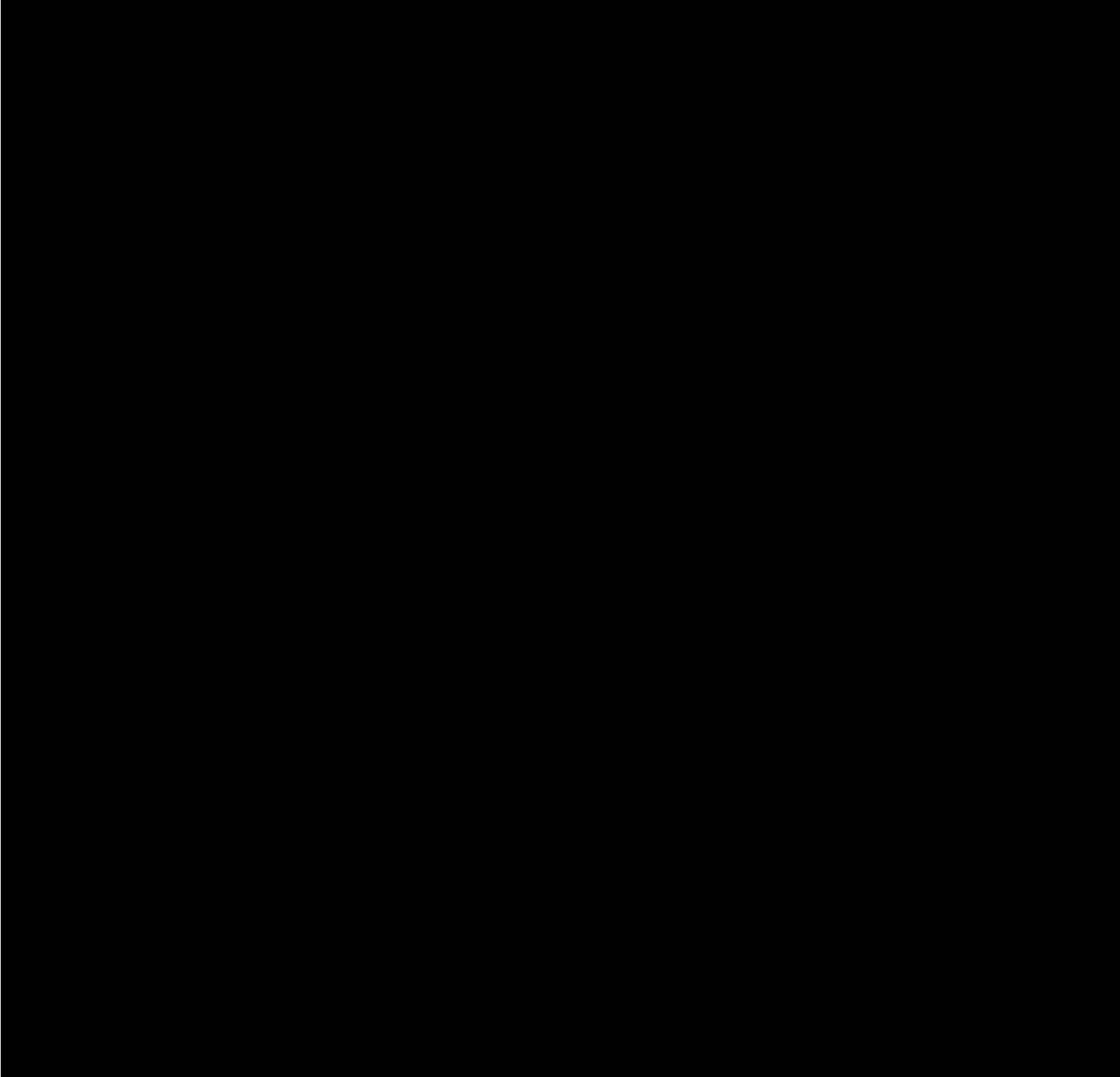




Department for Education and Skills

# Departmental Report 2003

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Cm 5902

Department for Education and Skills – Departmental Report 2003



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### **Conventions**

Dates refer to the financial year 2002-03, unless otherwise indicated. Academic years are shown in the format 2002/03.

Figures in a number of tables and annexes have been rounded and therefore may not sum to the total.

The report relates to England, unless otherwise indicated.

### **Further Information**

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# Department for Education and Skills

## Departmental Report 2003

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 2003

Cm 5902

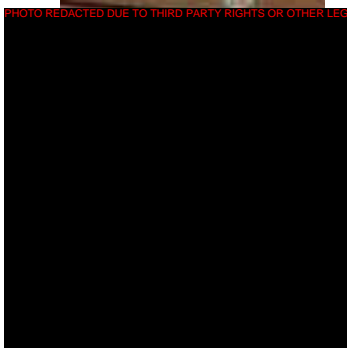
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# Foreword by the Secretary of State

I am pleased to present my first Departmental Report as Secretary of State for Education and Skills. It records the work that we and our partners have done during 2002-03 and our expenditure plans for the next three years. The report also sets out progress we have made using substantial increases in resources for education and skills to bring about higher standards.

Record sums were secured for education and skills in the Spending Review 2002 and there will now be a further dramatic and sustained increase in education spending – an average of six per cent a year in real terms over the next three years. This report is an important way of letting Parliament and the public know what we plan to achieve with those increased resources. Our future programme of investment and reform will continue to raise standards and create opportunities for everyone to reach their potential. There is still a long way to go, but I believe we have made great strides and will continue to do so.


There are:

- more children getting a good start in life – 450 Sure Start programmes are operational (April 2003) delivering services to children and families, with a further 74 in development and due to be up and running by summer 2003, thus exceeding the target of at least 500 programmes operational by April 2004;
- more children receiving early years education – currently 70 per cent of all three-year-olds are able to access a free part-time early education place. By April 2004, every three-year-old will be guaranteed this entitlement. Over 647,000 new childcare places have been created for more than 1.1 million children since 1997;
- increasing numbers of 11-year-olds who achieve the expected level in English and maths;
- more 15-year-olds achieving five or more GCSEs at grade A\*- C; and
- increasing numbers of schools benefiting from Specialist School and Beacon School status, and the first three Academies opened in September 2002.

We have also:

- signed an historic National Agreement on the principles of a remodelled school workforce which will pave the way for teachers to spend more time on teaching; and
- published key strategies on the future of 14-19 provision, transforming secondary education and on higher education.

The report sets out the investment plans which will help us to implement our strategies and deliver our targets. We recognise and welcome the challenges we face and with the help of our many partners we will succeed in meeting them.

A handwritten signature in black ink, appearing to read 'Charles Clarke', with a stylized, cursive script.

Charles Clarke



# Ministerial Team



**Rt Hon Charles Clarke 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,  
Further and Higher Education



**Baroness Catherine Ashton**  
Parliamentary Under Secretary of State  
for Sure Start



**Ivan Lewis MP**  
Parliamentary Under Secretary of State  
for Young People and Adult Skills



**Stephen Twigg MP**  
Parliamentary Under Secretary of State  
for Schools



# Executive Summary

## Introduction

This is the 2003 Report for the Department for Education and Skills. It explains what we do, how we spend public money and what we have achieved.

It details how we are organised, our partners and people we work with; our aim and objectives; and the policies and programmes that underpin delivery of our targets which make a valuable contribution both to the Education and Skills agenda and make a real difference to people's lives.

The Office for Standards in Education (Ofsted) plays an important part in raising the quality of education through its inspection of schools, nurseries and local education authorities. Its expanded role now includes the regulation and inspection of childcare. Ofsted has published its own Departmental Report which sets out its aims and objectives in more detail.

## Who we are

The Department for Education and Skills is responsible for :

- providing high-quality early education and childcare for more children;
- continuing the progress already made in primary education;
- transforming secondary education;
- developing a flexible and challenging 14-19 phase of education;
- increasing and broadening participation in higher education; and
- developing the skills of the workforce – particularly the basic skills of some adults.

The Department continues to be recognised as at the forefront of the Government's programme to modernise public service delivery and provide responsive, quality public services.

The Department's Ministers and details of their responsibilities are shown on page 7 and an organisation chart of the Department and Government Offices is on page 14.

The Secretary of State is also the Cabinet Minister responsible for the Sure Start Unit and the Children and Young People's Unit which are cross-Government initiatives.

## Our Aim and Objectives

*Education and Skills: Delivering results; a strategy to 2006 (revised December 2002)*, sets out the 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.
- **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.
- Encourage and enable adults to learn, improve their skills and enrich their lives.

## Section A: Better Public Services – Performance against Targets (Chapters 1 and 2)

### Department for Education and Skills

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. In the Spending Review 2002 the Chancellor announced a further dramatic and sustained increase in education spending which is essential if we are to transform education in this country. The challenging and ambitious targets and commitments resulting from this review provide the framework for us to do this.

Performance against the Comprehensive Spending Review 1998 targets was reported fully in the *Autumn Performance Report 2002*. Spending Review 2000 targets were either subsumed

as Spending Review 2002 targets or carried forward as supporting targets and published in *Delivering results: a strategy to 2006 (revised December 2002)*.

It is too early to report on the Spending Review 2002 targets but latest progress has been included.

### **Sure Start**

2001-02 was the second full year Sure Start Local programmes were operating. It is still relatively early to report against Spending Review Targets, but latest progress has been included.

## **Section B: Expenditure and Investment (Chapters 3 and 4)**

By 2005-06 spending on education in England will have increased by £12.8 billion, from £45.0 billion in 2002-03 to £57.8 billion. This is an average increase of six per cent a year in real terms over the next three years.

UK education spending is expected to rise from 5.0 per cent of Gross Domestic Product (GDP) in 2001-02 to 5.3 per cent in 2003-04 and to a forecast 5.6 per cent in 2005-06.

Capital investment on education and skills in England is set to rise from £1 billion a year in 1997-98 to £7 billion a year by 2005-06 – £1.2 billion will be through the Private Finance Initiative (PFI).

Investment in school buildings in England (excluding information and communications technology (ICT)) will increase from £683 million a year in 1996-97 to £3.6 billion in 2003-04.

Devolved formula capital under the New Deal for Schools programme was introduced in April 2000. This was £357 million for 2000-01 rising to £600 million in 2003-04, when a typical secondary school will receive over £70,000 and a typical primary over £20,000.

Computer to pupil ratios continue to improve. 1: 9.7 in primary and 1: 6.0 in secondary schools, and 99 per cent of schools are connected to the Internet.

## **Section C: Sure Start (Chapter 5)**

Support for learning in the early years is essential to giving children a good start in life. Ensuring there is a free part-time early education place for all three- and four-year-olds, whose parents want one, is key to this, as is extending the supply of available, affordable and quality childcare and other family support. All adults working in the early years strongly influence young children and it is critical that they have the right skills, are trained to high professional standards and are highly motivated and committed.

Working with other Departments, providers and organisations, through a newly enlarged interdepartmental Sure Start Unit (reporting to both Department for Education and Skills and Department for Work and Pensions), our aim is to ensure that accessible and high quality childcare, early education and other services are available for all our young children and families.

## **Section D: Sustaining Improvements in Primary Education (Chapter 6)**

The 2002 results for literacy and numeracy for 11-year-olds were the best ever, but fell a little short of the target. The level of attainment and the achievement gap between different schools and local authorities must be narrowed and new and challenging targets for 2004 have been set.

Standards of teaching and learning in primary schools will be raised by widening learning opportunities for primary school children.

## **Section E: Transforming Secondary Education (Chapter 7)**

The Government is committed to transforming secondary education by improving the quality of teaching and learning for all young people. Targeted efforts are supporting and challenging those schools that are failing their pupils and supporting those pupils facing particular disadvantage. Improving standards for 11- to 14-year-olds at Key Stage 3, where progress has often been too slow, will provide a springboard for meeting individual talents and aspirations more effectively at 14-19. Challenging targets for Key Stage 3 have been set for 2004 and 2007.

## **Section F: Pupil Inclusion (Chapter 8)**

The Department is committed to an inclusive education system which provides all pupils with the opportunity to meet their full potential. Central to this are our policies which are focused on removing barriers to pupils learning to ensure that they achieve the results they deserve.

There are a range of initiatives in place to support all schools and pupils to ensure that they learn without disruption due to poor behaviour and attendance and a series of programmes focused on those who are disadvantaged.

## **Section G: Transforming the School Workforce (Chapter 9)**

The Department's focus here is on the recruitment, retention, quality and status of the whole of the school workforce. This is a priority programme and the work it supports underpins the schools reform agenda more generally. Particularly important is the work to enable teachers to spend more time on teaching and activities that directly support teaching.

## **Section H: Extending Opportunities and Raising Standards at 14-19 (Chapter 10)**

14-19 marks a critical phase in young people's lives. The Department is working to develop a coherent 14-19 phase with greater flexibility and high-quality vocational and academic opportunities that allow all students to fulfil their potential. New partnerships between schools, colleges and the workplace will be key to delivering these reforms as well as the support and guidance provided to young people by the Connexions Service. A Working Group will set about building a consensus for longer-term structural reform. *14-19: opportunity and excellence* published in January 2003 sets out the strategy for reform.

## **Section I: Improving the Skills of Young People and Adults (Chapters 11 to 13)**

### Further Education

The Department has committed to a programme of investment and reform to raise standards, increase participation and improve outcomes for learners and employers. This is the largest ever investment programme in further education and represents a huge vote of confidence in colleges.

### Higher Education

The Department is committed to continuing to increase participation in higher education, while continuing to improve standards and ensuring that access is fair and based on merit alone. It will look to ensure that the country has higher education institutions that can compete with the best in the world in research and knowledge transfer, that provide a high standard of teaching, and that link closely with business to generate jobs and wealth. The White Paper *The future of higher education*, published in January 2003, sets out a ten-year vision for the future of the sector.

## Adult Skills

The UK has a legacy of seven million adults lacking the literacy and numeracy skills that the economy requires. The Department is leading a campaign, with the Learning and Skills Council, to help 1.5 million adults improve their literacy and numeracy skills by 2007. In the workforce, many more people need to be involved in learning, because skills are central to economic success. A cross-Government Skills Strategy is due for publication later in 2003.

## Section J: About the Department for Education and Skills (Chapters 14 and 15)

The Department has a clear and sustained focus on delivery which guides all we do, particularly concentrating on:

- Focusing on our customers.
- Working in effective partnerships.
- Releasing talent and encouraging diversity.
- Flexible resourcing.
- Project and Programme Management.

Details of our progress in these areas are contained in Chapter 14.

Delivery of our agenda depends on working with a wide range of partners and people some of whom are shown in Chapter 15.

# Organisation Chart



**David Normington**  
Permanent Secretary



**Peter Housden**  
Director General  
Schools



**Peter Shaw**  
Director General  
Youth



**Janice Shiner**  
Director General  
Lifelong Learning



**Susan Thomas**  
Director General, Corporate Services  
and Development



**Anne Jackson**  
Acting Director  
Strategy and Communications\*



**Peter Makeham**  
Director General  
Finance and Analytical Services

\*Michael Stevenson will take up post as the new Director for  
Strategy and Communications on 9 June 2003

---

## Government Offices Regional Directors

**Jane Todd**  
East Midlands

**Liz Meek**  
London

**Keith Barnes**  
North West

**Jane Henderson**  
South West

**Felicity Everiss**  
Yorkshire and  
the Humber

**Caroline Bowdler**  
East of England

**Jonathan Blackie**  
North East

**Paul Martin**  
South East

**Graham Garbutt**  
West Midlands



# Section A

Better Public Services – Performance against Targets

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## Chapter 1

# Department for Education and Skills

### ■ ■ ■ Public Service Agreement Targets

Delivering better public services does not just depend on how much money the Government spends. Equally important is how well the Government spends it. Public Service Agreements (PSAs) set out what Departments aim to deliver in return for the investment being made. They provide a clear statement of priorities and are an integral part of the Department's spending plans.

The Government introduced PSAs following the Comprehensive Spending Review 1998 setting out for the first time what each Department aimed to achieve in terms of targets for public service improvements. Progress against those targets has been reported every year in spring departmental reports and the *Autumn Performance Report* published in November 2002 included a detailed report on final achievement against these targets.

