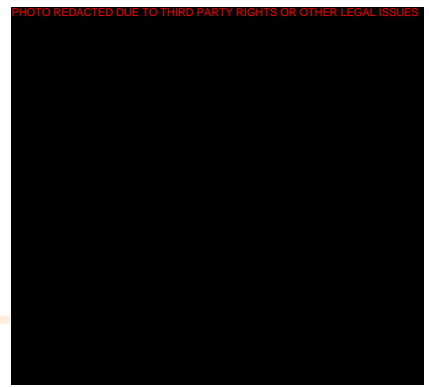
We were one of the first to receive a Beacon award under the Central Government Beacon Scheme for progress in a number of areas, including use of information and communications technology (ICT) in how we operate and support delivery to customers. But we have more to do.

Our strategic framework, *Education and Skills: Delivering Results – A Strategy to 2006*, sets out five areas in which we will work to build capacity and improve our focus on delivery. These are:

- understanding our customers – taking account of the views of our main consumers and ensuring that we provide excellence customer services;
- working in effective partnerships – ensuring that our relationships with partners are built on a shared understanding of and commitment to our delivery objectives;
- releasing the talent of our people and encouraging diversity – focusing training and development on our new priorities in building a skilled and effective workforce;
- resourcing flexibly – simplifying processes and improving the management and deployment of resources so that we are more responsive in addressing new priorities; and
- project and programme management – increasing our capability and capacity to organise the Department's work around projects and programmes.

We have brought together the changes that we want to make in these areas into a coherent programme called Supporting Better Delivery.

Much progress has already been made in the five key areas, Details of some of these, plus other developments that are under way follow.



Understanding our Customers

We aim to deliver excellent customer-focused services, working in partnership with others. During 2001–02 we launched a new release of the correspondence handling system to improve the processing of e-mailed correspondence from the public. This was in response to the expectation from the public of a quicker response to e-mail enquiries and was supported by the provision of good practice guidance and an online learning package for staff.

We have introduced a Popular Questions section to the Department's website, to save people having to call or write in, and made improvements to the way that consultations are undertaken.

We have designated funding to support the modernisation of policy, service delivery, management and improved ways of working. In 2001–02, £6.2 million was allocated to projects within the Department, including the design and implementation of an additional feature to the existing website which aims to answer the e-mail enquiries most commonly received from members of the public, and the development of a Connexions Card, which will be available throughout England in September 2002, to encourage and motivate young people to continue in post-16 learning.

We welcome the achievement of Charter Mark Awards by 56 schools, 17 colleges of further education, four universities and eight education services organisations. Section D of the Department's Service Delivery Agreement gives further information on service standards and monitoring.

► Children and Young People's Participation

The Department has taken a number of initiatives to demonstrate its commitment to involving children and young people in the development of its policies and services as part of its customer focus. A consultation day was held with pupils on 5 November 2001 on the *Education White Paper*, with two follow-up visits to the Department and Parliament in January and February 2002. Children and young people with Special Educational Needs (SEN) and disabilities were consulted as part of the recent policy developments on SEN. A version of the consultation document *14–19: Extending Opportunities, Raising Standards* was published for young people and made available widely through schools, popular Internet sites and youth councils. The Department

also produced *The Active Involvement of Young People in the Connexions Service Guide for Managers & Guide for Practitioners*. It is building on this activity and will publish an action plan at the end of May 2002, setting out further initiatives to involve children and young people.

► e-Government

The Department received Beacon status in recognition of our use of ICT. Our e-Business Strategy (www.dfes.gov.uk/e-business/) focuses on the electronic delivery of information and services, the transformation of internal departmental processes, and effective ways of working with partner organisations. We have made good progress towards the Government-wide target that all Government information and services will be online by 2005: as of February 2002, 82 per cent is now available electronically. During the year we improved and restructured our website and also our first Internet portal, Teachernet (www.teachernet.gov.uk). We also helped develop the Starting a new school and Choices at 16+ 'life events' on the government Internet portal, ukonline.gov.uk. Further portals will be developed to bring together our and others' services for key customer groups.

► Publicity and Advertising

Our publicity and advertising activities support our strategic objectives. Initiatives in 2001–02 focused on parents (raising awareness through the *Parents+Schools Magazine* and getting them involved in their children's education), teachers (contributing to raising standards in schools and supporting the drive for teacher reform through Fast Track recruitment), young people and teenagers (seeking to engage them in the Year of Science, Connexions and in moving on to higher education), and adult learners (encouraging the take up of basic skills training: *Don't Get By Get On* – TV ads featuring the Gremlins, as well as the new Foundation Degrees). We also participated in a range of broadcasting projects, involving the BBC and commercial broadcasters, including *Student Essentials*, *Exam Essentials* and *Adult Learners' Week*.

Effective Partnerships

As part of the Department's e-business strategy, we have established an extranet for non-departmental public bodies, OFSTED and other sector partners to facilitate the sharing of information and to support collaboration.

► Regulatory Impact Assessment

We are committed to removing or simplifying unnecessary, outdated or over-complex legislation and administrative processes. The recent White Paper, *Schools Achieving Success* included a number of measures that will give schools more freedom to deliver education services to meet local needs. We will ensure that future legislation is limited

to measures that are both necessary and proportionate. For those instances where policies are likely to impact on public sector front-line delivery services (such as schools), we have worked closely in partnership with the Cabinet Office Regulatory Impact Unit Public Sector Team to develop the Policy Effects Framework. The framework will help to ensure that these policies and their implementation will be scrutinized at every stage to avoid unnecessary bureaucracy being imposed by 'the centre' on front line delivery services. Wherever proposed legislation is likely to impact on the private sector, we enclose a draft Regulatory Impact Assessment with our consultation document. In the period April 2001 to December 2001, we made 119 statutory instruments, one of which imposed additional costs on the private sector (compared to 113 statutory instruments with two associated impact assessments in 2000).

► Sustainable Development, including the Environment

The profile of sustainable development is being raised across Whitehall by the new Cabinet sub-committee of Green Ministers ENV(G). It is embedded into our business planning process and, from 2002, in the Government's Spending Review process. We report regularly on progress through our Green Minister, Baroness Ashton. While we have a comparatively smaller direct environmental impact than some other departments, we have a significant social and economic impact through our policies to raise educational standards and promote skills. This includes aspects of citizenship and education for sustainable development within the National Curriculum.

We continue to consider environmental impacts in everyday operations. The Learning Academy's current premises at Ranmoor Hall achieved ISO 14001 accreditation (the international standard for environmental management systems). We also joined the national 'Watermark' scheme to help us to manage and reduce water consumption in our Headquarters buildings. We have already exceeded a March 2003 cross-Government target to obtain at least five per cent of our energy from renewable sources. The third edition of *Greening Government* published in November 2001, contains more details.

► Working with Partners around the World

The Joint International Unit (which also looks after the international interests of the Department for Work and Pensions) is responsible for promoting and defending UK education policies internationally and for ensuring that Department for Education and Skills has effective access to up-to-date information on best practice in other countries.

The Department plays a prominent role in the European Union, the G8, the OECD, various United Nations agencies, including United Nations Educational, Scientific and Cultural Organisation and other United Nations agencies and the Council of Europe. The increasingly global dimension of education and employment provides opportunities to work with a range of developed and developing countries.

In 2002–03, the Department will be working with current and prospective partners in the European Union to ensure that policy and initiatives support and extend the agenda of employability, skills, lifelong learning and social inclusion. It has developed bilateral relations with the European Union, G8 and other countries to identify best practice and to share experience of policies and programmes, including bilateral and multilateral seminars. The Department also monitors policy developments on education, training and employment in other countries (particularly the United States of America) so as to provide up-to-date and practical information and assistance to UK policy makers. And it has promoted UK education through ministerial visits, including Japan, Korea, China and Russia.

The Joint International Unit has responsibility for delivering a range of education programmes on behalf of the Department for Education and Skills. These cover international and EU activities, for example teacher and pupil exchange programmes, activities in Eastern European accession countries, awaiting accession to the EU and promotion and delivery of the Prime Minister's Initiative to promote overseas students to study in the UK.

Releasing Talent and Encouraging Diversity

► Learning and Development

We initially achieved Investors in People (IiP) recognition in January 1999. We are now one of the first major Government Departments to successfully maintain the IiP standard. We have done this through a three-year programme of annual reviews, involving Secretaries of State, Permanent Secretaries, Management Boards and staff. We have strengthened and restructured our learning and development function. The new Learning Academy will draw on a range of world class learning activity to maximise its impact on the department's strategic objectives through its contribution to the Supporting Better Delivery Programme.