In the Spending Review 2000, the Government further developed the PSAs by reducing the total number of performance targets for the new period, focusing more on the Government's key priorities and introducing Technical Notes which explain how performance against each PSA target will be measured.

There will now be a further dramatic and sustained increase in education spending arising from the Spending Review 2002. This additional investment is essential if we are to achieve a world-class education system and ensure that our workforce has the skills to compete with the best in the world. That means continuing to reform and improve. The Strategic Framework *Delivering results: a strategy to 2006 (revised December 2002)*, sets out the major challenges ahead arising from the 2002 Spending Review.

## Spending Review 2000 Targets<sup>1</sup>

### 1. Increase the percentage of 11-year-olds at or above the expected standard of literacy and numeracy for their age. By 2004:

- 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 to 85% by 2004<sup>2</sup>; and
- Reduce to zero the number of local education authorities where fewer than 78% of pupils at level 4 or above achieve these standards<sup>3</sup>.

#### Progress:

The 2002 provisional Key Stage 2 results are the best ever achieved by 11-year-olds. The attainment gap between lowest and highest performing local education authorities has narrowed – showing that improvement is possible everywhere.

The percentage of pupils achieving level 4 or above in English remained unchanged from 2001 at 75%, whilst the percentage of pupils achieving level 4 or above in maths rose two percentage points from 71% in 2001 to 73%.

*For more information see chapter 6, Table 6.1*

### 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:

- 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<sup>2</sup>;
- as milestones towards that target 75% to achieve level 5 in English, maths and ICT, and 70% in science by 2004<sup>2</sup>;
- by 2004, as a minimum performance target at least 65% to achieve level 5 and above in English and maths, and 60% in each LEA<sup>3</sup>; and
- by 2004, no more than 15% of pupils will fail to attain at least one level 5<sup>4</sup>.

#### Progress:

The 2002 National Curriculum test results for key stage 3 show an increase in the percentage of pupils achieving level 5 or above in English, maths, science and ICT Teacher Assessment to 67%, 67%, 67% and 66% respectively.

*For more information see chapter 7, Table 7.1*

### 3. Increase the percentage of pupils obtaining five or more GCSEs at grades A\*- C (or equivalent):

- increase the proportion achieving the standard by 4 percentage points between 2002 and 2004<sup>2</sup>; and
- at least 38% to achieve this standard in every local education authority by 2004<sup>4</sup>.

#### Progress:

The 2001/02 GCSE Examination results show an increase in the percentage of pupils achieving five or more GCSEs at grades A\*-C to 51.5% from 50% in 2000/01.

*For more information see chapter 10, Table 10.1*

### 4. Increase the percentage of pupils obtaining five or more GCSEs at grades A\*-G (or equivalent), including English and maths: by 2004, 92% of 16-year-olds should reach this standard<sup>4</sup>.

#### Progress:

The 2001/02 GCSE Examination results show an increase in the percentage of pupils achieving five or more GCSEs at grades A\*-G (including English and maths) to 87.1% from 86.9% in 2000/01.

*For more information see chapter 10, Table 10.1*

1. Responsibility for Targets 9 to 12 transferred to Department for Work and Pensions.

2. Target carried forward as SR2002 PSA (see Table 1.1).

3. Target carried forward as a supporting target and replaced by school level SR2002 PSA (see Table 1.1).

4. Target carried forward as a supporting target.

#### **5. On pupil inclusion:**

- reduce school truancies by a further 10% from the level achieved in 2002<sup>2</sup>; and
- ensure that all pupils who are permanently excluded obtain an appropriate full-time education<sup>4</sup>.

Progress:

Unauthorised absence has remained constant at 0.7% of half days missed.

Local Education Authorities have given assurances that full-time education provision is in place for all permanently excluded pupils from September 2002.

*For more information see chapter 8.*

#### **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<sup>2</sup>.**

In autumn 2002, the proportion of 19-year-olds qualified to at least level 2 in England was 74.8%.

*For more information see chapter 10.*

#### **7. In higher education: while maintaining standards;**

- increase participation towards 50% of those aged 18 to 30 by the end of the decade<sup>2</sup>;
- make significant, year-on-year progress towards fair access, as measured by the Funding Council's benchmarks<sup>2</sup>; and
- bear down on rates of non-completion<sup>2</sup>.

Progress:

Increase Participation – Revisions to the population estimates following the 2001 Census are being incorporated into our analyses. Given the lower population estimates the Initial Entry Rate (IER) in 1999/00 is likely to be nearer to 41.4% than the 39.9% figure before the 2001 Census. Our best estimate for the IER in 2001/02 is now 43% compared with 41.5% previously.

Fair Access – If current trends continue, improvements in schools and further education should provide enough suitable qualified students to enable the current social class gap in higher education to narrow.

Non-Completion – UK non-completion rate has stayed broadly the same at 17-18% since 1991/92.

*For more information see chapter 12.*

#### **8. Reduce the number of adults who have literacy or numeracy problems by 750,000 by 2004<sup>2</sup>.**

Progress:

By January 2003 – 40% of the target achieved.

*For more information see chapter 13.*

#### **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.**

Progress:

A framework of Consistent Financial Reporting has been established requiring all maintained schools to report their accounts in a standardised way.

---

2. Target carried forward as SR2002 PSA (see Table 1.1).

4. Target carried forward as a supporting target.

## Spending Review 2002 Targets

It is too early to report on these targets but latest data and or baseline information has been shown against any corresponding SR2000 targets.

**Table 1.1** Spending Review 2002 Targets

### 1. Raise standards in English and maths so that:

- by 2004, 85% of 11-year-olds achieve level 4 or above and 35% achieve level 5 or above with this level of performance sustained until 2006; and
- by 2006, the number of schools in which fewer than 65% of pupils achieve level 4 or above is significantly reduced.

### 2. Raise standards in English, maths, ICT and science in secondary education so that:

- by 2004, 75% of 14-year-olds achieve level 5 or above in English, maths and ICT (70% in science) nationally and by 2007, 85% (80% in science);
- by 2007, the number of schools where fewer than 60% of 14-year-olds achieve level 5 or above is significantly reduced; and
- by 2007, 90% of pupils reach level 4 in English and maths by age 12.

### 3. By 2004, reduce school truancies by 10% compared to 2002, sustain the new lower level, and improve overall attendance levels thereafter.

### 4. Enhance the take-up of sporting opportunities by 5- to 16-year-olds by increasing the percentage of school children who spend a minimum of two hours each week on high quality PE and school sport within and beyond the curriculum from 25% in 2002 to 75% by 2006. Joint target with Department for Culture, Media and Sport.

### 5. Raise standards in schools and colleges so that:

- between 2002 and 2006 the proportion of those aged 16 who get qualifications equivalent to five GCSEs at grades A\*-C rises by 2 percentage points each year on average and in all schools at least 20% of pupils achieve this standard by 2004 rising to 25% by 2006; and
- the proportion of 19-year-olds who achieve this standard rises by 3 percentage points between 2002 and 2004, with a further increase of 3 percentage points by 2006.

### 6. By 2004, at least 28% of young people to start a Modern Apprenticeship by age 22.

### 7. By 2010, 90% of young people by age 22 will have participated in a full-time programme fitting them for entry into higher education or skilled employment.

### 8. Challenging targets will be set for minimum performance and value for money in FE colleges and other providers by the Government and the LSCs (this is also the department's value for money target).

### 9. By 2010, increase participation in higher education towards 50% of those aged 18 to 30. Also make significant progress year on year towards fair access, and bear down on rates of non-completion.

### 10. Improve the basic skill levels of 1.5 million adults between the launch of Skills for Life in 2001 and 2007, with a milestone of 750,000 by 2004.

### 11. Reduce by at least 40% the number of adults in the UK workforce who lack NVQ 2 or equivalent qualifications by 2010. Working towards this, one million adults in the workforce to achieve level 2 between 2003 and 2006.

All the Government's key performance data on public service delivery (Spending Review 2002) is now available on a single Public Service Performance website. The site sets out performance against high level PSA targets and allows access to how the Government is delivering across all areas. The site will be regularly updated.

[www.hm-treasury.gov.uk/performance/](http://www.hm-treasury.gov.uk/performance/)

## Chapter 2

# Sure Start

### Aim

During 2001-02, more Sure Start local programmes became operational. Each has the aim to work with parents to be, parents and children to promote the physical, intellectual and social development of babies and young children – particularly those who are disadvantaged – so that they can flourish at home and when they get to school, and thereby break the cycle of disadvantage for the current generation of young children.

### Public Service Agreement Targets

All Sure Start local programmes work towards four objectives, for each of which there was a Public Service Agreement target set in the Spending Review 2000. It is still relatively early to report on progress against these targets. Most of the targets call for information to be collected by programmes. As at April 2000, the first 59 programmes had been approved, so only this group were operating throughout 2000-01 and 2001-02 and were able to indicate their progress between the two years. In practice, not all programmes were able to collect full data. Moreover, as each programme covers a localised geographical area, the overall data set is very small and may not be representative of the planned 524 Sure Start areas. Caution must therefore be exercised in drawing conclusions about progress – information will improve in future years as more programmes will have been operating and will have done so for longer, and information will also become available from the Sure Start national evaluation.

### Spending Review 2000 Targets

#### Objective 1: Improving children's social and emotional development

- Reduce the proportion of children aged 0 to 3 in Sure Start areas who are re-registered within the space of twelve months on the child protection register, by 20% by 2004.

Progress:

The incidence of children re-registered is very small, with typically a single child per programme area. Those programmes reporting saw a reduction of 37 per cent in re-registrations between 2000-01 and 2001-02, but on very small numbers of children.

#### Objective 2: Improving children's health

- Achieve by 2004, in Sure Start areas, a 10 percentage point reduction in mothers who smoke in pregnancy.

Progress:

Reported information, again on a small sample, indicated a two percentage point increase in smoking between 2000-01 and 2001-02. Mothers may be more likely to admit to smoking to those with whom they have built trust, which causes reported figures to rise even when smoking may actually be reducing.

#### Objective 3: Improving children's ability to learn

- Achieve by 2004, in Sure Start areas, a reduction of five percentage points in the number of children with speech and language problems requiring specialist intervention by the age of four.

Progress:

Information is not available for 2001-02 on this target.

#### Objective 4: Strengthening families and communities

- Reduce the number of 0 to 3 year old children in Sure Start areas living in households where no-one is working, by 12% by 2004.

Progress:

Between 2001 and 2002, the number of children in Sure Start areas dependent on income support or workless benefits fell by five per cent, implying that progress is on course towards the target of a 12 per cent reduction by 2004.

Good progress is being made in putting in place the mechanisms necessary to maintain progress on these targets. More details on Sure Start Local Programmes are given in chapter 5.

## Spending Review 2002 Targets

Sure Start's Public Service Agreement targets for the Spending Review 2002 period again relate to the four objectives identified above and focus on operational programmes, covering both the planned 524 Sure Start local programmes and new children's centres. More details regarding both types of programme are given in chapter 5. Baseline data for the targets are not yet available. The targets are to achieve, by 2005-06:

- An increase in the proportion of children aged five with normal levels of personal, social and emotional development for their age.

- A 6 percentage point reduction in the proportion of mothers who smoke during pregnancy.

- An increase in the proportion of children aged five with normal levels of communication, language and literacy for their age, and an increase in the proportion of young children with satisfactory speech and language development at age 2 years.

- A 12% reduction in the proportion of young children living in households where no one is working.



# Section B

## Expenditure and Investment

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## Chapter 3

# 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. This chapter sets out key points from the Department's expenditure plans.

**Table 3.1** Summary of Resource and Capital Tables 1998-99 to 2005-06 (£ million)

	1998-99 outturn	1999-00 outturn	2000-01 outturn	2001-02 outturn	2002-03 estimated outturn	2003-04 plans	2004-05 plans	2005-06 plans
<b>Total Spending in Departmental Expenditure Limits (DEL)<sup>1,2</sup></b>								
Sure Start <sup>3</sup>	179	213	368	467	631	531	1,219	1,506
Schools, including Sixth Forms	1,810	2,267	4,449	5,443	7,895	8,920	9,606	9,982
Support for Young People <sup>4,5</sup>	1,025	1,149	1,234	657	907	885	944	979
Higher Education	5,956	6,237	5,886	6,189	6,593	7,176	7,326	8,138
Further Education, Adult Learning and Skills and Lifelong Learning	3,499	3,672	4,159	5,838	6,692	7,269	7,743	8,346
Activities to Support all Functions <sup>6</sup>	243	258	263	279	278	312	381	807
<b>Total Department for Education and Skills</b>	<b>12,713</b>	<b>13,796</b>	<b>16,359</b>	<b>18,874</b>	<b>22,996</b>	<b>25,092</b>	<b>27,219</b>	<b>29,758</b>
<b>Total Central Government Spending on Education in England<sup>7</sup></b>	<b>11,288</b>	<b>12,159</b>	<b>14,498</b>	<b>17,011</b>	<b>20,670</b>	<b>22,820</b>	<b>24,737</b>	<b>26,760</b>
<b>Local Government Education Formula Spending<sup>8,9</sup></b>	<b>19,384</b>	<b>20,414</b>	<b>21,479</b>	<b>22,513</b>	<b>22,502</b>	<b>25,018</b>	<b>26,341</b>	<b>28,709</b>

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

2. Includes both resource and capital expenditure.

3. Includes expenditure on Early Years and Childcare.

4. Includes expenditure on the Children's Fund.

5. Includes Education Maintenance Allowances (EMAs) 2001-02 and 2002-03 which have been reclassified as resource AME 2003-04 onwards.

6. In 2005-06 includes the Service Development Fund which is used to support innovative projects.

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 and Sure Start.

8. These figures are not comparable with the local authority recurrent spending in Tables 3.3 and 3.4.

9. The figures from 2003-04 onwards reflect the transfer of responsibility from DfES to LEAs of costs relating to pensions and nursery education.