► Bringing on Talent

The Department is committed to identifying and developing internal talent at all levels, to ensure individuals have the opportunity to develop and realise their full potential.

The 'Equal Chance' initiative is an example of a long-standing development programme for minority ethnic people in administrative grades. This has been a successful initiative, providing opportunities for people to develop and fulfil their potential.

This year the Department launched the Career Development Programme for minority ethnic staff at Higher Executive Officer and Senior Executive Officer level. This accelerated programme is designed to help address, in the longer term, the under representation of minority ethnic staff at Grade 7 level. Ten people were successful in making it on to the programme.

The Department's Fast Stream comprises a broad range of groups/individuals and seeks to provide the Department with high quality people who, with access to a wide range of development opportunities, will be well placed to compete for posts at senior levels.

► Recruitment

We opened up a significant proportion of employment opportunities, at all levels, to external applicants. Table 13.1 shows the external recruitment undertaken in the calendar year 2001. We post all job adverts on our recruitment website, as well as in the national and specialist press and in Jobcentres. The facility to register and apply for jobs, via the Internet, was introduced during the year. It was made clear in all external advertisements that we are committed to equal opportunities and that all applicants are treated equally and appointed on merit.

Table 13.1 External recruitment¹ 2001

Grade (including grade equivalents)	Number of Posts	Successful Female Applicants	Successful Disabled Applicants	Successful Minority Ethnic Applicants
Administrative Assistant	23	15	*	6
Administrative Officer	198	115	10	53
Executive Officer	11	*	0	*
Higher Executive Officer	8	*	0	*
Senior Executive Officer	20	16	*	*
Grade 7	26	17	0	*
Senior Civil Service	10	7	*	*
Total	296	180	15	67

1. In accordance with Civil Service wide guidelines on the collection and publication of monitoring data an asterisk denotes less than five people within the given categories.

The Department has continued to reach out to local communities and work in partnership with community groups to help address under-representation in the workforce, particularly of ethnic minorities. A recruitment exercise was held in Sheffield, as part of a diversity initiative, aiming to increase minority ethnic representation at administrative level at the Sheffield site. Sixteen per cent of successful applicants were from a minority ethnic background. The Department also actively supported the Cabinet Office Ethnic Minority Summer Development Programme, offering six-week placements to young minority ethnic undergraduates and recent graduates, 20 placements were offered and taken-up, out of a Whitehall total of 60.

Of the total number of staff recruited, 91 per cent identified their ethnic origin and, of these, 67 people were from minority ethnic backgrounds. We used the disability symbol in all recruitment campaigns, and recruited 15 disabled staff in the calendar year. Thirteen new entrants were recruited under the New Deal programme and 30 to the Modern Apprenticeship programme. Four people were recruited under the permitted

exceptions to fair and open competition to meet operational needs and two temporary (formerly known as casual) appointments were extended beyond twelve months.

Inward and outward secondments bring a greater diversity of staff background, outlook and experience to our policy making and services. In the calendar year 2001 the number of inward secondees increased from 99 to 112 and the numbers seconded to outside organisations increased from 91 to 165. We have also worked with external consultants, A T Kearney, on an inward secondment programme to bring in senior managers, particularly from ethnic minorities and other under-represented groups. Sixteen people have joined at Grade-7 level, including seven from minority ethnic groups.

www.dfes.gov.uk/recruitment

Table 13.2 Analysis of Departmental Headquarters' Staffing at 1 January 2002

Grade (including grade equivalents)	% Female Staff	% Male Staff	% Minority Ethnic Staff	% Staff with a Disability	% Staff Aged 30 and Under	% Staff Aged 50 and Over
AA	58.2	41.8	8.9	9.3	20.4	37.4
AO	68.8	31.2	15.4	6.0	24.6	18.8
EO	63.5	36.5	12.4	6.8	24.2	11.5
HEO	54.2	45.8	9.8	5.9	12.0	13.7
SEO	47.1	52.9	3.5	4.9	3.5	20.4
Grade 7	44.4	55.6	2.7	4.4	4.9	21.4
Grade 6	31.8	68.2	1.5	3.0	-	37.9
Senior Civil Service	34.2	65.8	1.8	0.9	1.8	26.1
Total	56.9	43.2	9.3	5.7	18.2	17.4

► Senior Civil Service

All recruitment to the senior civil service is by fair and open competition, and in line with the Civil Service Commissioners' recruitment code.

Table 13.3 shows the salaries of Senior Civil Servants. The table reflects staff numbers as at 1 April 2001. It includes the Chief Executive of the Employment Service, staff on loan from other Government departments and those on secondment to other organisations, who are covered by the Department's pay arrangements. It does not include staff on loan to other departments or those on temporary promotion into the Senior Civil Service. Salaries include the 1 April 2001 pay award and all allowances and bonuses.

Table 13.3 Salaries of Senior Civil Servants by £5,000 Bands at 1 April 2001¹

Salary Range	Number in Range	Salary Range	Number in Range
40,000 – 44,999	0	90,000 – 94,999	2
45,000 – 49,999	17	95,000 – 99,999	4
50,000 – 54,999	29	100,000 – 104,999	1
55,000 – 59,999	18	105,000 – 109,999	1
60,000 – 64,999	35	110,000 – 114,999	1
65,000 – 69,999	20	115,000 – 119,999	0
70,000 – 74,999	6	120,000 – 124,999	2
75,000 – 79,999	11	125,000 – 129,999	0
80,000 – 84,999	5	130,000 – 134,999	1
85,000 – 89,999	7	Above this level	1

¹ This table represents the Senior Civil Service cadre before machinery of Government changes in June 2001, when the Employment Service and parts of the Department for Education and Employment transferred to the Department for Work and Pensions and other Departments.

Resourcing Flexibly

In 2001–02, we carried out ten Better Quality Service reviews of a total running-cost value of £44.8 million (27 per cent of the Department's running costs, excluding agencies and non-departmental public bodies); and a structural design review of Connexions Service National Unit, covering £5.6 million running costs. Our central Benchmarking and Excellence Unit has co-ordinated an EFQM Excellence Model™ self-assessment exercise across all headquarters sites, and is working with partners to promote and facilitate the use of the Model in the wider education community. It has also facilitated a number of benchmarking exercises with other Government Departments and the private sector.

Within the Department all staff have access to the Internet and to the Government Secure Intranet; and our intranet is being developed to deliver information, services and training that help staff work effectively. To ensure that all staff have access to ICT facilities, staff that cannot easily use a mouse and keyboard can use voice-recognition software.

Further work is under way to increase flexibility in the way that we allocate and use resources – underpinned by a strengthened corporate planning and performance reporting system and changes to our personnel systems – to ensure that we have people with the right skills and knowledge available when needed, to meet new priorities.

Project and Programme Management

We are developing our project and programme management capability and extending the use of this approach in organising and managing the way that we deliver.

All of this is contributing to improving our policy process and enabling us to better meet our delivery objectives. As much of this programme is relevant to how we develop and implement policy, we are treating policymaking as a cross-cutting theme.

Developing and extending the use of project and programme management within policy making is changing the way that we develop and implement policy, helping to ensure that resources are appropriately allocated, that customers and partners are involved and that risks and dependencies are managed to ensure effective delivery.

► Health and Safety

The Department has been actively involved in central Government's Revitalising Health and Safety Initiative. We have participated fully in attending all High Level Forum and Policy Sub-Group meetings and also chair the Working Group 3 on relationships with existing government policies and initiatives. A fact finding questionnaire on current levels of provision on health and safety was recently completed for all departments. This demonstrates that the Department has a very positive approach to health and safety matters and has already adopted many of the good practice recommendations from the Revitalising Initiative.

During the year a Health and Safety Audit has been undertaken throughout the Department, which has led to the development of an Action Plan. This is being taken forward and is building on the work already undertaken. Some examples of good practice involve the development of a more progressive Risk Assessment programme and a new Accident Reporting System.

► Public Accounts Committee

The Public Accounts Committee is the parliamentary committee that examines how well Government has used its resources. During 2001–02 one Treasury Minute was published replying to a report concerning the Department and an associated body (See Annex H).

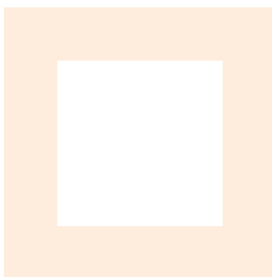
► Sponsorship

The Department welcomes the involvement of the private and voluntary sectors in the sponsorship of Government activities where appropriate. Many businesses and others already assist education institutions such as schools, universities and further education colleges with sponsorship in cash or in kind. In these cases the help and assistance goes direct to the institution or via intermediary bodies such as specific education action zones. The sponsorship is not channelled through the Department and therefore the Department does not know the organisations who have assisted.

Cabinet Office guidelines require the Department to disclose details of sponsorship valued at more than £5,000 which directly contributes to initiatives run by the Department. The Department is pleased to acknowledge the sponsorship given in cash or in kind during the last year by the following organisations:

Table 13.4 Sponsorship

Sponsor	Nature of sponsorship	Value (£)
Duke of Edinburgh Award Scheme	Production of Young Citizen's Passport	29,400
European Social Fund	Contribution to the publicity for Adult Learners' Week	32,000
PriceWaterhouseCoopers	Production of Aimhigher teacher's pack	75,000
Schoolsnet	Construction of web-site for the Active Citizenship Competition	35,000
The Royal Bank of Scotland	Provision of roadshow trucks for Aimhigher campaign	1,800,000
Yorkshire Water	Assistance with venue and training for UK Youth Parliament	10,000



Chapter 14:

About the Office for Standards in Education

► Responsive and Quality Public Services

Work has begun on the development of the new arrangements for school inspection that will come into effect in September 2003. In support of this work a major consultation exercise was conducted to gain the views of educational professionals, parents, pupils and other stakeholders. OFSTED continues to make school inspection reports available via the OFSTED website (www.ofsted.gov.uk). Plans are also in hand to make the inspection reports on providers of day-care for the under eight-year-olds available in a similar way. Information about childminders is currently made available through the Childrens' Information Service. An OFSTED Information Asset register of unpublished information is being established and can be accessed through the HMSO's Inforoute website (www.inforoute.hmso.gov.uk/inforoute).

OFSTED is continually working to raise standards of inspection and the measures being taken are outlined in Chapter 3. Establishment of the Early Years Directorate now provides the opportunity for consistent regulation of childcare throughout England. OFSTED is committed to continuous improvement. It has undertaken a rolling programme of reviews, which focus on efficiency and address all the issues associated with Better Quality Services. Work is also in hand to improve both corporate planning and the management of change. A pilot to determine the applicability of the European Foundation for Quality model has also begun.

► Information Age Government

OFSTED continues to make progress towards the target to make all services available electronically by 2005. By 2004 all newly created public records will be created and stored electronically. OFSTED's website remains one of the most popular Government websites. The range of materials and services has been expanded and access to the public made easier. All OFSTED staff have access to the Internet and the Intranet is increasingly becoming the first channel of communication.

► Training and Development

OFSTED has experienced substantial staffing changes over the last twelve months, with around 1,500 staff joining from local authorities and a further 500 being newly recruited to the Early Years Directorate. The focus has been to ensure that staff receive sufficient training to undertake their immediate roles and responsibilities. E-learning

packages have been used extensively to train new and existing staff and we will continue to develop this capability over the coming year.

In 2002 OFSTED will be looking at how Investors in People and EFQM (European Foundation for Quality Management) can be applied to the expanded organisation and at diversity training requirements for new and existing staff. In addition, we shall introduce a development programme for our middle managers and build on the literacy/numeracy tutoring received by our junior staff with other essential skills for a career in professional administration.

We have revamped our pay systems, improving the performance bonus system that is now being mirrored across many other government departments. We have introduced a pay progression system and made substantial increases to our starting pay rated to improve our recruitment capability.

► Recruitment

During the calendar year 2001, OFSTED completed 197 recruitment exercises that resulted in the employment of 552 staff, ranging from payband C2 (formerly administrative assistant) to directorate posts. 63 internal promotions were also confirmed. OFSTED carried out all recruitment on the basis of fair and open competition, and selection on merit, and in accordance with the recruitment code laid down by the Civil Service Commissioners, with no permitted exceptions.

OFSTED also completed 22 recruitment exercises for Additional Inspectors that resulted in the employment of 318 inspectors.

► Senior Civil Service

Table 14.1 Salaries of Senior Civil Servants¹ by £5,000 Bands at 1 November 2001

Salary Range	Number in Range	Salary Range	Number in Range
40,000 – 44,999	0	85,000 – 89,999	2
45,000 – 49,999	1	90,000 – 94,999	0
50,000 – 54,999	7	95,000 – 99,999	0
55,000 – 59,999	4	100,000 – 104,999	0
60,000 – 64,999	5	105,000 – 109,999	0
65,000 – 69,999	2	110,000 – 114,999	0
70,000 – 74,999	3	115,000 – 119,999	0
75,000 – 79,999	1	120,000 – 124,999	0
80,000 – 84,999	2	Above this level	0

1: HM Chief Inspector is a statutory office holder, and as such is not a civil servant.



Chapter 15:

Associate Bodies

The Department works with a wide range of partners to achieve its objectives. It has a particularly close relationship with, and responsibility for, its non-departmental public bodies and tribunals.

Adult Learning Inspectorate

101 Lockhurst Lane
Coventry CV6 5SF
Tel: 0870 240 7744 or
E-mail: enquiries@ali.gov.uk
www.ali.gov.uk

British Educational Communications and Technology Agency

Milburn Hill Road
Science Park
Coventry CV4 7JJ
Tel: 024 7641 6994 or
E-mail: becta@becta.org.uk (BECTa Reception desk)
www.becta.org.uk

Construction Industry Training Board

Bircham Newton
King's Lynn
Norfolk PE31 6RH
Tel: 01485 577 577
www.citb.org.uk

Engineering Construction Industry Training Board

Blue Court
Church Lane
Kings Langley
Hertfordshire WD4 8JP
Tel: 01923 260 000 or
E-mail: ecitb@ecitb.org.uk
www.ecitb.org.uk

General Teaching Council for England

London Office
344–354 Gray's Inn Road
London
WC1X 8BP
Tel: 0870 001 0308
E-mail: info@gtce.org.uk (general enquiries)
www.gtce.org.uk

Birmingham Office
3rd Floor
Cannon House
24 The Priory
Queensway
Birmingham B4 6BS
Tel: 0870 001 0308

Higher Education Funding Council for England

Bristol Office
Northavon House
Coldharbour Lane
Bristol BS16 1QD
Tel: 0117 931 7317
E-mail: hefce@hefce.ac.uk
www.hefce.ac.uk

London Office
28th Floor
Centre Point
103 New Oxford Street
London WC1A 1PD
Tel: 020 7420 2200 or
E-mail: hefce@hefce.ac.uk

Investors in People UK

7–10 Chandos Street
London W1G 9DQ
Tel: 020 7467 1900 or
E-mail: information@iipuk.co.uk (general)
www.iipuk.co.uk

learn direct

Ufi Limited
Dearing House
1 Young Street
Sheffield S1 4UP
Tel: 0114 291 5000
learn direct help line: 0800 100 900
www.learn direct.co.uk
www.ufiltd.co.uk

Ufi Limited
5th Floor
88 Kingsway
Holborn
London WC2B 6AA
Tel: 020 7681 6523

Learning and Skills Council

National Office
Cheylesmore House
Quinton Road
Coventry CV1 2WT
Tel: 0845 019 4170 or
E-mail: info@lsc.gov.uk
www.lsc.gov.uk

London Office
2nd Floor
8–10 Grosvenor Gardens
London SW1W 0DH
Tel: 020 7730 3593

National College for School Leadership

Jubilee Campus
University of Nottingham
Wollaton Road
Nottingham NG8 1BB
Tel: 08701 601604 or
E-mail: ncsl-office@ncsl.org.uk
www.ncslonline.gov.uk

Qualifications and Curriculum Authority

83 Piccadilly
London W1J 8QA
Tel: 020 7509 5555 or
E-mail: info@qca.org.uk (customer services)
www.qca.org.uk

Special Educational Needs Tribunal

Windsor House
50 Victoria Street
London
SW1H 0NW
Tel: 01325 392 555
www.sentribunal.gov.uk