**Table 3.2 Expenditure by Function within Departmental Expenditure Limit 1998-99 to 2005-06 (£ million)**

	Resource terms							
	1998-99 outturn	1999-00 outturn	2000-01 outturn	2001-02 outturn	2002-03 estimated outturn	2003-04 plans	2004-05 plans	2005-06 plans
<b>Early Years and Childcare<sup>1,15</sup></b>	<b>179</b>	<b>213</b>	<b>368</b>	<b>467</b>	<b>631</b>	<b>734</b>	<b>1,322</b>	<b>1,635</b>
<i>of which</i>								
Sure Start	#	7	56	134	211	734	1,322	1,635
Childcare <sup>2</sup>	45	56	65	109	94			
Nursery Education <sup>2</sup>	134	150	247	224	326			
<b>Schools<sup>15</sup></b>	<b>1,810</b>	<b>2,267</b>	<b>4,449</b>	<b>5,443</b>	<b>7,895</b>	<b>8,954</b>	<b>9,722</b>	<b>9,982</b>
<i>of which</i>								
Investment in School Buildings <sup>3</sup>	924	1,012	1,810	1,862	2,322	3,114	3,636	4,124
<i>of which</i>								
Voluntary Aided Schools	118	130	106	171	258	355	591	1,412
Capital Grants within Standards Fund	67	71	382	786	1,251	1,724	1,587	1,420
Credit approvals	376	450	540	559	812	1,035	1,458	1,292
New Deal for Schools	231	234	702	316				
Other Standards Fund (including Excellence in Cities) <sup>4</sup>	264	530	1,315	1,509	1,846	1,466	1,498	1,938
School Standards Grant				683	686	756	746	866
Schools Sixth Form Funding (through the Learning and Skills Council)					1,379	1,428	1,476	1,573
Information and Communications Technology	51	59	127	155	214	384	422	443
Modernising the Teaching Profession <sup>5</sup>	224	260	668	984	1,138	1,401	1,632	720
Other miscellaneous programmes <sup>6</sup>	348	406	529	250	310	405	313	318
<b>Support for Young People<sup>1,7,15</sup></b>	<b>1,025</b>	<b>1,149</b>	<b>1,236</b>	<b>657</b>	<b>907</b>	<b>885</b>	<b>945</b>	<b>979</b>
<i>of which</i>								
Work Based Training for Young People <sup>8</sup>	712	799	837					
Careers Service <sup>9</sup>	205	228	239					
Education Maintenance Allowances <sup>10</sup>				109	127			
Connexions Service			15	332	441	478	532	569
Neighbourhood Support Fund		10	5	19	22	10	10	10
Millennium Volunteers		4	14	19	18	20	15	15
Youth Services	4	5	4	5	31	32	42	43
Childrens Fund				37	129	200	200	200
Other Miscellaneous Programmes	105	104	121	136	140	145	146	142
<b>Higher Education<sup>15</sup></b>	<b>5,956</b>	<b>6,237</b>	<b>5,887</b>	<b>6,189</b>	<b>6,593</b>	<b>7,209</b>	<b>7,442</b>	<b>8,138</b>
<i>of which</i>								
Higher Education Funding Council for England, etc <sup>17</sup>	3,540	4,413	4,273	4,708	4,938	5,305	5,605	6,103
Student Loans RAB charge	410	604	794	733	833	1,027	966	1,039
Mandatory Awards: Maintenance and Fees	1,877	1,073	670	617	634	661	735	849
Access Funds and Bursaries	39	82	87	88	123	116	63	63
Student Support Administration	18	36	31	41	43	40	43	44
British Academy	29	31	34	36	13	13	13	13
Other Miscellaneous Programmes (including CFERs)	42	-2	-3	-34	9	47	17	27
<b>Further Education, Adult Learning and Skills and Lifelong Learning<sup>15</sup></b>	<b>3,499</b>	<b>3,672</b>	<b>4,157</b>	<b>5,838</b>	<b>6,692</b>	<b>7,303</b>	<b>7,859</b>	<b>8,346</b>
<i>of which</i>								
Further Education <sup>8</sup>	3,148	3,275	3,551					
FE student support <sup>8,11</sup>	24	52	90					
Learning and Skills Council (except Sixth Form Funding) <sup>12</sup>			45	5,289	6,181	6,688	7,170	7,655
Adult Education and Skills Initiative	93	70	147	353	207	168	174	182
Adult Learning Inspectorate/Training Inspectorate <sup>13</sup>	5	7	10	33	25	24	24	24
Union Learning Fund	2	3	4	6	10	8	8	8
FE collaboration fund	27							

**Table 3.2 Expenditure by Function within Departmental Expenditure Limit 1998-99 to 2005-06 (£ million)**

*Continued*

	Resource terms							
	1998-99 outturn	1999-00 outturn	2000-01 outturn	2001-02 outturn	2002-03 estimated outturn	2003-04 plans	2004-05 plans	2005-06 plans
Learning Partnership Fund		5	10	10	10			
Training and Enterprise Council (TEC)								
Strategy Budget <sup>8</sup>	114	104	118					
Career Development Loans	13	15	15	16	17	17	17	17
University for Industry	5	42	58	51	102	44	44	44
Prisoners' Learning and Skills				57	67	96	121	136
Other Miscellaneous Programmes	69	99	109	23	73	258	300	279
<b>Activities to Support all Functions<sup>15</sup></b>	<b>243</b>	<b>258</b>	<b>263</b>	<b>279</b>	<b>278</b>	<b>312</b>	<b>381</b>	<b>807</b>
<i>of which</i>								
Research and Publicity	17	19	25	22	27	29	35	32
Emergency Reserve					0	40	100	30
Administrative Costs	219	233	233	245	238	216	231	231
Other Miscellaneous Programmes <sup>14</sup>	8	6	6	12	13	26	15	515
<b>Planned use of earlier years' accumulated End Year Flexibility<sup>16</sup></b>						<b>-304</b>	<b>-451</b>	<b>-129</b>
<b>Total Department for Education and Skills</b>	<b>12,713</b>	<b>13,796</b>	<b>16,359</b>	<b>18,874</b>	<b>22,996</b>	<b>25,092</b>	<b>27,219</b>	<b>29,758</b>

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

2. From 2003-04 the funding for Childcare and Nursery Education has been merged into that for Sure Start.

3. 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 Departmental Expenditure Limit (DEL). They do not include Public Finance Initiative Credit Approvals as they are outside of DEL.

4. This excludes School Standards Grant in 2000-01 and 2001-02. It also excludes expenditure on National Grid for Learning and Education Actions Zones from 2001-02.

5. For 2005-06 the majority of funding has been transferred to local authorities.

6. 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.

7. Summary figures change from 2001-02 due to transfer of funding for Work-Based Training for Young People to the Learning and Skills Council.

8. Funding from April 2001 became the responsibility of the Learning and Skills Council.

9. From 2001-02 the activities of the Careers Service was taken over by the Connexions Service.

10. 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. From 2003-04 these will be funded from Annually Managed Expenditure (AME).

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

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

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

14. Figures include Service Development Fund allocations in 2005-06. This is used to support innovative projects.

15. Figures for 1998-99 to 2000-01 differ from last year's as they include capital charges and Provisions which are now classified as DEL instead of AME.

16. Some of the resource allocated to Departmental budgets is money the Department plans to draw down from previous years underspends through End Year Flexibility.

17. In 1999-00 provision of £385 million was available to HEFCE for funding staff related commitments of certain universities and colleges of higher education formerly maintained by local authorities. This provision, its unwinding and utilisation has been reclassified from AME to DEL. This adjustment has been applied retrospectively to HE budgets.

## Funding for Education and Skills in England

In July 2002 the Government published the results of its third Spending Review, which covers the three year period 2003-04 to 2005-06. The outcome of that review means the average real-term annual growth in spending on education and skills in England, between 2003-04 and 2005-06, will be six per cent a year. Capital expenditure on education and skills will rise from £1 billion a year in 1997-98 to £7 billion a year by 2005-06. By 2005-06, spending in England on education and skills will be £12.8 billion more than in 2002-03.

In his Pre-Budget Report in November 2002, the Chancellor announced a £135 million package for education and skills. This will fund the extension of the Employer Training pilots and enable initiatives that encourage young people into volunteering to be piloted.

## Budget 2003

In April's Budget, the Government announced a package of measures for education and skills using reallocated resources, including:

- an increase in funding for the Union Learning Fund from £11 million in 2003-04 to £14 million in 2004-05 and 2005-06;
- the establishment of Enterprise Advisor Pilots in deprived areas funded from existing LSC resources and accessed through the existing network of Education Business Partnership Consortia;
- supporting Small Business Training by using banks' existing communication networks to stimulate demand for advice and training in small businesses;
- international students in science, engineering and technology subjects will be allowed to work in the UK for 1 year after graduation, before going through the usual work permit process;
- confirmation of the Modern Apprenticeship task force;
- review of the tax treatment of professional subscriptions;
- a cross-Government review of financial incentives for young people will report in spring 2004;
- proposals to consider setting up a National Council for Entrepreneurship to act as a central information source for students and graduates considering starting up in business;
- details of six additional areas for Employer Training Pilots that will operate from summer 2003; and
- details of the Young Volunteer Challenge Scheme.

**Table 3.3 Education Expenditure<sup>1,2</sup> by Central and Local Government<sup>3</sup> by Sector in Real Terms<sup>4</sup> in England**

1997-98 to 2002-03 (£ million)

	1997-98 outturn	1998-99 outturn	1999-00 outturn	2000-01 outturn	2001-02 provisional outturn	2002-03 estimated outturn
<b>Schools<sup>5</sup></b>						
<b>Capital<sup>6</sup></b>	1,183	1,292	1,394	1,684	1,926	2,131
<b>Current</b>	<b>20,116</b>	<b>20,497</b>	<b>21,906</b>	<b>23,613</b>	<b>25,858</b>	<b>27,015</b>
<i>Of which</i>						
Under fives	1,931	1,967	2,180	2,417	2,907	3,080
Primary	7,216	7,305	7,560	8,124	8,764	9,000
Secondary	8,994	9,149	9,528	10,156	11,146	11,596
Other <sup>7</sup>	1,976	2,076	2,638	2,916	3,041	3,339
<b>Further education, adult learning and other education initiatives<sup>8</sup></b>	3,607	3,618	3,646	3,867	4,657	4,990
<b>Higher education<sup>9,10</sup></b>	4,959	4,908	5,199	4,780	5,146	5,233
<b>Student Support</b>	<b>1,491</b>	<b>1,501</b>	<b>1,313</b>	<b>1,332</b>	<b>1,138</b>	<b>1,306</b>
<i>Of which</i>						
Further education <sup>11</sup>	76	78	100	191	189	272
Higher education <sup>12</sup>	1,415	1,424	1,213	1,141	949	1,034
<b>Administration, inspection costs and miscellaneous services<sup>13</sup></b>	1,410	1,610	1,076	1,117	1,326	1,435
<b>Total</b>						
<b>Real terms</b>	<b>32,767</b>	<b>33,426</b>	<b>34,534</b>	<b>36,392</b>	<b>40,050</b>	<b>42,109</b>
<b>Cash</b>	<b>29,704</b>	<b>31,134</b>	<b>32,945</b>	<b>35,505</b>	<b>40,050</b>	<b>43,387</b>

1. This table has been produced using HM Treasury's 2003-04 Departmental Expenditure Limit (DEL) classifications, in which Capital Charges and Provisions have been re-classified from Annually Managed Expenditure (AME) to DEL and Capital Grants DEL to third parties has been re-classified as Resource Grants DEL to third parties.
2. 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 1997-98 are cash-based. The shading of the table reflects this.
3. The recurrent local authority figures in this table are drawn from Table 3.4; 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, the change in source is shown by the dotted line. They reflect actual expenditure for 1997-98 to 2000-01, provisional for 2001-02 and are estimated for 2002-03.
4. All figures have been converted to 2001-02 price levels using the April 2003 Gross Domestic Product (GDP) deflators.
5. 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.
6. 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, £450 million in 2001-02 and £850 million in 2002-03).
7. Includes expenditure on meals, transport, non-maintained school fees, teacher development, access/pupil support and other support services (as defined in Table 3.4). Also includes expenditure by the Teacher Training Agency.
8. Includes recurrent and capital expenditure on further and adult education by local authorities, and, up to 2000-01, by the Further Education Funding Council (FEFC) and, from 2001-02, the estimated element of funding on education by the Learning and Skills Council. Also includes other expenditure by the Department on further and adult education such as prisoner learning and skills.
9. Includes Higher Education Funding Council for England (HEFCE) institutional recurrent and capital funding, other HE funding and the public contributions to tuition fees estimated to have been paid on behalf of students resident in England. In 1999-00 provision of £385 million was available to HEFCE for funding staff related commitments of certain universities and colleges of higher education formerly maintained by local authorities. This provision, its unwinding and utilisation has been reclassified from AME to DEL. This adjustment has been applied retrospectively to HE budgets.
10. The expenditure data in this table and those used in the calculation of funding per student in HE in Table 3.8 are not directly comparable since the latter are based on a subset of funding passing through HEFCE.
11. Includes Education Maintenance Allowances and other support for students in further education and school sixth forms.
12. Includes the maintenance element of student support, estimated for students resident in England, funded via the Student Loans Company and local authorities. Also includes discretionary awards, access funds, postgraduate awards, fees for European Union students, resource charges for student loans and the sale of student debt.
13. 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, the Spending Review 2002 will deliver an increase in education spending in the UK of £14.7 billion, from £53.7 billion to £68.4 billion, between 2002-03 and 2005-06, representing an annual average real-terms increase of 5.7 per cent between 2002-03 and 2005-06. The Government will, therefore, be meeting its pledge to increase education spending as a proportion of national income.

## Local Authority Expenditure

In the local authority finance settlement for 2003-04 for England, the Government has set the national total of local authorities' Formula Spending Shares at £57.9 billion. Within that total, Education Formula Spending (the total of Education Formula Spending Shares) accounts for £25 billion. As part of the move to reduce the proportion of funding to local authorities through ring-fenced grant, £500 million of the Department's grant has been transferred to Education Formula Spending for 2003-04. This consists mainly of Nursery Education Grant and Infant Class Size Grant. A further £586 million baseline transfer has been made to cover the 4.75 per cent increase in employers' contributions to the Teachers' Pension Scheme resulting from new financing arrangements.

The review of local government finance formula grant distribution has concluded since publication of the last report. The new system for education seeks to balance several factors:

- social deprivation;
- the needs of those with English as an additional language;
- the needs of low achieving ethnic groups;
- the needs of those living in rural areas; and
- costs and wages in different geographical areas.

The Government has made available additional resources to ensure that the effective increase in education funding for LEAs and schools between 2002-03 and 2003-04 is no less than 3.2 per cent per pupil for all authorities.

The Government's policy is that the great majority of education spending should be in the hands of schools. From 2003-04 school funding is separated from the funding of LEAs' central functions through the introduction of separate schools and LEA blocks in the new LEA funding system. The Government expects local authorities to pass on increases in schools funding to their schools budgets. In addition the Secretary of State is able to use a reserve power by virtue of Section 42 of the Education Act 2002 in order to set a minimum level of schools budget for a local education authority to be used in exceptional circumstances.

Table 3.4 shows outturn spending for 1997-98 to 2002-03. 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 2001-02 figures are provisional. The 2002-03 figures are estimated and reflect total education expenditure as recorded on authorities' budget statements.



**Table 3.4 Local Authority Expenditure on Education 1997-98 to 2002-03<sup>1</sup> (£ million)**

	1997-98 outturn	1998-99 outturn	1999-00 outturn	2000-01 outturn	2001-02 provisional outturn	2002-03 estimated outturn
<b>Current Spending</b>						
<b>Schools</b>						
Under fives <sup>2,3</sup>	1,049	1,765	2,010	2,233	2,698	2,878
Primary schools	6,153	6,397	6,806	7,496	8,299	8,767
Secondary schools	7,299	7,633	8,210	8,999	10,170	10,903
Special schools	1,092	1,156	1,166	1,251	1,373	1,495
Meals <sup>4</sup>	355	357	348	336	324	309
Transport <sup>5</sup>	461	485	531	587	613	655
Non-maintained school fees <sup>6</sup>	240	248	273	277	311	330
Teacher development <sup>7</sup>	73	76	74	106	78	77
Access/Pupil support <sup>8</sup>	38	39	30	39	37	37
Other support services <sup>9</sup>	402	479	939	997	981	998
<b>Higher and Further Education<sup>10,11</sup></b>	170	163	183	209	208	224
<b>Miscellaneous Services and Administration</b>						
Youth service	248	257	268	272	288	305
Other community services <sup>12</sup>	64	70	51	61	62	62
Central administration <sup>13</sup>	778	872	381	366	389	411
<b>Total current spending less expenditure funded by specific grants outside AEF<sup>14,15,16</sup></b>	<b>18,423</b>	<b>19,996</b>	<b>21,269</b>	<b>23,229</b>	<b>25,831</b>	<b>27,449</b>
Technical and vocational education initiative	3	2	0	0	0	0
Work related further education <sup>17</sup>	54	60	59	77	81	87
Receipts from HEFCE <sup>18</sup>	11	11	11	12	12	12
Mandatory student awards <sup>19</sup>	1,982	1,877	796	318	127	79
<b>Total current spending on education</b>	<b>20,472</b>	<b>21,947</b>	<b>22,136</b>	<b>23,635</b>	<b>26,051</b>	<b>27,627</b>
<b>Capital Spending<sup>20</sup></b>						
Gross capital spending on education (excluding New Deal for Schools) <sup>21</sup>	1,037	1,027	1,184	1,016	1,744	2,358
Local authority receipts	-133	-82	-102	-119	-146	-224
<b>Total net capital spending on education (excluding New Deal for Schools)</b>	<b>904</b>	<b>945</b>	<b>1,082</b>	<b>897</b>	<b>1,598</b>	<b>2,134</b>
New Deal for Schools	78	224	207	702	316	0
<b>Total net authority capital spending</b>	<b>982</b>	<b>1,169</b>	<b>1,289</b>	<b>1,599</b>	<b>1,914</b>	<b>2,134</b>
<b>Total Local Authority expenditure on Education</b>	<b>21,454</b>	<b>23,116</b>	<b>23,425</b>	<b>25,234</b>	<b>27,965</b>	<b>29,761</b>

- 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 3.2 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.
- 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.
- Includes the cost of trainers who train existing teachers and the cost of the various curriculum training centres.
- Includes support for young people to continue in education without hardship. Figures exclude expenditure on Educational Maintenance Allowance (EMA).
- Includes expenditure associated with the educational welfare and psychological services, operational units such as computer centres, educational technology centres, education support centres and field centres. In addition, figures from 1999-00 onwards include 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.
- 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 was introduced for those on dance and drama courses. Part-time HE students are entitled to increased Hardship Funds and loans of £500 and fee waivers have been introduced.
- Figures for 1999-00 onwards include Educational Maintenance Allowance.
- Includes expenditure on the hiring of school premises to community groups and contribution costs in respect of leisure centres.
- Prior to 1999-00 includes administration and inspection costs. From 1999-00 includes cost of carrying out statutory and regulatory duties. Other administration and inspection costs are now included within the other categories of this table.
- Outturn data for 1997-98 and 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 to 2000-01 were drawn from Section 52 (Table 3) outturn statements which LEAs submitted to the DfES. Outturn data for 2001-02 are provisional, based on Section 52 (Table 3) outturn statements. 2002-03 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.
- For 2002-03 includes expenditure funded by the Learning and Skills Council.
- The figure for 2001-02 is estimated and is thus liable to be revised.
- 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 2001-02 and 2002-03 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.