Student Loans Company Ltd

100 Bothwell Street
Glasgow
G2 7JD
Tel: 0800 40 50 10
www.slc.co.uk

Teacher Training Agency

Portland House
Stag Place
London
SW1E 5TT
Tel: 020 7925 3700
www.canteach.gov.uk

Annexes

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► **Annex A:** Department for Education and Skills – Public Spending (£ million)

	1998–99 outturn	1999–00 outturn	2000–01 outturn	2001–02 estimated outturn	2002–03 plans	2003–04 plans
Consumption of resources:						
Early Years and Childcare	45	61	101	204	472	519
Schools, including sixth forms	1,104	1,428	2,878	4,040	5,723	5,871
Support for Young People	921	1,049	1,122	528	855	966
Higher Education	5,864	5,773	5,749	6,065	6,286	6,530
Further Education, Adult Learning and Skills and Lifelong Learning	3,513	3,629	4,116	5,828	6,459	6,878
OFSTED: Regulation and Inspection of Childcare and Education	111	87	104	155	199	195
Teachers' Pension Scheme	1,494	1,577	1,575	1,650	1,760	1,980
Activities to Support all Functions ¹	234	251	250	269	286	677
Total Department for Education and Skills Resource Budget^{2,3,4,5,6}	13,285	13,854	15,896	18,740	22,041	23,615
<i>of which:</i>						
Department for Education and Skills Departmental Expenditure Limit (DEL)	11,691	12,198	14,236	16,984	20,179	21,497
Departmental Programmes in Annually Managed Expenditure (AME)	1,572	1,654	1,661	1,740	1,850	2,070
Non-Cash Items in AME	23	2	-1	16	12	48
Capital Expenditure						
Early Years and Childcare		2	19	23	167	177
Schools, including sixth forms ⁷	937	1,090	1,920	1,979	2,446	3,159
Support for Young People					6	7
Higher Education	93	102	184	220	324	380
Further Education, Adult Learning and Skills and Lifelong Learning	78	128	147	243	211	355
OFSTED: Regulation and Inspection of Childcare and Education	1	1	2	13	2	1
Activities to Support all Functions	10	9	14	11	9	9
Total Department for Education and Skills Capital Budget^{6,8,9}	1,120	1,331	2,286	2,488	3,165	4,088
<i>of which:</i>						
Department for Education and Skills Departmental Expenditure Limit (DEL)	1,119	1,328	2,284	2,487	3,164	4,087
Departmental Programmes in Annually Managed Expenditure (AME)	1	3	1	1	1	1
Total Department for Education and Skills Public Spending¹⁰	14,392	15,172	18,168	21,201	25,179	27,657
Total Central Government Spending on Education in England¹¹	11,376	11,887	14,703	17,466	21,009	23,180

Local Authority spending overleaf

► **Annex A:** Department for Education and Skills – Public Spending (£ million) – *continued*

	1998–99 outturn	1999–00 outturn	2000–01 outturn	2001–02 estimated outturn	2002–03 plans	2003–04 plans
Local Authority Spending in England on Education and related Youth Services						
Current	21,946	22,136	23,637	25,994		
<i>of which:</i>						
Financed by Grants from DfES	2,286	1,475	2,409	3,292		
Capital¹²	1,169	1,289	1,600	1,596		
<i>of which:</i>						
Financed by Grants from DfES	933	1,085	1,893	1,927		
Total Local Authority Spending in England on Education and related Youth Services	23,115	23,425	25,237	27,590		

- 1 In 2003–04 includes the Service Development Fund, which is used to support innovative projects.
- 2 Includes expenditure by non-departmental public bodies, which is financed by vote grants.
- 3 Includes non-cash items i.e. capital charges, depreciation and provisions and expenditure by the levy funded Construction Industry Training Boards.
- 4 Includes figures in both DEL and AME.
- 5 Includes figures previously recorded in the Welfare to Work/Employment Opportunities Fund DEL.
- 6 Including 'ring-fenced' Capital Modernisation Fund and Invest to Save budget allocations.
- 7 Includes expenditure on the New Deal for Schools previously recorded in the Welfare to Work/Employment Opportunities Fund DEL.
- 8 Includes capital expenditure by non-departmental public bodies, which is financed by voted grants, and local authority credit approvals.
- 9 Includes figures in both DEL and AME.
- 10 The total DfES Public Spending figure is the sum of all resource and capital less depreciation charges.
- 11 Total central government spending on education includes DfES DEL and AME spending on schools, further and higher education (including the student loans resource budget charge), plus New Deal for Schools capital, the Children's Fund, Sure Start and OFSTED.
- 12 Figures exclude any Devolved Formula Capital Grant which schools have chosen to carry over for up to three years to help fund larger capital projects.

Annex B: Department for Education and Skills – Resource Budget (£ million)

	1998–99 outturn	1999–00 outturn	2000–01 outturn	2001–02 estimated outturn	2002–03 plans	2003–04 plans
Consumption of resources by activity:						
Early Years and Childcare:	45	61	101	204	472	519
<i>of which:</i>						
Childcare	45	56	65	104	186	193
Sure Start ¹¹	#	5	37	100	286	326
Schools, including Sixth Forms:	1,104	1,428	2,878	4,040	5,723	5,871
<i>of which:</i>						
Under Fives	134	150	247	235	326	410
Primary, Secondary and Sixth Forms ¹	970	1,278	2,631	3,806	5,398	5,461
Support for Young People:	921	1,049	1,122	528	855	966
<i>of which:</i>						
Education Maintenance Allowances ²				115	192	221
Connexions			12	317	424	460
Children and Young People's Unit				34	150	200
Other Support for Young People	921	1,049	1,110	63	89	86
Higher Education:	5,864	5,773	5,749	6,065	6,286	6,530
<i>of which:</i>						
Student Loans	478	640	824	903	897	932
Student Grants	1,877	1,073	671	622	652	655
Higher Education Funding Council for England	3,448	3,949	4,137	4,408	4,594	4,791
Other Support for Higher Education	60	110	117	131	144	151
Further Education, Adult Learning and Skills and Lifelong Learning:	3,513	3,629	4,116	5,828	6,459	6,878
<i>of which:</i>						
Learning and Skills Council ³			45	5,249	5,792	6,154
Further Education Funding Council ⁴	3,097	3,205	3,506			
Other	416	424	565	578	667	724
OFSTED: Regulation and Inspection of Childcare and Education	111	87	104	155	199	195
Teachers' Pension Scheme	1,494	1,577	1,575	1,650	1,760	1,980
Activities to Support all Functions⁵	234	251	250	269	286	677
Total Department for Education and Skills Resource Budget^{6,7,8,9,10} of which:	13,285	13,854	15,896	18,740	22,041	23,615
Department for Education and Skills (DEL)	11,691	12,198	14,236	16,984	20,179	21,497
Departmental Programmes in AME	1,572	1,654	1,661	1,740	1,850	2,070
Non-Cash Items in AME <i>of which:</i>	23	2	-1	16	12	48
Depreciation	13	14	14	27	26	47
Cost of Capital Charges ¹¹	10	-15	-17	-13	-16	#
Changes in Provision and Other Charges		3	2	2	1	1

1 Includes the Learning and Skills Council support for LEAs and sixth forms.

2 2001–02 includes funding for the sixth form access fund.

3 This covers all Learning and Skills Council (LSC) resource budgets apart from funding for sixth forms. It includes all LSC further education provision and other LSC funding for young people and adults. The LSC has assumed responsibility for further education, sixth forms and a wide range of other lifelong learning funding and for 2000–01 and 2001–02 includes transitional funding for bodies other than the LSC.

4 Responsibility for further education passed from the Further Education Funding Council (FEFC) to the LSC from 2001–02. This line includes actual expenditure by the FEFC from 1998–99 to 2000–01 and includes FEFC administration and student support expenditure and excludes additional employer contributions to FE.

5 In 2003–04 includes the Service Development Fund, which is used to support innovative projects.

6 Includes expenditure by non-departmental public bodies, which is financed by voted grants.

7 Includes non-cash items i.e. capital charges, depreciation and provisions and expenditure by the levy funded Construction Industry Training Boards.

8 Includes figures in both DEL and AME.

9 Includes figures previously recorded in the Welfare to Work/Employment Opportunities Fund DEL.

10 Including 'ring-fenced' Invest to Save Budget allocations.

11 Amounts below £500,000 are indicated by #.

Annex C: Department for Education and Skills – Capital Budget (£ million)

	1998–99 outturn	1999–00 outturn	2000–01 outturn	2001–02 estimated outturn	2002–03 plans	2003–04 plans
Capital expenditure by activity:						
Early Years and Childcare:		2	19	23	167	177
of which:						
Childcare					3	3
Sure Start		2	19	23	164	174
Schools, including Sixth Forms:¹	937	1,090	1,920	1,979	2,446	3,159
of which:						
Under Fives					20	20
Primary, Secondary and Sixth Forms	937	1,090	1,920	1,979	2,426	3,139
Support for Young People:					6	7
of which:						
Connexions ⁷					#	#
Other Support for Young People					6	7
Higher Education:	93	102	184	220	324	380
of which:						
Student Loans ⁷	#	#	2	2	#	#
Higher Education Funding Council for England	93	101	182	218	324	380
Other Support for Higher Education						
Further Education, Adult Learning and Skills and Lifelong Learning:	78	128	147	243	211	355
of which:						
Learning and Skills Council ²				145	182	303
Further Education Funding Council ³	76	123	134			
Other	2	4	13	98	30	52
OFSTED: Regulation and Inspection of Childcare and Education	1	1	2	13	2	1
Activities to Support all Functions	10	9	14	11	9	9
Total Department for Education and Skills Capital Budget^{4,5,6}	1,120	1,331	2,286	2,488	3,165	4,088
of which:						
Department for Education and Skills						
Departmental Expenditure Limit (DEL)	1,118	1,328	2,284	2,487	3,164	4,087
Departmental Programmes in						
Annually Managed Expenditure (AME)	1	3	1	1	1	1

1 Includes expenditure on the New Deal for Schools previously recorded in the Welfare to Work/Employment Opportunities Fund DEL.

2 This line covers all Learning and Skills Council (LSC) capital budgets, including all LSC capital funding for further education.

3 Responsibility for further education passed from the Further Education Funding Council (FEFC) to the LSC from 2001–02. This line includes actual expenditure by the FEFC on capital from 1998–99 to 2000–01.

4 Includes capital expenditure by non-departmental public bodies, which is financed by voted grants, and local authority credit approvals.

5 Includes figures in both DEL and AME.

6 Including 'ring-fenced' Capital Modernisation Fund and Invest to Save Budget allocations.

7 Amounts below £500,000 are indicated by #.

Annex D: Department for Education and Skills – Capital Employed (£ thousand)

	1997–98 outturn	1998–99 outturn	1999–00 outturn	2000–01 outturn	2001–02 projected
Assets on balance sheet at start of year:					
Fixed Assets					
of which:					
Student loans	1,980,738	2,040,137	3,295,108	5,037,294	6,990,000
Land and buildings	6,872	45,155	43,036	38,187	38,290
Office machinery	129	111	87	96	35
Vehicles	880	715	550	371	140
Computer equipment	8,299	10,970	13,106	12,571	4,739
Telecoms	338	434	570	534	521
Fixtures and fittings	3,453	3,571	3,900	5,874	6,889
Intangible Assets (Software licences) ¹					434
Current Assets	772,410	751,862	978,700	984,683	725,000
Creditors – less than 1 year	(740,888)	(636,025)	(863,888)	(773,273)	(373,000)
Provisions	(1,190,546)	(1,524,989)	(2,015,937)	(2,547,609)	(3,085,000)
Capital employed within the main department	841,685	691,941	1,455,232	2,758,728	4,308,048
NDPB net assets	125,233	142,938	158,742	118,340	
Public corporation net assets	0	0	0	972	
Total capital employed in departmental group	966,918	834,879	1,613,974	2,878,040	

1 This is a new category in 2001–02 and figures are not available for earlier years.

Annex E: Administration Costs (£ million)

	1998–99 outturn	1999–00 outturn	2000–01 outturn	2001–02 estimated outturn	2002–03 plans	2003–04 plans
Gross administration costs:						
Paybill	137	134	124	140		
Other	109	120	117	129		
Total gross administration costs^{1,2}	246	254	241	269	259	258
Related administration cost receipts	-6	-7	-8	-8	-8	-8
Total DfES administration costs^{1,2}	240	247	233	261	251	250
<i>of which:</i>						
DfES Departmental Expenditure Limit (DEL)	233	240	222	249	242	241
Depreciation, cost of capital and provisions in Annually Managed Expenditure (AME)	7	8	11	12	10	10
Total administration costs¹						
RfR1: DfES administration costs	208	214	219	228	213	214
RfR2: Sure Start ³	#	1	2	4	4	4
RfR3: Children's Fund				2	4	3
OFSTED: Regulation and Inspection of Childcare and Education	32	32	12	27	30	30
Total administration costs¹	240	247	233	261	251	250
Controls and limits:						
Administration costs limits for gross controlled areas:						
RfR1: DfES administration costs	204	211	209	220	209	
RfR2: Sure Start administration costs ³	#	1	2	4	4	
RfR3: Children's Fund administration costs				2	4	
OFSTED: Regulation and Inspection of Childcare and Education	32	32	12	27	30	
Total administration costs limits for gross controlled areas	237	244	224	253	247	

1 Administration costs within the administration costs control regime.

2 Includes OFSTED.

3 # Indicates figures below £500,000.

Annex F: Staff Numbers

	1996–97 actual	1997–98 actual	1998–99 actual	1999–00 actual	2000–01 actual	2001–02 estimated outturn	2002–03 plans	2003–04 plans
Department for Education and Skills¹								
Civil Service full-time equivalents	4,977	4,537	4,563	4,751	5,092	4,810	3,750	3,650
Overtime	80	71	74	77	79	80	80	80
Casuals	221	194	312	263	226	200	150	150
Total	5,278	4,802	4,949	5,091	5,397	5,090	3,980	3,880
Employment Service²								
Civil Service full-time equivalents	31,979	28,707	29,037	29,787	30,731	–	–	–
Overtime	180	180	210	117	96	–	–	–
Casuals	4,473	2,224	2,131	2,528	2,558	–	–	–
Total	36,632	31,111	31,378	32,432	33,385	–	–	–
OFSTED								
Civil Service full-time equivalents	481	467	460	512	527	1,484	2,394	2,632
Overtime	3	3	3	1	1	2	10	10
Casuals	77	26	25	15	14	10	24	27
Total	561	496	488	528	542	1,496	2,428	2,669

1 Figures reflect machinery of Government changes in 2001–02.

2 Figures reflect JSA transfers to the Benefits Agency from 1996–97 and machinery of Government transfers to the Department for Work and Pensions in 2001–02.

Annex G: Public Appointments to Non-Departmental Public Bodies, 2001

NAME	POST	REMUNERATION	TERM	MALE OR FEMALE
British Educational Communications and Technology Agency				
John Taylor	Chair	Nil	1 year	Male
Construction Industry Training Board				
Peter Rogerson	Deputy Chair	£17,901	5 years	Male
Maurice Denyer *	Board Member	Nil	5 years	Male
Brian Lee *	Board Member	Nil	3 years	Male
Geoffrey Lister	Board Member	Nil	5 years	Male
Geoffrey Snow *	Board Member	Nil	5 years	Male
Engineering Construction Industry Training Board				
Keith Hazelwood	Board Member	Nil	5 years	Male
Jeffrey House	Board Member	Nil	5 years	Male
John Lee	Board Member	Nil	3 years	Male
Brenig Williams *	Board Member	Nil	5 years	Male
Higher Education Funding Council				
David Young **	Chair	£40,000	3 years	Male
Investors in People UK				
Samantha Gemmell	Board Member	Nil	3 years	Female
Geoff Hall	Board Member	Nil	3 years	Male
Ed Sweeney	Board Member	Nil	3 years	Male
Sue Thomas	Board Member	Nil	3 years	Female
Qualification and Curriculum Authority				
Terry Morgan	Board Member	Nil	2.5 years	Male
Dennis Richards	Board Member	Nil	2.5 years	Male
Ray Shostak	Board Member	Nil	2.5 years	Male

* Reappointments.

** Mr Young was appointed as a Board Member in June 2001 and took up appointment as Chair on 1 Oct 2001.

► **Annex H:** Follow-Up Action on Recent Reports from the Public Accounts Committee Recommendations

In 2000 the National Audit Office (NAO) report *Managing Finances in English Further Education Colleges* was considered by the Public Accounts Committee (PAC).

The main points in the resulting PAC report, in the formal Treasury Minute reply and developments since the Treasury Minute was published, are summarised below.

Managing Finances in English Further Education Colleges

NAO report published: 4 May 2000 – HC 454 Session 1999-2000.