## Schools

Between 1997-98 and 2003-04 real-terms funding has increased by almost £800 per pupil (28 per cent). By 2005-06, funding per pupil will be over £1,000 higher (37 per cent) in real terms than in 1997-98.

**Table 3.5 Revenue Funding<sup>1,2</sup> per School Pupil<sup>3</sup>, 1997-98 to 2005-06**

	1997-98 actual	1998-99 actual	1999-00 actual	2000-01 actual	2001-02 actual	2002-03 provisional	2003-04 plans	2004-05 plans	2005-06 plans
<b>Funding per pupil</b>									
Real terms (£)	2,810	2,830	2,940	3,140	3,330	3,430	3,600	3,670	3,850
Real-terms year-on-year change (£)	0	30	110	200	190	100	170	70	180
Real-terms index <sup>4</sup>	100	101	105	112	119	122	128	131	137

- Figures are rounded to nearest £10.
- Funding consists of Education Standard Spending/Education Formula Spending plus all schools-related revenue grants in DfES's departmental expenditure limit which are relevant to pupils aged 3-19. Funding excludes Childcare and Sure Start.
- Calculations are based on full-time equivalent pupils aged 4-19 in maintained schools in England plus estimated numbers of three year-olds funded through state support in maintained and other educational institutions.
- The real-terms index has been calculated using April 2003 gross domestic deflators and shows the percentage increase in real-terms spending compared with the base year of 1997-98.

Table 3.6 shows the real terms trend in recurrent spending per pupil in LEA maintained schools since 1997-98. Each authority determines the balance of expenditure on nursery, primary and secondary schools.

**Table 3.6 School-based Expenditure per Pupil<sup>1,2,3</sup> 1997-98 to 2001-02<sup>4</sup>**

	1997-98 outturn	1998-99 outturn	1999-00 outturn	2000-01 outturn	2001-02 provisional
Nursery/Primary cash (£) <sup>5</sup>	1,740	1,880	2,030	2,280	2,540
Real-terms index <sup>6</sup>	100	105	111	122	132
Secondary cash (£) <sup>5</sup>	2,360	2,450	2,590	2,830	3,120
Real-terms index <sup>6</sup>	100	101	104	111	120
Nursery/Primary and Secondary cash (£) <sup>5</sup>	1,970	2,090	2,270	2,510	2,800
Real-terms index <sup>6</sup>	100	103	109	119	129

- 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 3.5.
- The expenditure data up to 1998-99 are drawn from the annual RO1 spending returns, which local authorities submitted to the Department for 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.
- The pupil data are drawn from the DfES Annual Schools Census.
- The expenditure data for 2001-02 are provisional and are therefore likely to be revised in the light of further assessment of LEA returns.
- Figures rounded to nearest £10.
- The real-terms index has been calculated using 2001-02 prices using April 2003 gross domestic product deflators, and shows the percentage increase in real-terms spending compared with the base year 1997-98.

## Further Education

Assumed funding for further education allocated to the Learning and Skills Council is £4,732 million in 2003-04; £5,174 million in 2004-05; and £5,579 million in 2005-06. The funding for 2003-04 represents a £390 million increase over 2002-03. This will be followed by further increases of £442 million in 2004-05; and £405 million in 2005-06. That is a real-terms year-on-year increase of six per cent in 2003-04; a seven per cent increase in 2004-05; and a further increase of five per cent in 2005-06. This is in addition to a six per cent real-terms increase in 2002-03, compared to 2001-02.

The figures include additional funding of £80 million made available during 2002-03 to make a start on the Success for All reform strategy; and to increase capital investment during the year. The figures reflect forecast expenditure for 2001-02 and 2002-03 by the Learning and Skills Council. The sums exclude assumed additional employer contributions and additional funding made available from 2003-04 to compensate colleges for increases in the employer contribution to the Teachers Pension Scheme.

**Table 3.7 Funding per Full-time Equivalent Student<sup>1</sup> in Further Education, 1998-99 to 2005-06**

	1998-99 actual	1999-00 actual	2000-01 actual	2001-02 provisional	2002-03 planned	2003-04 planned	2004-05 planned	2005-06 planned
Funding per funded full-time equivalent student <sup>1</sup>								
Funding for participation (£) <sup>2,3,4,7</sup>	3,090	3,290	3,480	3,680	3,640	3,830	3,990	4,160
Real-terms index <sup>5</sup>	100	104	107	111	106	109	111	113
Total funding (£) <sup>2,3,4,6,7</sup>	3,090	3,380	3,640	3,890	4,020	4,240	4,460	4,650
Real-terms index <sup>5</sup>	100	107	113	117	118	121	124	126

1. Full-time equivalent (FTE) 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). Minor technical measures have been made to FTEs since last report.
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 the Higher Education Funding Council for England (HEFCE).
4. The basis for participation unit funding figures from 2001-02 onwards has changed slightly compared to the last report. From 2001-02 the figures now include all monies for Teaching Pay Initiative and some Standards Fund monies. There is also no assumed additional employer contributions.
5. The real-terms funding index has been based with 1998-99 as 100 and calculated using April 2003 GDP deflators and projections.
6. Total FE grant to the FEFC or LSC, but not including FEFC or LSC administration costs. The figures include monies provided for FE participation and certain FE funding for earmarked purposes, including capital, FE Standards Fund and other special grants to colleges.
7. Unit funding figures for 1998-99 to 2001-02 are based on cash payments from the Department to FEFC or LSC rather than actual expenditure by FEFC or LSC included in some other tables in the report.

Source: Learning and Skills Council's individualised student record (ISR) and DfES estimates and projections.  
The Further Education Funding Council was previously responsible for the ISR.

Table 3.7 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 further education participation allocated to the Learning and Skills Council. The basis for participation unit funding figures from 2001-02 onwards has changed slightly compared to the last report. As announced as part of the outcome of Spending Review 2002, some previously targeted funds have been consolidated into participation funding. From 2001-02 funding for participation includes all monies for the Teaching Pay Initiative (TPI) and some Standards Fund monies to give a more consistent picture of participation funding for

colleges. This series shows a trend of growth in participation funding. The second line shows total funding to the sector. This includes funding for participation; funds that are targeted on areas such as raising standards and increasing capital investment; and substantial additional funding to support the Success for All reform agenda.

Real-terms variations in unit funding are influenced by a number of factors which are difficult to predict, including Full Time Equivalent (FTE) student number fluctuations and the timing of when funding is brought to account. FTE student numbers fell in the academic year 2000/01 due entirely to a reduction in adult FTE student numbers. The reduction in adult FTE numbers was despite an increase in the actual number of adult learners with the vast majority studying part time. This impacts on both financial years 2000-01 and 2001-02 and has the effect of increasing the unit of funding per FTE in those two years. The 2001-02 increase in the unit of participation funding is also partly explained by the consolidation of TPI and some Standards Funds referred to above. The planned increases over the 2003-04 to 2005-06 period are consistent with the recent Spending Review 2002 settlement for Further Education and continue the trend of increased investment.

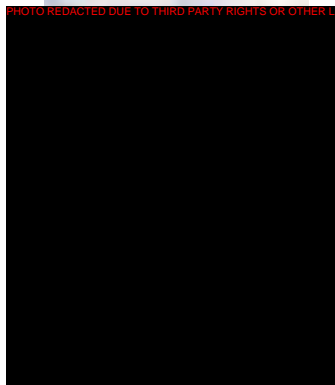
## Higher Education

The White Paper *The future of higher education* sets out the Government's vision for higher education. In order to meet the aims and challenges described in that paper, the Government is reversing years of under-investment with an increase in overall funding averaging more than six per cent in real terms over the next three years. Publicly planned spending on higher education will rise to around £7.6 billion in 2005-06, a 19 per cent increase on the previous plans published for 2003-04. As a result of that increase, publicly planned funding per student will rise by seven per cent in real terms between 2002-03 and 2005-06.

**Table 3.8** Funding<sup>1</sup> per Student<sup>2</sup> in Higher Education, 1997-98 to 2005-06

	1997-98 actual	1998-99 actual	1999-00 actual	2000-01 actual	2001-02 actual	2002-03 provisional	2003-04 plans	2004-05 plans	2005-06 plans
<b>Funding per student<sup>3</sup></b>									
Real terms (£)	5,050	5,050	5,040	4,980	5,020	5,020	5,160	5,190	5,340
Real-terms index <sup>4</sup>	100	100	100	99	99	99	102	103	106

1. Publicly planned funding on higher education institutions in England includes block grants from the Higher Education Funding Council for England (HEFCE) and the Teacher Training Agency, and public and private contributions towards the costs of tuition.
2. Full-time equivalent students.
3. The maximum student contribution to fees in 2002/03 is £1,100. This forms part of the funding above and represents between 20 and 25% of the average costs of a course.
4. Real-terms index has been based with 1997-98 set as 100 and using the April 2003 gross domestic product deflators.



## Chapter 4

# Investment

Investment in the places in which children and adults learn, and the equipment which supports them, are crucial in helping the Department meet its strategic aims. In addition, we aim to broaden the utilisation of the education and skills estates. Making the best use of the estates will involve joining up services across sectors to support different types of learning, and to provide other essential local services. In this way, the estate becomes even more the focus of the community.

The Department delivers almost all of its services through local education authorities (LEAs) and Non Departmental Public Bodies (NDPBs), notably the Learning and Skills Council (LSC) and the Higher Education Funding Council for England (HEFCE). Local managers of schools, colleges and universities have considerable freedom to manage their own budgets.

The current Departmental Investment Strategy, covering the period 2003-04 to 2005-06, published in December 2002, has a number of themes which will run through our investment: Modernisation to allow institutions to deliver learning in the 21st century; and Rationalisation to allow institutions to support our aims more efficiently, providing good value for money. Details of the Department's capital spending for the period 1998-99 to 2002-03 and our plans for 2003-04 to 2005-06 are set out in Annex C. The Department will increase capital investment, with spending rising from £3.2 billion in 2002-03 to £4.2 billion in 2003-04, £5 billion in 2004-05 and £5.7 billion in 2005-06.

### **Sure Start including Early Years Education and Childcare**

The Spending Review 2002 settlement provided substantial new resources to enhance services, particularly for the most vulnerable, reflecting the lessons of Sure Start and other programmes; and integrated responsibility within a single interdepartmental Sure Start Unit, reporting to this Department and the Department for Work and Pensions. The settlement unveiled: a combined £1.5 billion Unit budget, including more than doubling childcare spending and a capital investment of £449 million, by 2006; the establishment of children's centres in disadvantaged areas providing good quality childcare with early education, family and health services for 650,000 children, building on existing integrated programmes; and the creation of a further 250,000 new childcare places for 450,000 children in children's centres and elsewhere by 2006, in addition to the existing target of creating new places for 1.6 million children by 2004.

## Schools

School buildings should be at the heart of the community, providing learning, recreational and social opportunities for those who are both pre- and post-school age. Investing in the school working environment is vital since it has a positive impact on pupil attainment; external evaluation is revealing the quantitative linkages between investments in school buildings and increasing pupil performance. The investment in the schools estate is a visible sign of the importance attached to education and makes simple economic sense in that it minimises the running costs of providing the school over the longer term.

Since 1997, 20,000 schools have benefited from building improvements, and all schools now receive direct capital funding for their building needs. In 2003-04, a typical secondary school will receive direct capital funding of around £75,000 and a typical primary school around £22,000. By 2004, over 650 schools will have benefited from rebuilding or major renewal. The £220 million set aside over the period 2003-04 to 2005-06 to adapt buildings for disabled use, will ensure that by 2006 all mainstream schools will have washrooms which are accessible to wheelchair users, and at least 50 per cent of their teaching accommodation will be similarly accessible.

We are working to create more stimulating learning environments in schools and to determine characteristics which make them most suited to education in the 21st century. Twelve LEAs are sharing £12.5 million under the Department's Classroom of the Future initiative, which is funding 30 pilot projects to raise pupil achievement through innovative building design. The Curriculum Online partnership between the Government, broadcasters and software providers will allow pupils greater access to online resources based on the National Curriculum and tailored to their needs, enabling them to learn at their own pace. It will also ease teachers' workloads by assisting their lesson planning.

Research confirms that schools with good information and communications technology (ICT) resources generally outperformed those with unsatisfactory ICT. Our investment in ICT has improved computer to pupil ratios to 1:9.7 in primary and 1:6.0 in secondary schools, and they will be improved to 1:8 and 1:5 respectively by 2004. Over 99 per cent of all schools were connected to the Internet at April 2002, and 24 per cent connected to broadband at October 2002.

We are committed to ensuring that teachers and administrative staff also benefit from ICT, which if used effectively can produce substantial savings in teacher's workloads. The Government has already provided over 50,000 teachers with personal computers. Since its launch in January 2002, the Laptops for Teachers scheme has provided over 64,000 laptops, and has a target to equip 300,000 teachers over the period 2002-03 to 2005-06.

Extended schools will be able to provide a range of services for children, their families and the wider community, including childcare, study support, adult and family learning, access to modern technology, health and social care and sports or arts activities. Over the period



2003-04 and 2005-06, we will create extended schools in the most deprived areas, and support local delivery of extended services in many other schools. We aim to have an extended school in every LEA by 2005-06.

We will also expand the number of Academies. These are publicly-funded independent schools which offer a broad and balanced curriculum with a specialist focus in one or more areas. The first three Academies opened in September 2002 and there are a further 20 partnerships working to establish Academies. New investment will allow us to deliver at least 33 Academies by 2006.

### **Building Schools for the Future**

The Government's commitment to a further huge increase in schools capital funding over the next three years gives us new opportunities to ensure that school buildings inspire learning. Since 1997, we have provided schools with their own capital budgets and local authorities with the resources for larger projects to repair and improve school buildings. We will continue these successful programmes.

Capital investment in schools will reach £5.1 billion by 2005-06 – investment to rebuild and renew secondary schools and provide substantial new investment in primary schools. The Government has committed itself to a programme of rebuilding and renewal to ensure that secondary education in every part of England has facilities of 21st century standard. The aim of this programme will be to deliver this goal successfully for every secondary pupil within 10 to 15 years from 2005-06, subject to future public spending decisions.

This is an exciting vision. It is about using capital investment to deliver much higher standards of education and to transform learning and working environments in schools. It will need commitment from parents and the local community, and from pupils, teachers and governors. The Government is prepared to match these commitments with major capital investment.

## **Supporting Young People, Further Education and Wider Post-16 Learning**

Research has confirmed the benefits of recent improvements to the further education (FE) estate. Investment in the estate has attracted more students and increased college credibility with local employers.