PAC hearing: 22 November 2000.

PAC 9th report published: 21 March 2001 – HC 283 Session 2000-2001.

Treasury Minute published: 19 July 2001 – Cm 5201.

Introduction

The NAO report followed concerns expressed by the PAC and examined the reasons why colleges have financial problems and how these could be improved.

Main points in the PAC report

The PAC report highlighted that:

- 21 per cent of colleges are in poor financial health and in 1997-98 there was an overall sector deficit of £18 million.
- The funding system should be made simpler and more transparent.
- Governance and financial management in the sector should be improved.
- With a proactive and preventative approach the Learning and Skills Council (LSC) should identify problems at colleges earlier so that less time is spent on reactive measures.
- External and internal audit arrangements need to be strengthened.

► **Annex H:** Follow-Up Action on Recent Reports from the Public Accounts
Committee Recommendations *continued*

Progress reported in the Treasury Minute

The Treasury Minute reported that the LSC will be seeking to improve the financial health of the sector. The LSC's 47 local offices will be better able to help colleges in difficulty and the LSC will be given a stronger role and resources to help restructure colleges.

The LSC has taken over responsibility for the audit of further education student numbers and final funding claims. Only audit firms with a proven quality will deliver the new audit arrangements for colleges.

Progress since publication of the Treasury Minute

The Department announced plans to simplify the funding systems for the LSC and FE colleges to reduce their complexity and bureaucracy and also the scope for confusion about FE financing.

The Department has also announced plans for a Leadership College for the post-16 sector, which will strengthen leadership, management and governance in further education colleges.

The LSC has sought the very best legal advice possible about recovering funds in respect of Bilston College through the civil courts from a variety of parties and individuals. The LSC has lodged a legal claim against Deloitte and Touche, the external auditors of the former Bilston Community College to recover estimated losses in excess of £25 million.

Annex I: Administration Costs of Non-Departmental Public Bodies (£ million)

	1999–00 outturn	2000–01 outturn	2001–02 estimated outturn
Adult Learning Inspectorate ¹			18.1
British Educational Communications and Technology Agency	1.5	1.54	1.2
Disability Rights Commission ²		7.7	
Equal Opportunities Commission ³	7.1	9.6	
Funding Agency for Schools ⁴	2.3		
Further Education Funding Council ⁵	25.5	29.1	
Higher Education Funding Council for England	12.4	13	14.8
Investors in People	7.2	6.9	7.2
Learning and Skills Council			213
National College for School Leadership ¹			3.5
Qualifications and Curriculum Authority	23.7	27.1	28
Student Loans Company	31.9	35.3	33.1
Teacher Training Agency	5.9	6.8	9.8

1 Adult Learning Inspectorate and National College for School Leadership started in 2001–02.

2 Under the 2001 machinery of government changes, sponsorship of the Disability Rights Commission transferred to the Department for Work and Pensions.

3 Under the 2001 machinery of government changes, sponsorship of the Equal Opportunities Commission transferred to the Cabinet Office.

4 Funding Agency for Schools was wound up in 1999–00.

5 The Further Education Funding Council was subsumed within the Learning and Skills Council from 1 April 2001 as part of the *Learning and Skills Act 2000*.

Annex J: Maintained Schools: Pupil Numbers 1996/97 to 2003/04 (thousands)

At January each academic year	1996/97 actual	1997/98 actual	1998/99 actual	1999/00 actual	2000/01 actual	2001/02 projected	2002/03 projected	2003/04 projected
Nursery and primary schools								
Aged under five ¹								
Total full-time and part-time	917	917	919	906	899	910	901	892
Full-time equivalent ²	738	737	740	730	726	738	729	722
Aged 5 and over	3,563	3,592	3,589	3,575	3,553	3,505	3,461	3,406
Total nursery and primary³ (full-time equivalent)	4,301	4,329	4,329	4,305	4,278	4,243	4,189	4,129
Secondary schools								
Under school leaving age	2,743	2,765	2,814	2,868	2,913	2,950	2,989	3,009
Over school leaving age	298	307	308	314	319	322	328	335
Total secondary³	3,042	3,073	3,122	3,182	3,232	3,272	3,318	3,344
Special schools								
Total full-time and part-time	93	93	93	92	91	90	89	87
Full-time equivalent ²	92	92	92	91	90	89	88	86
Pupil referral units	7.5	7.7	8.3	8.5	9.3	10	11	11
Total special schools and pupil referral units³	99	100	100	99	99	99	98	97
Total pupil numbers³ (full-time equivalent)	7,441	7,502	7,550	7,586	7,609	7,614	7,605	7,570

1 Age at beginning of academic year.

2 For statistical purposes only, pupils who do not attend school both morning and afternoon at least five days a week are regarded as part-time. Each part-time pupil is treated as 0.5 full-time equivalents.

3 Totals based on unrounded figures, therefore may not always equal sum of the components.

Sources: Annual schools census and DfES projections.

Annex K: Participation in Education and Training by 16-, 17- and 18-Year-Olds,¹ 1996/97 to 2003/04 (percentage of age group)

		1996/97 actual	1997/98 actual	1998/99 ² actual	1999/00 actual	2000/01 provisional	2001/02 projected	2002/03 projected	2003/04 projected
Participation in schools and further education only:									
Age 16:	Full-time								
	Schools	34.0	34.4	34.5	34.9	35.0	34.7	34.8	34.8
	Further education	35.8	35.0	35.3	36.7	36.6	36.9	37.6	38.9
	Total full-time	69.7	69.4	69.8	71.6	71.6	71.5	72.4	73.7
	Part-time: Further education ³	7.8	6.7	6.6	6.3	6.9	7.3	6.9	6.5
	Total age 16	77.5	76.1	76.3	77.9	78.5	78.8	79.4	80.1
Age 17:	Full-time								
	Schools	26.4	26.8	27.4	27.9	28.3	28.1	28.0	28.1
	Further education	31.0	30.0	30.0	30.5	30.4	32.0	32.9	34.1
	Total full-time	57.4	56.9	57.4	58.3	58.7	60.1	60.9	62.2
	Part-time: Further education ³	9.1	8.4	8.4	8.5	8.8	8.6	8.4	8.0
	Total age 17	66.5	65.2	65.8	66.9	67.6	68.7	69.3	70.2
Age 18:	Full-time								
	Schools	3.1	3.1	3.1	3.2	3.2	2.8	2.8	2.8
	Further education	15.4	14.4	14.3	14.4	13.9	13.6	14.6	15.3
	Total full-time	18.6	17.5	17.5	17.6	17.1	16.4	17.5	18.1
	Part-time: Further education ³	9.5	8.7	8.9	9.1	8.9	10.2	9.7	9.3
	Total age 18	28.1	26.2	26.4	26.7	26.0	26.6	27.1	27.4
Participation including students in training and higher education:									
Age 16:	Full-time education ⁴	69.7	69.4	69.8	71.6	71.6	71.5	72.4	73.7
	Government-supported training	9.8	9.5	9.0	8.2	8.2	8.8	8.7	8.9
	Employer-funded training	3.6	3.2	3.5	3.4	2.9			
	Other education and training	4.8	4.5	4.3	4.0	5.1			
	Total education and training⁵	86.9	85.8	85.8	86.5	87.4			
	Government- supported education and training⁶	78.1	76.7	76.6	77.5	78.6	79.5	79.9	81.2
	Population (thousands)	618.0	610.0	600.4	605.7	605.2	631.9	634.4	646.9
Age 17:	Full-time education ⁴	57.9	57.4	57.8	58.8	59.1	60.5	61.3	62.6
	Government-supported training	11.8	11.1	11.1	10.8	10.9	12.3	11.7	12.1
	Employer-funded training	5.8	5.4	5.9	5.8	4.9			
	Other education and training	5.1	5.3	5.1	5.1	6.0			
	Total education and training⁵	79.6	78.5	79.3	79.8	80.6			
	Government- supported education and training⁶	69.6	68.2	68.8	69.4	70.7	73.2	73.2	74.5
	Population (thousands)	601.1	619.7	612.1	601.0	608.3	610.2	636.5	638.8
Age 18:	Full-time education ⁴	38.4	37.7	37.2	37.4	37.3	37.3	38.6	39.6
	Government-supported training	8.5	8.4	8.4	8.7	8.8	9.7	9.7	9.6
	Employer-funded training	7.9	7.8	8.1	8.2	8.3			
	Other education and training	6.8	6.8	6.6	6.6	6.9			
	Total education and training⁵	60.9	60.2	59.8	60.5	60.9			
	Government- supported education and training⁶	53.9	52.5	52.2	52.4	52.8	55.0	55.7	56.4
	Population (thousands)	553.6	603.5	621.1	612.1	603.6	614.2	615.6	641.7

1 Ages at beginning of academic year. The denominators for participation rates are based on population estimates from the Office for National Statistics and projections from the Government Actuary Department and are subject to minor revision.

2 Due to the incorporation of revised population estimates, some figures for 1998/99 differ slightly from those shown last year.

3 In publicly funded institutions of further and higher education.

4 Full-time education includes study in schools and in publicly funded institutions of further and higher education.

5 Sum of the above less a small overlap between full-time education and Government-supported training.

6 Education in publicly funded institutions and Government-supported training.

Sources: Schools Census, Further Education Funding Council's individualised student record (ISR), Higher Education Statistics Agency, DFES Projections, trainee database and management information system and the Labour Force Survey. Responsibility for the ISR has now been taken over by the Learning and Skills Council.

► **Annex L:** Further Education Student and Staff Numbers¹ in England 1996/97 to 2003/04

	1996/97 actual	1997/98 actual	1998/99 actual	1999/00 actual	2000/01 provisional	2001/02 projected	2002/03 projected	2003/04 projected
Total students (full-time equivalent) (thousands)								
FEFC-funded courses ^{2,3}	1,031	1,013	983	961	1,015	1,067	1,087	1,132
Non-FEFC-funded courses ⁴	199	163	175	169				
Total	1,230	1,176	1,159	1,130				
Of which further education in sector colleges ⁵	1,050	1,009	995	978				
Academic staff (full-time equivalent) (thousands)								
Further education in sector colleges ⁶	64.0	62.1	62.8	61.8				
Student: staff ratio								
Further education in sector colleges ^{5,6}	16.4	16.2	15.8	15.8				

1 All numbers exclude private institutions.

2 Full-time equivalent students (FTEs) funded by the Further Education Funding Council (FEFC) in either further education colleges (further and higher education students) or in external institutions, specialist designated institutions and higher education institutions (further education students only). The figure for 1998/99 has been revised upwards to correct a slight measurement error in previous years.

3 From 1999/00 onwards the figures exclude 18,500 (FTEs) Higher National Diploma and Higher National Certificate students for whom funding has transferred to the Higher Education Funding Council for England.

4 Further education students not funded by the FEFC in further education sector colleges and adult education centres.

5 Excludes external institutions, specialist designated institutions and FEFC-funded higher education.

6 The staff figures for 1999/00 are provisional. There has been a slight revision made by the Learning and Skills Council (LSC) to staff figures prior to 1999/00.

Sources: Further Education Funding Council's individualised student record (ISR) and staff individualised record (SIR), Higher Education Statistics Agency and DfES estimates and projections. Responsibility for the ISR and SIR has now been taken over by the Learning and Skills Council.

Annex M: Higher Education Student¹ and Staff Numbers in England
1996/97 to 2003/04

	1996/97 actual	1997/98 actual	1998/99 actual	1999/00 actual	2000/01 provisional	2001/02 projected	2002/03 projected	2003/04 projected
Home domiciled students (thousands)	1,379	1,403	1,415	1,428	1,461	1,527	1,538	1,558
<i>of which full-time and sandwich:</i>	814	835	848	853	863	870	872	883
<i>of which part-time:</i>	565	568	568	575	599	656	666	675
GB Age Participation Index (API)²	33%	33%	31%	32%	33%	33-35%	33-35%	34-36%
European Union students (thousands)	64	73	78	79	79	80	83	87
Other overseas students³ (thousands)	91	93	94	99	108	111	117	124
Total full-time equivalent students⁴ (thousands FTEs)	1,151	1,184	1,203	1,215	1,239	1,266	1,277	1,294
<i>of which publicly funded by HEFCE⁵</i>	942	961	962	995	1,014	1,035	1,045	1,061
<i>of which publicly funded by the TTA⁶</i>	67	63	60	56	57	59	59	59
<i>of which ITT students</i>	56	53	49	45	46	48	48	48
Academic staff in higher education institutions⁷ (thousands FTEs)	60.4	59.1	60.6	61.7				
Student: Staff Ratio in higher education institutions⁸	16.9	17.6	17.5	17.2				

1 Census counts as at 1 December in higher education institutions and 1 November in further education colleges. Numbers differ from those published last year due to revisions in the data collected from further education colleges.

2 The Age Participation Index (API) is defined as the number of home domiciled young (aged less than 21) initial entrants to full-time and sandwich undergraduate courses of higher education expressed as a proportion of the averaged 18- to 19-year-old GB population.

3 Forecasts for other overseas students have been revised in the light of recent Universities and College Admissions Service (UCAS) information on applications and acceptances.

4 The full-time equivalent (FTE) factor used for all part-time students is 0.35.

5 Figures exclude some professions allied to medicine for which funding responsibility was transferred to the Department of Health from 1998/99. This is set to reach a permanent transfer of 6,700 (FTEs) from 2001/02 onwards.

6 Teacher Training Agency (TTA) figures include around 10,000 in-service teacher training students (INSET) from 1996/97.

7 Figures exclude staff at the Open University and in further education colleges. Figures for academic staff numbers include the research activity of academic staff who are engaged in both teaching and research.

8 The ratios cover higher education study in higher education institutions only. An estimated number of students on courses organised by higher education institutions but taught by further education colleges under franchise arrangements have been excluded. Student full-time equivalents (FTEs) used in the calculation of Student:Staff Ratios are on a different basis to those appearing in this table.

Sources: Higher Education Statistics Agency and Learning and Skills Council's individual student records.

Annex N: Home and Overseas, Full-Time (FT) and Part-Time (PT) Students¹ in Higher Education by Type of Institution and Level of Course in England 1996/97 to 2000/01 (thousands)

	1996/97 actual		1997/98 actual		1998/99 actual		1999/00 actual		2000/01 provisional	
	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT
Postgraduate										
HE Institutions ²	112.3	149.5	116.5	159.1	121.4	168.3	126.1	175.8	135.9	176.5
of which mature ³	62.2	138.8	66.0	148.8	68.7	157.6	70.7	164.6	76.0	164.6
First Degree										
HE Institutions ²	705.5	161.3	726.7	154.5	730.7	158.1	733.4	163.7	734.1	178.3
of which mature ³	313.5	157.6	309.6	150.7	296.5	153.4	285.7	158.1	282.1	173.0
Other undergraduate										
HE Institutions ²	94.3	159.0	97.4	159.9	99.2	164.9	98.5	163.4	103.0	174.8
of which mature ³	54.2	153.1	53.6	153.9	59.8	158.1	56.2	156.2	63.0	166.6
Total students	912.1	469.9	940.6	473.6	951.2	491.2	958.0	502.9	973.0	529.7
Higher Education in further education sector colleges⁴										
Postgraduate	0.1	1.1	0.2	1.6	0.4	2.6	0.4	2.3	0.4	2.3
First Degree	4.5	4.1	9.7	6.8	10.5	3.2	12.0	3.3	12.0	3.3
Other undergraduate	27.7	114.4	26.8	108.9	33.6	94.6	34.0	93.7	34.0	93.7
Total	32.2	119.6	36.7	117.3	44.6	100.4	46.3	99.3	46.3	99.3
of which mature ³	16.7	105.9	17.8	102.6	24.1	88.1	23.8	86.2	23.8	86.2
GRAND TOTAL	944.3	589.5	977.4	590.8	995.8	591.6	1004.3	602.2	1019.3	628.9
of which mature ³	446.6	555.4	446.9	556.0	449.1	557.1	436.4	565.1	444.8	590.4
percentage of mature	47%	94%	46%	94%	45%	94%	43%	94%	44%	94%
Percentage of total students by institution and level of course										
HE Institutions²										
Postgraduate	12%	25%	12%	27%	12%	28%	13%	29%	13%	28%
First Degree	75%	27%	74%	26%	73%	27%	73%	27%	72%	28%
Other undergraduate	10%	27%	10%	27%	10%	28%	10%	27%	10%	28%
Higher Education in further education sector colleges⁴										
Postgraduate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
First Degree	0%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Other undergraduate	3%	19%	3%	18%	3%	16%	3%	16%	3%	15%

1 Census counts as at 1 December in higher education institutions and 1 November in further education colleges. Students writing up theses and on sabbaticals are not included in the part-time figures. Numbers differ from those published last year due to revisions in the data collected from further education colleges.