The size of the FE estate continues to diminish, as space is used more effectively. The ICT infrastructure is improving, through the development of the National Learning Network, which links all FE colleges to the Internet via the Joint Academic Network (JANET). Increased capital investment is an essential part of our strategy to transform standards in education and to engage disadvantaged adults in learning. We will also invest in the adult and

community learning sector, and in UK online, both of which will play an increasingly important role in our basic skills agenda.

Investment in the FE estate will rise to £400 million by 2005-06. Our priority will be to rationalise and modernise the FE estate, allowing colleges to focus on their strengths. The engagement of employers is crucial in this sector, and our investment will help to update vocational training facilities. To assist in this process we will establish 400 Centres of Vocational Excellence (CoVEs) by 2005-06. These will focus on enhancing the employability of new entrants, on developing the skills of those already in work and on enhancing the employment prospects of those seeking work (including self-employment).

Investment in the higher education (HE) estate will play an important part in encouraging young people into HE and reducing non-completion rates. A modern estate will be needed to achieve the PSA target of increasing participation in HE towards 50 per cent of 18 to 30-year-olds by 2010. In pursuit of this end, we are aiming to have 75 per cent of the estate in the 'satisfactory' category by 2004, an increase of 13 per cent since 1998. Investment since 2000 has also improved the ICT infrastructure of the sector and allowed the commencement of the e-Universities project.

The Government is committed to enhancing excellence in higher education research, since it is vital for the economic well-being of the country that our universities are able to compete with the best international institutions. The investment in universities' science research infrastructure will increase to £500 million a year by 2004-05, of which £200 million will be from this Department. We will also be investing significant sums in the wider HE estate. Further details are contained in our strategy for HE, announced in January 2003.

## **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, particular in the use of technology. The utilisation of and investment in assets is continuously assessed and priorities are set to ensure the Department delivers effectively.

The Department's non-ICT administrative assets have a net book value of £58.9 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, but the provision of accommodation, furniture and ICT equipment is informed by Departmental strategies that are considered and endorsed by the Executive Committee. All major projects are controlled using programme and project



management 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/Private Finance Initiatives

Public-Private Partnerships (PPP) and Private Finance Initiatives (PFI) have become well-established procurement methods for the construction of new schools and the refurbishment of existing ones. There are 51 signed contracts in the schools sector covering over 560 schools, with a total value of £1.3 billion. Services have started in over 20 projects with about 30 new or substantially refurbished schools open. A further 33 projects are in development, worth £1.1 billion. There has also been an increase in the FE sector where there are now 14 signed projects, and in HE, where there are 12. Projects in the FE and HE sectors include complete campus relocations, sports and leisure facilities for college and community use, and provision of state-of-the-art ICT facilities.

Investment through PFI generally focuses on major modernisation of premises through the replacement or substantial improvement of existing schools, increasingly as part of wider rationalisation projects. We are looking to make PFI more flexible in the future so that it can support smaller projects more easily. This work has been undertaken with Partnerships UK and, initially, the Church of England (the major non-LEA sponsor of Voluntary Aided Schools).

In the early days of PPP/PFI in education, it might have taken two or three years to reach contract signature. This interval has been brought down to around 18 months. The Department will continue to further reduce the time taken to reach contract signature, lowering costs for both the public and private sector.

Following the success of the Dudley Grid for Learning project, which used PFI to provide ICT for schools across Dudley LEA, we are expanding our use of PFI to procure ICT for schools. We have a further £50 million of PFI credits available between 2003 and 2005, and are working with four LEAs to help them develop, procure and implement ICT PFI projects that further the Department's objectives to use ICT to raise standards in schools.

## Capital Modernisation Fund

The Capital Modernisation Fund (CMF) is a cross-Government fund, which supports innovative capital projects. Spending Review 2002 made provision of £2.2 billion available for the CMF over the three years 2003-04 to 2005-06.

The Government allocated £115 million in the fourth round of the CMF to projects being taken forward by the Department. The figures in brackets that follow refer to the total grant from the CMF for the project.

- Curriculum Online (£35 million) will ensure that pupils and teachers have online access to the highest quality digital learning materials across the curriculum.
- School security (£10 million) will enable LEAs to improve security in schools, to reduce the number of criminal incidents on school premises and to provide a more secure environment for staff and pupils. LEAs will be encouraged to consider innovative solutions, in addition to more common 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.
- School Playgrounds (£10 million) will fund playground improvement projects to assist primary schools enhance physical activity and sports opportunities which also help improve attendance and behaviour.

## Invest to Save

In round five of Treasury's Invest to Save Budget, the Department and its external partners were allocated £1.1 million over three years starting 2003 to 2004 to fund three projects. The Invest to Save Budget funds innovative projects, which bring together two or more bodies to deliver better public services. The successful bids were, an online registration, attendance and achievement system for a college; CITB – Electronic Testing and Certification; and National Children's Bureau – Children's Centre Project.

# Section C

Sure Start

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## Chapter 5

# A Sure Start for Every Child

The Government has funded a major expansion in services for young children and families, introducing: Sure Start local programmes providing a range of family and health services in disadvantaged areas; guaranteed free part-time early education for all four-year-olds and increasing numbers of three-year-olds; recognising the early years as a distinct phase of education; introducing the National Childcare Strategy to make affordable, accessible, quality childcare available in every community, particularly disadvantaged areas; investing heavily in developing a skilled, highly motivated and diverse workforce; and encouraging the growth of integrated early years and family services.

The Spending Review 2002 built on this base by unveiling a major cross-Government programme to transform Sure Start, Early Education and Childcare through:

- a £1.5 billion budget, including more than doubling childcare spending, by 2006;
- the integration of responsibility in a single interdepartmental Unit, so services are closely co-ordinated to best meet the needs of children, families and communities;
- the establishment of children's centres, providing childcare, early education, family and health services for 650,000 children and their families in disadvantaged areas by 2006, building on our existing integrated programmes; and
- the creation of at least 250,000 new childcare places for 450,000 children by 2005-06, on top of the existing target of creating new places for 1.6 million children by 2004.

Our initiatives work with parents to be, parents and children to:

- promote the physical, intellectual and social development of young children – particularly those who are disadvantaged – so that they can flourish at home, at school and during later life;
- help strengthen families and reduce child poverty by enabling parents to maximise their opportunities to work, learn and study, confident that their children are being cared for in a safe and stimulating environment; and
- contribute to building and sustaining strong local communities through high quality and innovative services.

Further details of particular programmes, what they aim to do and what they have achieved so far are shown below:

## Sure Start Local Programmes

### What do we do?

Sure Start local programmes are a cross-Government initiative, which works with parents to be, parents and children in disadvantaged areas to promote physical, intellectual and social development of babies and children under four.

Each programme is different but all offer five 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 healthcare, including advice about family health and child health and development; and
- support for children and parents with special needs, including help in getting access to specialised services.

### What are our aims?

To improve:

- the social and emotional development of children;
- children's health;
- children's ability to learn; and
- strengthen families and communities.

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

At April 2003, 524 Sure Start local programmes had been announced, of which 450 were up and running and were delivering services to children. Seventy-four programmes are in the planning process. The 524 programmes will help around 400,000 children living in disadvantaged areas, including a third of under fours living in poverty.

Forty-six mini Sure Start local programmes are currently being developed in pockets of deprivation and rural areas. Thirteen of them are in rural areas. These are backed by £22 million over two years, aimed at reaching 7,500 children under four.

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

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

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## Children's Centres

### What do we do?

Children's centres will serve children and families living in disadvantaged areas, providing integrated care and education for young children, health services, family support and a base for childminders. They will also support unemployed parents in taking up training and employment options through links with Jobcentre Plus offices.

They will build on what the evidence shows delivers the best outcomes for children and parents, and many will therefore be based on existing initiatives including: Sure Start local programmes, Early Excellence Centres, Nursery Schools and Neighbourhood Nurseries.

### What are our aims?

At least 650,000 children under five living in the 20 per cent most disadvantaged wards will be able to use children's centre services by April 2006. The longer term aim is that every pre-school child living in these areas will benefit from the children's centres.

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

Overall strategic responsibility for developing children's centres rests with Local Authorities who are consulting key partners, including: Early Years Development and Childcare Partnerships (EYDCPs), Sure Start Partnerships, other providers and health services, as part of this role. We have informed Local Authorities of their indicative targets and funding levels, and they will submit their strategic plans by mid October 2003.



## What do we do?

The National Childcare Strategy was introduced in May 1998 to ensure that affordable, accessible and quality childcare is available in every neighbourhood with 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 new childcare places for 1.6 million children, which taking account of turnover, should allow around one million extra children to benefit;
- an 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.

By 2004, the designation of 100 Early Excellence Centres.

Targets for 2006 include:

- creating 250,000 extra new childcare places for 450,000 children in children's centres and elsewhere.

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

£195 million childcare grant funding was made available to local authorities in 2002-03.

At December 2002, over 647,000 new childcare places have been created since 1997, benefiting more than 1.1 million children. Taking account of turnover, this has added over 367,000 places for more than 688,000 children, to the stock of places available.

91 Early Excellence Centres are providing high quality integrated early education and childcare alongside a range of family and health services.

For the three years from 2001 to 2004, much of the increased funding is being directed at expanding childcare in the 20 per cent most disadvantaged areas where provision is scarcer. This will be by creating:

- up to 45,000 new day care places in state of the art, new Neighbourhood Nurseries (at £300 million, this is the largest ever single investment to expand childcare provision);
- around 50,000 extra out of school childcare places with considerable support from the New Opportunities Fund; and
- 25,000 new childminder places as part of an overall 145,000 national increase.

160 Neighbourhood Nurseries were open by the end of February 2003 and 1,200 projects are in development, accounting in total for over 50,000 new day care places.

To tackle the fact that a lack of suitable and affordable childcare is a barrier for many parents finding or returning to work or fulfilling education and training commitments, we have:

- introduced a Working Families Tax Credit, including a childcare tax credit component, in October 1999. From April 2003, childcare support will continue, as an element of the Working Tax Credit, in an improved, more flexible form;
- provided targeted help with childcare costs to New Deal claimants; and
- offered support for further and higher education student parents.

## Out of School Childcare

### What do we do?

The National Childcare Strategy ensures that affordable, accessible and quality childcare is available in every neighbourhood for children from 0 to 14 and up to 16 for those with special needs.

Parents need to be able to access childcare both at various times of the day, because of school hours, and also throughout the year, including school holiday times.

### What are our aims?

Increasing the amount of readily available out of school childcare provision (through extra before and after school clubs, holiday scheme and childminder places for older children) is therefore a critical element in the Government's expansion in childcare across the country.

Our target for 2003 is to create 360,000 new out of school childcare places through the Lottery's New Opportunities Fund and Government childcare funding.



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

Out of school childcare receives considerable financial support from the New Opportunities Fund and £170.5 million has been made available from the New Opportunities Fund Out of School programme, which runs from 1999 to 2003.

Childcare is scarcer in some areas so, as part of the Neighbourhood Childcare Initiative, an additional £55 million New Opportunities funding was made available from 2001 to support the development of provision in the 20 per cent most disadvantaged areas.

247,000 new out of school childcare places have been created in England through the Fund at the cost of £140 million.

From 1997 to December 2002, over 415,000 new out of school childcare places have been created, benefiting 831,000 children. Taking account of turnover, this has added over 275,000 places for 551,000 children, to the stock of places available.

## **Early Education Places**

### **What do we do?**

A free part-time early education place has been guaranteed to all four-year-olds since 1998. From 1999, this was extended to three-year-olds.

### **What are our aims?**

By March 2002, 66 per cent of all three-year-olds to have access to a free part-time early education place; and

By April 2004, a guaranteed free place for every three-year-old.

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

In 2002-03, £275 million was made available to local authorities to create a further 53,000 free places.

£319 million of Nursery Education Grant for 2003-04 has been transferred to Education Formula Spending to enable Local Authorities to provide free places for all three-year-olds by April 2004, meeting the target six months earlier than originally planned.

Since 1997, a total of over 210,000 new free places have been created for three- and four-year-olds.

The March 2002 target of 66 per cent of all three-year-olds having access to a free place was met. Currently, 70 per cent have a free place.

## **Foundation Stage**

### **What do we do?**

The Foundation Stage was introduced in September 2000, heralding 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 of three to the end of the reception year, when children will be aged five to rising six and is complemented by Early Learning Goals which set out what most children should achieve by the end of the 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 and have an equal opportunity to progress.

Early Learning Goals will enable children to develop key skills such as speaking, listening, concentration, learning to work with others and early literacy and numeracy. They indicate our expectations for children's achievement by the end of the Foundation Stage.

Targets include, by 2004:

- all providers delivering the early education curriculum having access to input and advice from a qualified teacher; and
- all teachers delivering the early education curriculum having access to an average of four days relevant training and development a year.

By 2006, 95 per cent of all early education provision inspected by Ofsted rated good or better.

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

A £27 million initiative over the three years from 2001 to 2004 supports early identification and intervention to improve the prospects of young children with special needs and disabilities.

For 2002-03, £34 million was made available for training and developing staff to improve their knowledge and skills.

35,000 early education settings in the state, private and voluntary sectors are working to the Foundation stage and Early Learning Goals.

Ofsted has found that the quality of early education has improved markedly. In March 1998, 74 per cent of provision was judged as good, whilst in 2001, 93 per cent of all providers in receipt of Nursery Education Grant could be rated at that level. Ofsted is now inspecting early education as part of its new inspection framework and updated figures on the quality of provision will be available in due course.

The Education Act 2002 consolidated the Foundation Stage by making it: part of the National Curriculum; formally applicable to all publicly funded early education; and replacing the current baseline assessment arrangements with a single national end of Foundation Stage profile.

In addition, we are committed to working towards a more effective transition from early years settings into Reception, and Foundation Stage into Primary Year 1; and expert support arrangements will be introduced to help staff and local authorities deliver the Foundation Stage.

[www.qca.org.uk/ca/foundation](http://www.qca.org.uk/ca/foundation)

## Workforce Development

### What do we do?

All adults working in the early years strongly influence young children and it is critical that they have the right skills, are trained to high professional standards and are highly motivated and committed. Our activities to strengthen the workforce include:

- sustaining our national four-year campaign launched in 2000 through to 2006 to continue to strengthen the sector workforce and the status of early years, childcare and playwork;
- maintaining and enhancing our training and development support;
- embedding the Foundation Stage and equipping staff with the key skills necessary to provide an effective early education curriculum;
- continuing to rationalise the many sector qualifications by overseeing the growth of a coherent, national qualifications and training framework to improve developmental and career opportunities; and
- ensuring the qualifications 'climbing frame' is as coherent as possible. This will be even more important as we move towards greater integration of services for young children and families.

### What are our aims?

To recruit and train sufficient numbers of people to staff the continued expansion of early years and childcare, which is a key priority for Government.

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

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New career and qualifications pathways have been developed and we have created a new higher-level qualification, the Foundation Degree.

We work with Local Authorities and their Early Years Development and Childcare Partnerships and with LSCs to: ensure sufficient training is available for the workforce; and remove any unnecessary barriers to people progressing their careers working with children.

At September 2002, a total of 37,000 people have achieved NVQ's level 2 and 3 over the course of 2001 and 2002.

## Section D

### Sustaining Improvements in Primary Education

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## Chapter 6

# Improving the Performance of Children up to 11

The main focus of the Department's work with primary aged children has been to raise standards of literacy and numeracy. This remains central to our strategy, and we need to continue to build on the very significant improvements that have been made in primary standards in recent years. We are determined to raise attainment further and to reduce the attainment gaps that exist between schools and between LEAs.

The Government wants to ensure that primary schools achieve high standards in literacy and numeracy at the centre of a broad curriculum. We want all schools to provide pupils with a rich curriculum experience and are working to support this through encouraging greater parental and community involvement in primary education and enhancing provision for PE and school sport, music and foreign languages.

## National Literacy and Numeracy Strategies

### What do we do?

Develop and implement the 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 ensure that pupils achieve the challenging targets for 2004 of 85 per cent of all 11-year-olds reaching the standard expected for their age in mathematics and English; and 35 per cent to achieve the advanced level 5. These targets will be sustained to 2006.

The Government has also set for the first time a schools floor target that by 2006 the number of schools in which fewer than 65 per cent of pupils achieve level 4 or above is significantly reduced.

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

The National Literacy and Numeracy Strategies have improved the quality of teaching and learning and raised standards for primary aged pupils. The 2002 Key Stage 2 results show that 75 per cent of pupils achieved the expected level for their age in English and 73 per cent in mathematics. Although these results fell short of the challenging targets set for 2002 (80 per cent in English and 75 per cent in mathematics) performance has increased significantly. Since 1998 there has been a ten percentage point improvement in the number of pupils achieving

the expected standard for their age in the Key Stage 2 English tests. In mathematics there has been a 14 percentage point improvement.

Moreover, the achievement gap is narrowing with greater gains being made in less advantaged schools and LEAs to which more resources have been allocated.

**Table 6.1 National Results of 7- and 11-Year-Olds in England<sup>1</sup> 1998 to 2002<sup>2</sup>**

	1998	1999	2000	2001	2002
<b>The attainment of 7-year-olds: percentage of pupils achieving Level 2 or above</b>					
<b>Test/Task</b>					
English					
Reading	80	82	83	84	84
Writing	81	83	84	86	86
Spelling	66	71	72	75	78
Mathematics	84	87	90	91	90
<b>Teacher Assessment</b>					
English	81	82	84	85	85
Speaking and Listening	84	84	86	86	87
Reading	80	82	84	84	84
Writing	79	80	82	83	84
Mathematics	85	86	88	89	89
Science	86	87	88	89	89
<b>The attainment of 7-year-olds: percentage of pupils achieving Level 2B or above</b>					
<b>Test/Task</b>					
English					
Reading	62	66	68	69	69
Writing	48	53	57	59	60
Mathematics	61	64	73	75	76
<b>The attainment of 11-year-olds: percentage of pupils achieving Level 4 or above</b>					
<b>Test</b>					
English	65	71	75	75	75
Mathematics	59	69	72	71	73
Science	69	78	85	87	86
<b>Teacher Assessment</b>					
English	65	68	70	72	73
Mathematics	65	69	72	74	74
Science	71	75	79	82	82
<b>The attainment of 11-year-olds: percentage of pupils achieving Level 5 or above</b>					
<b>Test</b>					
English	17	22	29	29	29
Mathematics	17	24	25	25	28
Science	16	27	34	34	38
<b>Teacher Assessment</b>					
English	17	20	22	23	24
Mathematics	18	22	24	26	27
Science	18	23	27	29	31

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

2. Figures for 2002 are provisional.

Source 2002 data: Statistical First Release, National Curriculum Assessments 7, 11 and 14-year-olds by Local Education Authority 2002.

Standards are also rising at Key Stage 1. These results have shown improvements in reading, writing, spelling and mathematics, confirming that the Literacy and Numeracy Strategies are having a sustained impact on standards.

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## Curriculum Enrichment

### What do we do?

Ensure that there are sufficient high quality opportunities to extend the learning experiences available in the curriculum for young learners.

### What are our aims?

To raise standards of teaching and learning in primary schools through providing more opportunities for more enriching activities.

Targets and Manifesto Commitments are to:

- enhance the take up of sporting opportunities from age five by increasing the percentage of school children who spend a minimum of two hours each week on high quality physical education and school sport within and beyond the national curriculum from 25 per cent in 2002 to 75 per cent by 2006;
- provide an entitlement to learn a language for all primary pupils at Key Stage 2 by 2010;
- provide opportunities for all primary pupils to learn a musical instrument and broaden the range of musical activities, genres and instruments offered to young people;
- investigate and disseminate creative teaching and learning methods across the curriculum including collaborative programmes;
- improve the teaching of food education at primary level; and
- encourage schools to use the outdoor classroom as a learning resource across all subjects.

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

We are developing a national physical education and school sport professional development programme for teachers and others to be rolled out in full during 2004-05 and 2005-06.



We have introduced Flagship Growing Schools projects, which will by next year produce good practice models and resources for early years and primary teachers.

Fifty trainers have completed accredited training and 300 primary teachers have been instructed on how to deliver practical food education in class.

We are working with the Qualifications and Curriculum Authority (QCA) to develop better teaching materials for music at primary level focusing on practical ways to work with specialist music providers.

By 2006, there will be 400 school sport co-ordinator partnerships with 2,400 secondary co-ordinators and 13,500 primary or special school link teachers.

The Department is supporting the extension of Creative Partnerships, which aim to build sustainable relationships between schools and creative organisations. The first two pilot years are running in 16 areas, covering 35 LEAs and 400 schools.

The Museum and Galleries Education programme has resulted in the establishment of strong links with the sector and provided clear evidence of the impact of these resources on pupil behaviour, motivation and learning. A £1 million second phase has now begun.

Support has also been given to a range of programmes designed to give pupils greater access to cultural resources, for example, work with the British Film Institute, the National Theatre and the Poetry Society.

We expect to spend £6.5 million over the next three years in fifteen pathfinder areas to promote language learning in primary school. In addition, we will be investing £7 million in a national system for recognising the achievement of Key Stage 2 pupils in the acquisition of language skills.

The Music Standards Fund has just been audited and a set of performance indicators introduced. Six music pilots have been set up to establish and monitor successful models of delivery for instrumental tuition at Key Stage 2, and Ofsted have been commissioned to complete an inspection of all LEA music services, to identify good practice and barriers to success.

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# Section E

## Transforming Secondary Education

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## Chapter 7

# Raising Standards in Secondary Schools

The transformation of secondary education is central to the Department's overall strategy for raising school standards. We are, therefore, focusing on improving teaching and learning for all young people. We are working to create a new specialist system where each school has its own ethos and works with others to share best practice and raise standards.

We are determined to accelerate the improvements in attainment at Key Stages 3 and 4 by investing in the professional development of secondary teachers and supporting school leadership to ensure that pupils' teaching and learning experience improves. We will also continue to focus on those schools where attainment remains low through targeted programmes of challenge and support to ensure pupils in those schools reach their potential.

### Key Stage 3 Strategy

#### What do we do?

The Strategy will work in partnership with teachers and can be adapted to suit individual circumstances. It will set the foundations for success and positively affect achievement of all pupils from Key Stage 3 to Key Stage 4 and beyond.

#### What are our aims?

To improve the quality of teaching and learning in the classroom, by investing in teachers' professional development.

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

Attainment at age 14 is a good indicator of GCSE performance: 95 per cent of those at level 6 achieved five or more grade A\*-C GCSEs in 2001; 54 per cent of those at level 5, but only eight per cent of those at level 4.

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.

Since the introduction of the strategy there have been modest increases in Key Stage 3 test results. There has also been a positive reaction to the strategy from teachers who value the training, materials and consultant support and this is endorsed by a number of sources. The findings of our own monitoring, independent evaluations and teacher opinion of the strategy will inform its future development.

### CASE STUDY

#### Whitecross School: Gloucestershire LEA

"Whitecross School is a mixed-ability foundation school in Gloucestershire with 788 pupils. Many lessons in Years 7 and 8 lacked pace and we were looking for ways to improve this. When we began implementing Key Stage 3, I was struck by the way the three-part lesson structure (starter activity, main activity and plenary session) for all subjects could reinforce the school's interactive teaching and learning philosophy.

The KS3 strategy has helped us in the following ways:

- allowing the English and mathematics departments to focus on improving teaching and learning. The extra resources we received were invaluable in allowing this to happen;
- helping the school address weaknesses;
- giving impetus to teachers to develop their planning, improve their assessment skills, and to focus on learning outcomes;
- creating an opportunity for whole-school planning at middle management level;
- improving the quality of experience for pupils in Year 7, 8 and 9, giving them ways to address their own learning agenda;
- using booster groups has allowed the school to target pupils that would not normally be part of any special needs provision; and
- giving teachers a renewed sense of optimism about their teaching."

*John Sheppard, Deputy Headteacher at Whitecross School in Gloucestershire.*

**Table 7.1** National Results of 14-Year-Olds in England<sup>1</sup> 1998 to 2002<sup>2</sup>

	1998	1999	2000	2001	2002
<b>The attainment of 14-year-olds: percentage of pupils achieving Level 5 or above</b>					
<b>Test<sup>3</sup></b>					
Core subjects:					
English	65	64	64	65	67
Mathematics	60	62	65	66	67
Science	56	55	59	66	67
<b>Teacher Assessment</b>					
Core subjects:					
English	62	64	64	65	67
Mathematics	63	64	66	68	70
Science	62	60	62	64	67

1. Includes results from all maintained schools (including Special Schools) and the results for independent schools that made a return.
2. Figures for 2002 are provisional.
3. The 2002 Test result figures are obtained from the Statistical First Release: National Curriculum Assessments for Key Stage 3, GCSE/GNVQ examination results and associated added measures for young people in England.

Source 2002 data: Statistical First Release, National Curriculum Assessments 7, 11 and 14-year-olds by Local Education Authority 2002.

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## Gifted and Talented Pupils

### What do we do?

Raise the quality of education for gifted and talented children.

### What are our aims?

To improve the quality of education for gifted and talented pupils and students in each school and college and especially those from disadvantaged backgrounds.

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

The gifted and talented strands of EiC, Excellence Clusters and Excellence Challenge provide intensive school-based programmes for the most able five to ten per cent of pupils in over 1,000 secondary schools, 500 maintained primary schools and over 100 post-16 institutions across 70 LEAs.

Government funding also supports national initiatives including:

- an annual programme of 500 summer schools for pupils in Years 6 to 9 providing exciting learning opportunities for some 15,000 children each year;

- world-class arena, providing assessment, teaching and learning opportunities in maths and problem solving for pupils aged up to 9 and 13;
- the Academy for Gifted and Talented Youth, based at Warwick University;
- programmes and guidance to children and young people with talent in sport and creative arts;
- a range of web-based guidance material and Xcalibre, a web-based directory of resources for gifted and talented children and young people; and
- a range of pilot activity to advance our understanding of effective gifted and talented education.

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## Specialist Schools

### What do we do?

Contribute to the Government's drive to encourage every secondary school to develop a distinctive ethos and character by taking on a specialism. All maintained secondary schools (except those with serious weakness or on special measures) are eligible to apply for designation as a specialist school.

Currently there are eight specialisms in which schools can apply to be designated: Arts, Business & Enterprise, Engineering, Language, Mathematics & Computing, Science, Sports and Technology. Schools can also combine any two. From October 2003, schools will be able to apply for two new specialisms: Humanities (based around history, geography or English) and Music.

### What are our aims?

Specialist Schools are a key strand of the Government's aim to transform secondary education through encouraging specialisation and collaboration. The aims are to encourage all secondary schools to develop a distinct ethos and, through the focus on a curriculum specialism, bring about whole school improvement for pupils across the ability range.

### 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 a Specialist School Development Plan.

By September 2002 there were 992 operational Specialist Schools. This compares to 181 operational in May 1997. Specialist Schools raise sponsorship as part of their application. The gross amount of private sector sponsorship raised for the programme to date is over £70 million.

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## Academies

### What do we do?

Academies are publicly funded independent schools, which are established in the most difficult and challenging areas. They have a key role in raising education standards and directly replace an existing school or schools facing challenging circumstances. They may also be established where there is a need for additional school places or as part of a wider reorganisation.

Each Academy will have a specialism in one area of the curriculum.

### What are our aims?

Academies are a key element of the Government's strategy to raise educational standards and increase diversity. Our aim is to:

- open at least 33 Academies by 2006 with additional Academies rolled out in future years; and
- open at least 25 Academies in London, where there are particular problems with low performance in secondary schools, by 2007.

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

Development funding is available to Academy partnerships to develop detailed plans to enable the Secretary of State to agree a Funding Agreement. This funding allows for local consultation, drawing up designs and building plans for the new school and developing the ethos and curriculum for the Academy.

When a Funding Agreement has been signed, implementation funding is available to the Academy Trust to fund the capital building work and to establish the Academy. Funding is also available to support the predecessor school, if there is one, in driving up standards prior to the Academy opening.



Sponsors from the voluntary and private sectors, church and other faith groups provide around 20 per cent, up to £2 million, of the capital costs for each Academy with the Government providing the balance and funding recurrent costs.

The first three Academies opened in September 2002.

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## City Technology Colleges

### What do we do?

City Technology Colleges (CTCs) are independent, all-ability, non fee-paying schools for pupils aged 11 to 18. They offer pupils of all abilities the opportunity to study a curriculum geared – with the help of private sector sponsors – towards the world of work.

### What are our aims?

To encourage better links between CTCs and maintained schools and a greater involvement in the community through the development and sharing of good practice.

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

CTCs, of which there are currently 15, are directly funded by the Department and receive a per pupil allocation of revenue funding. Capital projects are individually approved and include major refurbishments, projects to improve disabled access or health and safety and projects to improve curriculum facilities.

CTCs are high performing. In 2002 on average 82.9 per cent of students gained five A\*-C GCSEs compared to an England average of 51.5 per cent.

Five CTCs are Beacon Schools and two now have training school status. Ten are Investors in People, three have gained a Charter Mark award and one has an ISO Quality Award.

CTCs are popular with parents and all are oversubscribed.

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## Schools Causing Concern and Fresh Start

### What do we do?

Develop and implement policy on schools causing concern to help reduce the number of weak and failing schools and ensure that they improve quickly with the right support and intervention. Progress is followed and schools are encouraged to use a wide range of strategies and intervention powers available to LEAs including additional measures within the *Education Act 2002*.

The use of intervention powers available to the Secretary of State may have to be considered, including requiring LEAs to make collaborative arrangements and in extreme cases, the replacement of a governing body. Where the Fresh Start route of closing the school and opening a new school on the same site is chosen a support programme for the schools is provided.

### What are our aims?

To help children receive the best education possible by encouraging LEAs and schools to quickly recognise, prevent and tackle weaknesses and failure in schools. Schools requiring special measures or those with serious weaknesses should be turned around in two years, federated with other schools, closed, or as a last resort given a Fresh Start.

The number of such schools should continue to decline and the time taken to turn around should be reduced and fewer schools with serious weaknesses should slip into special measures.

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

The numbers of schools requiring special measures and with serious weaknesses have continued to decline from a peak in summer 1998 but there is still more to do. Eleven partnerships have been established to support improvements in schools causing concern and pilot some of the school improvement strategies set out in the document *Investment for Reform*.

Capital finance has been provided to regenerate the buildings of Fresh Start schools wherever necessary. Twelve primary and 19 secondary Fresh Start schools have opened since 1998.

Early evidence on the Department's support programme is that it has helped deliver better standards in the majority of Fresh Start schools and most are now making reasonable or good progress.

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## Schools Facing Challenging Circumstances

### What do we do?

Develop policies to support mainstream secondary schools facing challenging circumstances (of which there are about 600) to raise levels of attainment at Key Stage 4.

### What are our aims?

We are committed to raising standards in all of our schools, to narrowing the achievement gap between the lowest and highest performing schools and to meeting the floor targets for GCSE attainment.

From April 2003, the Leadership Incentive Grant will provide a major new stream of funding aimed at strengthening leadership and transforming standards, and we will be ensuring that schools work collaboratively to use the funding most effectively.

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

Secondary schools with high levels of free school meals or low levels of attainment at Key Stage 4 receive targeted funding through the Standards Fund School Improvement Grant. Schools will decide how best to spend these additional funds to raise levels of attainment at Key Stage 4.

Progress is being made towards meeting the GCSE Floor targets with results in schools facing challenging circumstances improving three times faster than in other schools.

#### **CASE STUDY**

#### **Hillcrest School and Community College, Dudley**

When Mo Brennan took over as head of the Hillcrest School in September 2000, the school had been in special measures for two years and attainment had dropped. In 2000, just 17 per cent of pupils attained five GCSEs at grades A\*-C. The school serves an area of significant socio-economic deprivation and aspirations were low.

Mo assessed the situation quickly and implemented a wide range of strategies to raise attainment which included a focus on improving the quality of teaching, behaviour and attendance and raising the expectations of pupils, parents and staff. Within six months the school was removed from special measures. Standards have improved significantly: In 2002, 38 per cent of pupils attained five or more GCSEs at grades A\*-C.