2 Including the Open University.

3 Based on age in the current academic year (rather than in the year of entry); 21 and over for undergraduates, 25 and over for postgraduates.

4 The increase in the proportion of first degree students in further education colleges is due, in part, to improvements in data collection procedures.

Sources: Higher Education Statistics Agency and Learning and Skills Council's individual student records.

► **Annex O:** Home First-Degree Graduates from English Institutions¹
1996/97 to 2000/01 (thousands)

	1996/97 actual	1997/98 actual	1998/99 actual	1999/00 actual	2000/01 provisional
Medicine and dentistry	4	4	4	4	4
Subjects allied to medicine	10	11	13	13	15
Biological sciences	11	12	13	14	14
Veterinary, agricultural and related sciences	2	2	2	2	2
Physical sciences	11	10	10	10	10
Mathematical sciences	10	10	11	12	13
Architecture and related studies	5	5	5	4	4
Engineering and technology	14	13	13	12	12
Total sciences	64	63	67	70	74
Social sciences	24	22	23	25	25
Business and financial studies	19	18	20	21	21
Librarianship and information science	3	2	3	3	4
Languages and related studies	13	13	12	13	13
Humanities	8	8	8	8	8
Creative arts	15	15	16	17	18
Education	11	11	11	9	9
Total arts	92	89	93	96	97
Multi-disciplinary studies ^{2,3}	33	32	33	32	33
All subjects	194	188	196	198	204
Projected outcomes of full-time first degree students in the UK⁴ (percentage)					
Qualify with a degree	80	80	81	n/a	n/a
Qualify with another undergraduate qualification	2	2	2	n/a	n/a
No award (non-completion) ⁵	18	17	17	n/a	n/a

1 Includes all home graduates awarded university, Open University and university validated degrees.

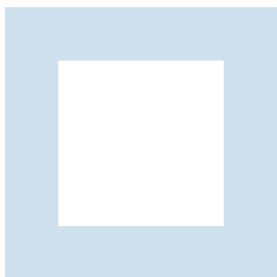
2 Includes the Open University.

3 Includes graduates from further education sector colleges whose subject of degree is not known.

4 The projected outcomes for a cohort based on the assumption that their patterns of progression will follow those of students currently in the system.

5 A student is assumed to have left with no award if they have been inactive for two years.

Sources: Higher Education Statistics Agency and Learning and Skills Council's individual student records. Higher Education Funding Council for England performance indicators.



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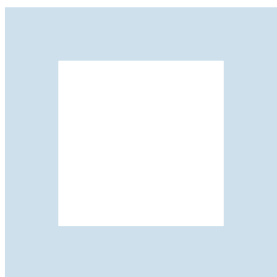
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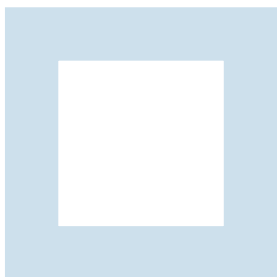
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Glossary

Administration costs	The day-to-day costs incurred in administering the Department's business.
Aggregate External Finance	The total level of support the Government provides to local authorities. This support is normally made up of Revenue Support Grant, some specific and special grants and the amount distributed from business rates.
Annually Managed Expenditure (AME)	The element of public expenditure for which multi-year spending limits are not appropriate, and which is instead subject to annual review.
Appropriation Account	A financial statement showing the expenditure and receipts of a government department for a financial year.
Appropriation in Aid	Monies received by a department which it is authorised to retain and offset against related expenditure in the current financial year.
Best Value	A new efficiency performance regime that requires local authorities to look constantly at new ways to improve the efficiency, quality and effectiveness of their service delivery.
Better Quality Service (BQS)	A new efficiency performance regime that requires central government departments to look constantly at new ways to improve the efficiency, quality and effectiveness of their service delivery.
Bill	A draft of an act of Parliament, presented to either the House of Commons or the House of Lords, to vote on. If successful, the bill becomes an Act after Royal Assent.
Capital Modernisation Fund (CMF)	A fund administered by the Treasury from which departments can bid for money to support capital projects aimed at improving the quality of public service delivery.
Cash terms	The amount of money actually spent or planned to be spent regardless of its purchasing power.
Consolidated Fund	The government's 'current account', kept by the Treasury at the Bank of England, through which most government payments and receipts are made.
Consolidated Fund Extra Receipts	Receipts realised or recovered by Departments in the process of conducting services charged on public funds which are not authorised to be appropriated in aid of expenditure.
Departmental Expenditure Limits (DEL)	Expenditure which departments can control overall, though some elements may be demand-led.
Early years/foundation stage	Period of learning for three-year-old children to the end of the school reception year.
Education Standard Spending (ESS)	The level of funding the government spends on education. It reflects the broad range of pressures facing the education service and the scope for making efficiency savings.
Estimates	A statement of how much money a department needs in a financial year and for what purpose(s).
Exclusion	Pupils may not attend lessons or go on to the school premises for a set period of time, or permanently in the case of expulsion.
Gross Domestic Product (GDP)	A measure of the economic activity taking place in UK economic territory. Measured by the ONS, GDP is equivalent to the value added to the economy by this activity.
Invest to Save	A special fund set up by the Treasury to support projects that promote joined up government.
Key stage	<p>A description and measurement of pupils' progress through school:</p> <ul style="list-style-type: none">• key stage 1: pupils aged 5 to 7 – year groups 1 to 2• key stage 2: pupils aged 7 to 11 – year groups 3 to 6• key stage 3: pupils aged 11 to 14 – year groups 7 to 9• key stage 4: pupils aged 14 to 16 – year groups 10 to 11

Local education authorities	A local government body responsible for providing education for pupils at of school age in a particular area.
National Curriculum	The basic framework setting out what children aged 5 to 16 in state schools should learn.
Non-departmental public bodies (NDPB)	A body which has a role in the processes of government but is not a government department or part of one. NDPBs accordingly operate at arm's length from government Ministers.
Outturn	Annual cash expenditure.
Private Finance Initiative	An initiative to attract private sector funding for major public sector projects.
Public-private partnership (PPP)	The introduction of private sector funding and expertise into the provision of public services in order to achieve best value for money for taxpayers.
Public service agreement (PSA)	A plan setting out what a department will deliver in the form of measurable targets over the public expenditure review period in return for its agreed spending.
Real terms	Expenditure measured against a standard of constant value, making allowance for changes in purchasing power as a result of inflation.
Resource accounting and budgeting	Introduces generally accepted accounting practice into government accounting. The main changes are the adoption of accruals accounting for all departmental expenditure and the inclusion of depreciation and cost-of-capital charges in departmental budgets.
Revenue Support Grant	A government grant to make up the shortfall between a local authority's Standard Spending Assessment (SSA) and the amount it would receive from Council Tax for Standard Spending and redistributed business rates.
Service delivery agreement (SDA)	Sets out the more detailed outputs that departments will need to focus on to achieve their objectives and the modernisation processes they will go through to improve the productivity of their operations.
Special education needs (SEN)	A child is defined as having Special Educational Needs if he or she has a learning difficulty that needs special teaching. A learning difficulty means that the child has significantly greater difficulty in learning than most children of the same age.
Spending review (SR)	This sets Departmental Expenditure Limits (DELs) and plans Annual Managed Expenditure (AME) for the following three years. It replaces the annual public expenditure survey and is held at less frequent intervals. The first was the Comprehensive Spending Review in 1998; the second reported in summer 2000 and the third will report in summer 2002.
Standard Spending Assessment (SSA)	The government calculates a Standard Spending Assessment in order to work out each local authority's share of the Total Standard Spending. The SSA takes account of the population, social structure and other characteristics of each authority.
Statutory instrument	Regulation made by a minister under the authority of an earlier 'enabling' act of Parliament. It is an example of delegated legislation.
Technical notes	Technical notes set out exactly how a target will be measured. They refer solely to PSA, and not SDA, targets. The existence of the Technical notes helps all stakeholders to be clear about exactly what the target is, and provides assurance that performance will be objectively assessed.
Total Standard Spending	The amount of spending by local government as a whole that the government is prepared to support through grants.
Vote	The amount of money approved by Parliament to cover departmental expenditure.



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