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## Beacon Schools

### What do we do?

The Beacon Schools programme is designed to build partnerships between high performing schools and other schools to raise overall standards of pupil attainment and to close the gap between the best and lower performing schools by identifying and disseminating successful practice.

### What are our aims?

The Beacon Schools programme has laid the foundation for the introduction of the Leading Edge Programme as the centrally funded Beacon programme is phased out by August 2005. In the nursery, primary and special sectors we expect LEAs to build local programmes for sharing good practice built on the foundations of the initially centrally funded Beacon activities.

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

Each Beacon School receives additional funding averaging around £38,000 a year to be spent solely on the dissemination of its successful practice to others. By September 2002, there were 1,150 Beacon Schools across England. Many secondary Beacon schools will decide to apply to the Leading Edge Programme.

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## Leading Edge Programme

### What we do?

Schools working in partnership within the Leading Edge Programme (formerly the Advanced Schools programme) will be funded to lead innovation, spread their good practice and provide support and challenge to each other. Schools which apply to join the programme will be active participants in a network of schools to develop curriculum expertise and raise standards through improved teaching and learning. They will take a lead in the local network of schools, particularly secondary schools, promoting excellence and developing strategies to tackle the under achievement of pupils. In addition to collaborating at local level they will also contribute to the dissemination of effective practice on a national level.

### **What are our aims?**

The Leading Edge Programme aims to ensure that the very best schools work in partnership with others, to accelerate the pace of change and improvement in the secondary school system. The programme will provide opportunities for participating schools to be innovative, to work in collaboration with other schools and to lead the transformation of secondary education in their local areas.

The Government's aim is to create an established network of Leading Edge partnership schools by 2006, including independent schools where they meet the criteria and are willing and able to work with schools in the maintained sector.

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

For those schools not in receipt of the Leadership Incentive Grant (LIG), core funding of up to £60,000 a year will be awarded for three years for an agreed programme of activities to promote collaborative learning communities, dissemination, research and innovation.

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## **Excellence in Cities**

### **What do we do?**

Excellence in Cities (EiC) raises standards in city schools. There are nearly 60 EiC partnerships that now include Excellence Clusters, which are groups of schools in small pockets of deprivation.

### **What are our aims?**

To change the reality and parental perception of city schools and within that to:

- broaden and restructure the existing programme;
- develop an EiC primary programme across all EiC phases which draw on the experience of the Primary Extension Project in the initial EiC areas;
- complete the transition of Education Action Zones into Excellence Clusters and EiC Action Zones; and
- create new EiC Clusters (13 to be implemented from September 2003).

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

Funding provides help for individual pupils through: Learning Mentors to help overcome personal barriers; Learning Support Units to tackle disruption; and enhanced opportunities for gifted and talented children.

It also strengthens schools through: a network of City Learning Centres; strategic use of more Beacon and Specialist Schools; and EiC Action Zones.

EiC achievements include:

- on average, improvements in EiC schools were at nearly twice the rate of schools elsewhere in terms of the percentage of pupils achieving five or more good GCSEs or equivalent; and
- twenty-two EiC Partnerships have improved by three per cent or more on their 2001 GCSE results whilst EiC schools in Tower Hamlets, Redcar and Cleveland improved by over eight percentage points from 2001 to 2002.

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## **Extended Schools (schools providing community services and facilities)**

### **What do we do?**

Encourage and support schools to provide, or work with others to provide a range of services for their pupils, families, school staff and the wider community. Services provided at such 'extended schools' might include childcare, health and social care, adult and family learning, ICT access, study support or sports and arts facilities.

### **What are our aims?**

More schools to provide community services and facilities on their premises.

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

Twenty five pathfinder projects have been set up and funded (£5.5 million in total which includes £0.5 million specifically for childcare) to test out various approaches and processes used by schools and LEAs in the development of family and community facilities and services on school premises.

New legislation has been introduced (sections 27 and 28 of the *Education Act 2002*) which includes a power for school governors to provide family and community services and facilities subject to minimal restrictions.

Extended School guidance for schools and other interested parties has been produced and a number of promotional activities have also been undertaken including regional conferences to promote extended schools at a more local level and to help bring together key partners.

#### CASE STUDY

#### Downham Market High School, Downham Market, Norfolk

Downham Market High School – Technology College is a secondary school and sixth form for boys and girls. The age range of the pupils is 11-18. The school serves the town of Downham Market and a wide area of West Norfolk. It is based on two sites about 1km apart. The smaller of the two provides mainly for the sixth form and community work, and is the base for a recently established Neighbourhood Learning Centre.

As part of Norfolk LEA's extended school pathfinder project the school is building on the achievements of the Neighbourhood Learning Centre and continuing to extend the role the school plays in the local community by increasing services for pupils, parents and the wider community.

The types of services the school provides, or intends to provide, includes counselling support for parents and students (including advice on health and personal issues); parenting skills; childcare provision; health education dealing with obesity and diet; small business support; extended school hours and study support; extending fitness opportunities for students and parents (the school has a swimming pool and sport's centre on site open 7am – 10.30pm which it shares with the community).

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## London Challenge

### What we do?

London is a world city full of opportunities with rich cultural, sporting and many other resources; but at the moment not all the capital's children are able fully to access these benefits. This is underpinned by London's combination of the problems of the inner city sitting alongside the wealth and effects of real economic success. The London Challenge

has been set up in recognition that these issues all have an impact on London's schools. London's future well being is dependent at least in part on the quality of its education systems. The London strategy is a systematic attempt to address the distinctive issues that affect London schools without driving change in national policy.

### **What are our aims?**

Two key aims are at the heart of the strategy:

- to ensure every London school has the means by which every child can reach the limits of their capability, therefore breaking the link between deprivation and underachievement; and
- to enable London to become a worldwide leading city in education, with the secondary school system as a fundamental part in this.

To achieve these ambitious aims we need to work with all our partners across London. In January 2003, Professor Tim Brighouse was appointed as the first London Schools Commissioner. His role is crucial to our achievement of this true partnership approach. His work to date has taken him to over 50 schools across London. Here he is witnessing some excellent good practice that can be disseminated and he is also promoting collaboration. This collaboration at school level is key, but we also want to ensure we work together in all organisations working in education for London. Tim's role will help to facilitate this pan-London strategic working and change.

Collaboration is vital to take full advantage of the diversity of London's schools. We want every school to be working in partnerships with other schools and colleges to improve their effectiveness as institutions through sharing good practice, tackling common problems and joint professional development. We aim to strengthen school leadership at all levels, introduce measures to assist retention of staff in London and build on the excellent practice that already exists. We are also looking at ways to increase opportunities within the school system, enabling pupils to make full use of the range of resources and facilities available to them in London.

### **How we spend our money and what have we achieved?**

The London Strategy is published at the beginning of May. Our strategy document will contain more details about the strands of work that we are setting out to do and how these will build towards the goals we are all striving for.

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## Innovation Unit

### What do we do?

The Innovation Unit's role is to develop the capacity of the education system to deliver powerful solutions to the challenges of teaching and learning.

The Unit provides a framework for, and understanding of innovation as well as being a source of information and advice for teachers and head teachers about best practice, and somewhere they can put forward their own innovative proposals.

Help will also be available to support schools who want to apply to the Secretary of State for exemption from specific pieces of legislation in order to pilot innovative ideas through the 'power to innovate'.

### What are our aims?

To identify strategies for making innovation powerful and systematic, by developing an understanding of innovation throughout the education system.

The successful development of Innovative Practice will depend on a wide range of partners. An examination of how the Department works with key agencies, networks and clusters, which are now engaged in innovative activity will ensure that this partnership in educating the nation's children is working in the most effective way.

The 'power to innovate' is intended to ensure that no opportunity is lost to respond to innovative ideas to raise standards for all children.

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

The Unit helps to develop good ideas from different sources of possible innovation including ideas generated by practitioners, using design competitions to encourage innovation in particular areas and to support and inform Departmental led innovation.

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# Section F

## Pupil Inclusion

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## Chapter 8

# Removing Barriers to Achievement

We need to ensure that the schools system provides all pupils with the opportunities they need to fulfil their potential. In order to achieve this, the Department has introduced a series of initiatives that are focused on removing barriers to pupil achievement, particularly for those who are disadvantaged.

Central to this is support for schools in managing pupil behaviour and improving attendance so that learning is not disrupted and pupils do not miss out. We also have a range of activities targeted at pupils with special needs, those who are sick, in public care and from minority ethnic backgrounds. This will help ensure that they have the opportunities they need to achieve their full potential.

## Improving Behaviour and Attendance

### What do we do?

Help schools improve behaviour and attendance by:

- sharing the best current practice;
- providing training and advice for teachers and schools;
- promoting multi-agency and partnership work to meet the needs of the most challenging pupils; and
- ensuring that pupils and parents take greater responsibility for maintaining good behaviour.

### What are our aims?

The Improving Behaviour and Attendance Programme has been set up to reduce behaviour problems, bullying and exclusions; to provide high quality alternative provision for excluded pupils; to reduce truancy and increase school attendance, and to close the gap between the behaviour problems shown by different groups of pupils.

The Department is working towards:

- a Public Service Agreement target to reduce school trancies by 10 per cent compared to 2002, sustain the new lower level, and improve overall attendance levels thereafter; and

- a Service Delivery Agreement target that all children identified as missing education or at risk of doing so should receive a full-time education appropriate to their needs by 2006.

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

The key initiatives in place to improve behaviour and attendance are as follows.

Through the Behaviour Improvement Project (BIP), £66 million has been invested in 34 LEAs with the highest street crime and truancy levels to fund a range of measures in target schools. The projects are designed to improve behaviour, and reduce truancy and exclusions.

As part of BIP there are key workers targeted on those at risk; education for those excluded from school on a permanent or temporary basis; 80 multi-agency teams to help schools address the needs of the most challenging pupils and their families; and 100 police officers working to support schools.

From September 2003, all secondary schools will be provided with behaviour and attendance audit and management training materials, together with a support structure, through a new Behaviour and Attendance Strand of the Key Stage 3 strategy.

In targeted areas, extra funding provided through the new Behaviour and Attendance Strand of Excellence in Cities will allow schools facing the most serious challenges to develop packages like those in the BIP, as well as continue investment in Learning Mentors and Learning Support Units.

Support is available for pupils throughout England through the 2,340 secondary Learning Mentors and 1,180 primary Learning Mentors, who have a key role in tackling truancy and addressing behaviour problems; through the 1,200 Learning Support Units that help to prevent disruption to mainstream classes by providing separate short-term teaching and support for disruptive pupils at risk of exclusion; and through the 377 pupil referral units (PRUs) registered in England, offering a broader curriculum for pupils who have been excluded or who are at risk of exclusion.

The target to provide full-time education for all permanently excluded pupils in September 2002 was achieved in all but a handful of cases, a reduction from 5,200 excluded pupils without full time provision in September 2001. We are now working closely with those finding it most difficult to maintain the target and with all LEAs to improve the quality of provision.

By raising the profile of truancy through coordinating publicity and truancy sweeps, targeted support to LEAs and schools, including electronic registration, and improvement of the process of sanctioning parents who don't fulfil their responsibilities via 'fast track' pathfinders.

Also by developing our work to ensure that robust systems are in place in each local authority to identify and track children missing education and ensure that appropriate full time education is available for them.

Subject to Parliamentary approval, the Department will introduce parenting contracts for the parents of truants and excluded pupils and extend parenting orders to the parents of excluded pupils so they undertake parenting classes to help them meet their responsibilities as parents.

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## ■ Special Educational Needs (SEN)

### What do we do?

Provide teachers, schools, early years settings and LEAs with leadership and advice to ensure that children with SEN have those needs met.

### What are our aims?

Our aim is to deliver excellent educational opportunities for all children and young people with SEN and disabilities or who are vulnerable. We also aim to raise expectations and achievement and promote effective transition to further education, employment and active adult life.

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

Funding is available through the SEN Standards Fund for training for teachers and others involved in the education of children with SEN. This is supporting expenditure of £91 million in 2002-03 to remove barriers to progress and to narrow inequalities in achievement between advantaged and disadvantaged pupils, including those with SEN.

The Schools Access Initiative is providing £220 million over the three years to 2003-04 to help make mainstream schools accessible for disabled children. 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
- £2 million to support regional disagreement resolution arrangements.

Our achievements include:

- continuing to promote effective implementation of the new SEN Code of Practice;
- the new Disability Code of Practice and related Regulations received Parliamentary approval and came into force on 1 September 2002;
- new regulations were approved by Parliament to allow the SEN Tribunal to extend its role to cover appeals against disability discrimination;
- central support for the eleven SEN Regional Partnerships have been considerably strengthened with the appointment of a national adviser and approval of an extension of funding to March 2006 and an increase in the overall allocation of £1 million per annum; and
- in July 2002, published joint guidance with the Department of Health on two other key areas of SEN: the education of children with autism; and physical intervention for Special Schools and services for adults with learning difficulties and disabilities.

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## Children Unable to Attend School because of Medical Needs

### What do we do?

Ensure that vulnerable children have access to education. In particular, ensuring that the statutory guidance *Access to education for children and young people with medical needs* published in 2001 is fully implemented by all LEAs and schools, and promote mental health in early years and school settings.

### What are our aims?

The Government is committed to meeting the needs of children who are unable to attend school because of medical needs.

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

In 2002-03, £10 million of Standards Fund Grant was available to raise the achievement of sick children and children in care.

## CASE STUDY

### A child experiencing mental problems continuing to access education

After experiencing bullying, a pupil became severely depressed in Year 9 and subsequently spent two months in an adolescent psychiatric unit. After being discharged, she was still not well enough to return to a mainstream school so a home tutoring package was established. This continued for two months but during review meetings it was recognised that a placement in a small group setting would be more appropriate.

She started to attend education in a small group, mainly attended by Year 10-11 pupils with similar experiences, enabling her to form good peer relationships and regain confidence in a more social setting. Now in Year 11 she is to sit four GCSEs, has had work experience placements, and has begun to make links with a local college.

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## Education of Young People in Public Care

### What do we do?

Action has been taken at national and local level to address the under-achievement of children in public care and measures that have been put in place include:

- the issue of joint statutory guidance;
- setting national targets;
- the establishment of an Education Protects team to support LEAs in implementing the guidance;
- the establishment of ten regional networks;
- the development of a new website [www.dfes.gov.uk/educationprotects](http://www.dfes.gov.uk/educationprotects) with best practice content and lead officer data base for school governors, social workers and teachers; and
- begun two projects with the National Foundation of Educational Research into the reasons for underachievement.

The profile of children and young people in public care has been raised considerably and this is beginning to have an impact on educational outcomes.



### What are our aims?

The Government is committed to raising the educational standards of children and young people in public care, enabling them to achieve their full potential.

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

In 2002-03, £10 million of Standards Fund Grant was available to raise the achievement of sick children and children in care.

We have taken action to increase the stability of pupils lives within the school setting by raising the profile of children in care through teacher training and by promoting school based counselling, learning mentors, pastoral support, and ensuring an inclusive school ethos. The Vulnerable Children Grant has also been used to enable young people to integrate into mainstream school by providing bursaries for study catch-up, language support, and other out of school activities.

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## Minority Ethnic Pupils

### What do we do?

Work with colleagues to ensure that key mainstream policies and programmes aimed at raising standards fully reflect the needs of minority ethnic pupils.

### What are our aims?

To ensure that all children and young people achieve their full potential whatever their ethnic or cultural background. In March 2003, the Department published *Aiming High*, a consultation document developed in partnership with key stakeholders, which sets out a national strategy for narrowing achievement gaps for children and young people from some minority ethnic groups, including those with English as an additional language and travellers.

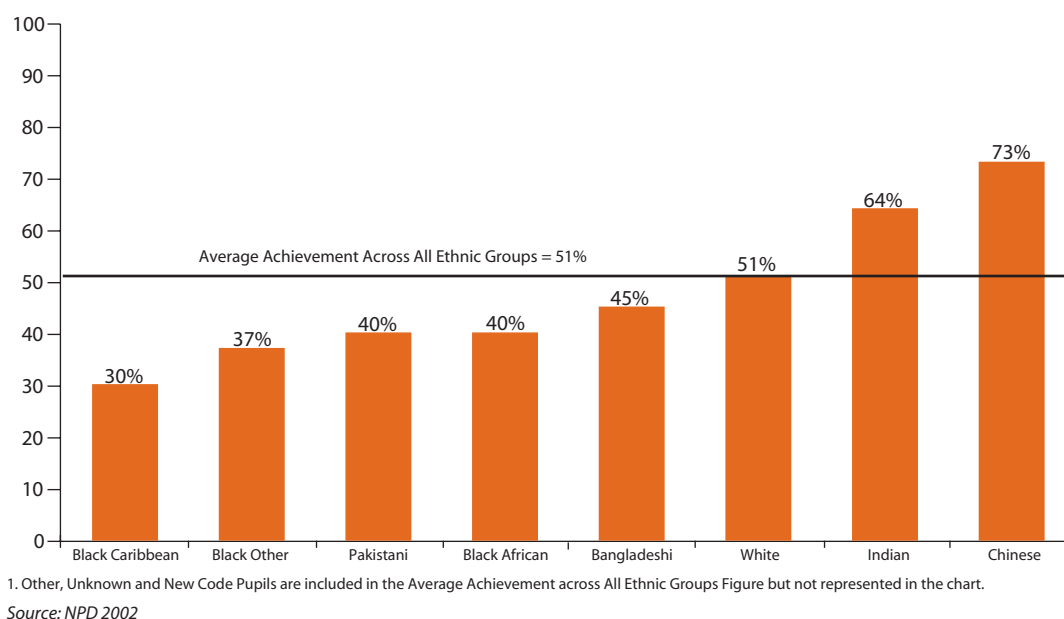
### How do we spend our money and what have we achieved?

The £154 million Ethnic Minority Achievement Grant (EMAG) programme provides ring-fenced support for schools and LEAs. Eighty five per cent of this grant is devolved to schools.

There is some encouraging evidence from the Youth Cohort Study (YCS) that the achievement gaps at GCSE are beginning to close.

Figure 8.1 shows a complex picture of achievement, with some minority ethnic groups, Indian and Chinese, out-performing the average, whilst Black Caribbean, Pakistani, Black African and other Black pupils achieving significantly poorer results.

**Figure 8.1** Proportion achieving Five or More A\*-C for those Entered for GCSEs in Maintained Schools in 2002<sup>1</sup>



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## Physical Education (PE) and School Sport

### What do we do?

In partnership with the Department for Culture, Media and Sport (DCMS) we are implementing the PE, School Sport and Club Links Delivery Plan. Spearheading action will be the major expansion of the Specialist Sports College and School Sports Co-ordinator programmes along with a PE/School Sport Professional Development programme for teachers and others.

### What are our aims?

To enhance sporting opportunities for five to 16-year-olds by increasing the percentage of children in schools who spend at least two hours each week on high quality PE and schools sport, within and beyond the curriculum, from 25 per cent in 2002 to 75 per cent by 2006.

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

Over the next three years (2003-04 to 2004-05) an additional £459 million (£309 million from this Department and £150 million from DCMS) will be invested to support the implementation of the PE, School Sport and Club Links Delivery Plan.

- £115 million to create a network of 400 sports colleges (there are currently 161, plus an additional 40 colleges have been designated from September 2003, making a total of 201);
- £224 million (of which £40 million in the first year 2003-04 from DCMS to expand the school sport co-ordinator programme and deliver the professional development programme;
- £10 million in 2003-04 for the sporting playgrounds programme which is providing improvements to at least 470 primary school playgrounds in 27 target areas to increase the amount of physical and sporting activity;
- £12 million for the Step into Sport programme;<sup>1</sup>
- £28 million for Coaching;<sup>1</sup> and
- £75 million for Club and Talented Development.<sup>1</sup>

Currently a quarter of schools at KS1, two-fifths of schools at KS2 and one-third at KS3 and KS4 are offering their pupils a minimum of 2 hours high quality PE and school sport each week.

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## Study Support

### What do we do?

The Department promotes, supports and evaluates 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 LEA and school development plans.

### What are our aims?

To enhance achievement and social inclusion 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.

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

Standards Fund for Study Support activities in 2002-03 was £75 million.

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

1. These programmes are being led by the Department for Culture, Media and Sport.

Research shows that study support makes a difference; with positive impact on pupils' academic attainments, school attendance and attitudes.

## CASE STUDY

### Swanshurst School, Billesley, Birmingham

Swanshurst School believe that education does not start and finish at the school gate. The school have developed a high quality study support programme offering a wide range of study support activities that a recent Ofsted inspection reported as "excellent".

The school operates a study support club in the Extended Learning Centre which is staffed every evening from 3.30pm to 5pm. Facilities include a library, computers and a homework area. Activities such as a French Club, Young Designers Club, Drama and Dance Club, Media Studies and German Club are included in the school's study support programme. An Internet Club, a Film Club and board game activities are also provided on certain evenings of the week. Quiet study areas, small group teaching and revision classes are also occasionally available.

Monitoring and evaluation are an integral part of the study support programme at Swanshurst School. Results in National Curriculum tests and GCSEs provide tangible evidence of success which can be measured against a student's participation in study support and their predicted baseline grade. However, the school is keen to recognise that many less quantifiable results are also gained from participating in study support including, increased motivation to learn, improvement in key skills, development of communication, team work and decision making skills.

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## Playing for Success

### What do we do?

The Playing for Success (PfS) initiative is part of the Department's wider agenda to increase opportunities for Study Support and other out-of-school hours learning and raise standards.

PfS establishes out-of-school hours Study Support centres at top football clubs and other sports grounds. The focus of the centres is on raising literacy, numeracy and information and communications technology (ICT) standards amongst Key Stage 2 and 3 pupils using the environment and medium of football/sport as motivational and curriculum tools.

## What are our aims?

To contribute to raising educational standards, especially in urban areas, through the establishment of Study Support centres in football clubs and other sports clubs by focusing on skills in literacy, numeracy and ICT and improving pupil's motivation to learn.

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

The majority of centres are funded through a partnership between the Department, LEAs, clubs and local business sponsorship. The Department has invested £9.5 million in PfS in 2002-03. In a new partnership, the Football Foundation is contributing £1 million a year to enable lower league football clubs to participate.

Independent national evaluations have found significant improvements in literacy and numeracy levels, attitudes to learning and self esteem. For example the latest evaluation found that, on average, primary pupils improved their numeracy scores by an average of 18 months and secondary by 14 months. Feedback from teachers, parents and pupils is overwhelmingly positive.

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# Section H

Extending Opportunities and Raising Standards  
at 14-19

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## Chapter 10

# A Strategy for Reform

All young people are entitled to expect excellent provision that responds to their needs, enables them to progress in their learning and prepares them for the modern workplace. Despite steady progress over recent years, too many young people are not achieving as well as they should, and too many are dropping out of education and training when they are 16 and 17. If we are to improve the country's skills base and increase participation in higher education, we need to strengthen the vocational offer, and provide greater coherence for the 14-19 phase.

### 14-19: Opportunity and Excellence

If we want the economy to be competitive, we must ensure that more young people gain higher-level skills and qualifications. After extensive consultation the Government published *14-19: opportunity and excellence* setting out plans for introducing greater flexibility into the 14-19 system, and describing how we will set about building a consensus for longer term structural reform.

Our aim is to transform the learning experience for young people, so that by the age of 16 they are committed to continued learning, whether in school, college or the workplace. Our vision for the 14-19 phase is for:

- greater choice from a range of courses and qualifications covering a wide range of subjects and skills;
- tailored learning to incorporate breadth with more specialist choices;
- coherent, flexible programmes of study leading to clear destinations;
- the opportunity to develop essential practical skills for life and employment alongside and within learning programmes;
- help for those with special needs or who face difficult personal, family or social circumstances to overcome any problems.

### An Emphasis on Local Innovation and Partnership

We will not seek to impose a single national blueprint for delivery of this vision. We expect an effective 14-19 system to look different in different parts of the country. This will reflect the needs of the local labour market and the differing patterns of learning institutions and traditions in each locality, and the increasingly distinctive specialisms of local schools and colleges.



It will not be possible for each individual school, college or workplace to deliver the whole variety of the 14-19 curriculum on its own. We expect new partnerships to be developed between learning institutions to meet the student entitlement at 14-16, to manage coherent curriculum planning, to provide wider choice throughout the 14-19 phase and to smooth the transition between pre- and post-16 learning. Over the coming months we expect Chief Education Officers and Executive Directors of local LSCs to take an active lead in bringing partnerships together.

There is a particularly pressing need to develop consistent partnerships between learning and business. We need strong links between learning institutions and employers to support the greater emphasis on work-related and enterprise learning. Employers have an important role in championing the true value of vocational attainment. It is critical that the qualifications young people gain have currency with employers. Through pathfinders and in discussions with businesses and their representatives, we will explore new models for employer involvement with this age group which more consistently reflect employer perspectives and which offer easier involvement without diverting time and resources from their commercial priorities.

### **Qualifications Development, and Curriculum Change for Flexibility and Opportunity**

Our current activities are described in individual sections below. Described here is our plan for change for the medium term.

Having greater freedom to choose programmes of study will allow students to follow programmes that better meet their needs and strengths. The curriculum should provide for greater flexibility, to which end:

- we will amend the 14-16 curriculum so that only English, maths and science remain compulsory, alongside citizenship, religious education, careers education, sex education and physical education;
- ICT will also remain compulsory but pupils should increasingly develop their ICT skills through a range of subjects. In time it may no longer be necessary to specify ICT discretely as a National Curriculum subject;
- all pupils at 14-16 will experience some work-related and enterprise learning;
- we will give young people an entitlement to study a modern foreign language, design and technology, a subject from the arts and a subject from the humanities;
- we will give them an entitlement to continue until age 19 to study literacy, numeracy and ICT until they have achieved at least level 2 (a good GCSE or equivalent key skill qualification); and
- we will encourage schools and colleges to allow individual students to progress at a rate that is best for them.

The curriculum changes will require further consultation and approval from Parliament and will not take place before 2004/05 at the earliest.

To increase the range of options on offer we have already introduced GCSEs in eight vocational subjects. 'Hybrid' GCSEs will be developed that combine traditional general subjects with their vocational applications. Modern Apprenticeships which provide work-based training will be improved and expanded, so that by 2004, 28 per cent of young people will be able to enter them. The unhelpful distinction between 'vocational' and 'academic' GCSEs and A Levels will be discarded.

To address the question of reform in the longer term, we have announced the formation of a Working Group on 14-19 Reform under the Chairmanship of Mike Tomlinson. In particular, the group will consider issues relating to strengthening vocational programmes, assessment arrangements for 14-19 learning, and the introduction of a coherent and unified framework of qualifications to cover the 14-19 phase.

### **Supporting the 14-19 Agenda**

A number of other measures and activities referred to elsewhere in this Report play an important part in supporting our aims for the 14-19 phase. They include:

- the Connexions service, which will be rolled out nationally by 2003 and will continue to provide access to impartial advice and support for all young people throughout the 14-19 phase;
- important proposals for teaching and learning in both the White Paper *Schools: achieving success* and in *Success for All* will offer us an opportunity to open a debate with providers about how to bring together the best of teaching from schools, FE and work-based provision, making the most of the opportunities offered by the growing provision of e-learning. There will be some early piloting in summer 2003 of new materials and training programmes, and further development with a view to wider piloting in 2004;
- policies for Specialist Schools, learning and skills beacon status and Centres of Vocational Excellence (CoVEs);
- policies for establishing distinctive 16-19 centres of excellence – through collaborative schools sixth form arrangements, new 16-19 schools or colleges and new discrete sixth form centres within general FE colleges; and
- area-wide inspections are being expanded from 16-19 to the 14-19 age range in early 2003. Previously confined to EiC areas they will be rolled out to other parts of England.

## 14-19 Pathfinders

### What do we do?

The 14-19 pathfinders are testing local delivery through increased and innovative collaboration in a range of settings, and will be a key means of identifying and spreading good practice on 14-19 education and training.

### What are our aims?

Pathfinders:

- test out a range of ideas and discover new ones;
- develop good practice in 14-19 education and training to guide the steps to and pace of a staged national roll-out;
- see how 14-19 policy will fit with other policies, identify barriers to a coherent 14-19 phase and design ways to overcome them; and
- show that a coherent 14-19 phase can be achieved nationally in a variety of locations with different social circumstances and different mixes of schools and colleges.

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

In cooperation with the LSC, £10 million has been made available this year to support 25 pathfinders, which will be used to assess different models of collaborative working and identify good practice to inform the full national development of the 14-19 phase.

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[www.dfes.gov.uk/14-19pathfinders](http://www.dfes.gov.uk/14-19pathfinders)

## General Certificate of Secondary Education

### What do we do?

Monitor progress towards the GCSE national targets and communicate information relating to the targets to internal and external bodies.

### What are our aims?

To raise standards in schools.

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

This year's results show that 51.5 per cent of 15-year-olds gained at least five passes at grades A\*-C, compared to 50 per cent last year. This is an increase of 5.2 percentage points from when the targets were announced in 1997/98. The 2002 target was exceeded.

The results for passes at one A\*-G was 94.6 per cent, compared to 94.5 per cent last year. This is an increase of 1.2 percentage points since the target was announced in 1997/98, missing the 2002 target by 0.4 percentage points.

**Table 10.1** GCSE Examinations<sup>1</sup> 1997/98 to 2001/02, All Pupils

	1997/98	1998/99	1999/00	2000/01	2001/02
<b>Percentage of 15-year-olds<sup>2</sup> achieving GCSE<sup>3</sup></b>					
1 or more G or better	93.4	94.0	94.4	94.5	94.6
1 or more C or better	71.4	72.6	73.6	74.0	75.2
5 or more G or better	87.5	88.5	88.9	88.9	88.9
5 or more C or better	46.3	47.9	49.2	50.0	51.5
5 or more G or better (including English and maths)	83.8	85.8	86.8	86.9	87.1

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.

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## Advanced Levels

### What do we do?

Advise on academic and vocational A level policy, liaising with the Qualifications and Curriculum Authority (QCA) on implementation and future development issues. We also communicate with a wide range of external partners about the reformed A-level system, Qualifying for Success/Curriculum 2000.

### What are our aims?

To promote the take-up by students of broader and more flexible programmes of study, mixing and matching academic with vocational subjects and to ensure the policy is communicated effectively to the general public, schools, colleges, Higher Education Institutions (HEIs) and employers.

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

The Department funds the Learning and Skills Development Agency's (LSDA) Vocational Learning Support Programme (VLSP) at a cost (currently) of £1.7 million per year. The programme enables LSDA to provide advice and guidance to teachers in schools and colleges on delivering Vocational A levels (VCEs). This guidance includes seminars, an in-house consultancy service, conferences, publications and a helpline.

Following the issues raised about the grading of last year's A level examinations we are working with the QCA to implement the recommendations in Mike Tomlinson's two reports into A Level Standards in order to secure the standards and integrity of the 2003 summer examinations and provide assurances for the future that the A level standard is being maintained year on year. The A level Team works closely with Publicity Division, the Press Office and the Examination System Unit to provide clear advice about the work currently under way to achieve these objectives.

In 2002, the overall A level pass rate rose 4.5 per cent to 94.3 per cent. This increase was partly due to students' access to more flexible programmes of study following the Curriculum 2000 reforms, which allowed them to concentrate on the subjects that best met their talents and aspirations. Progress has also been made in increasing the breadth of students' post-16 studies; further progress is needed and is being considered as a key part of the development of the 14-19 education reforms.

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## Increased Flexibility for 14 to 16-Year-Olds

### What do we do?

The Increased Flexibility for 14 to 16-year-olds programme was launched in September 2002. It has led to the creation of 271 partnerships between further education colleges, schools, training providers and other agencies. The programme seeks to create enhanced vocational and work-related learning opportunities for local 14 to 16-year-olds who can benefit most, including provision of GCSEs in vocational subjects.

The majority of young people involved in the programme will spend their off site time in a further education college for one or two days a week. Smaller numbers will visit a sixth form college, private training provider or learn in an employment environment. Placements should be of high quality and lead to worthwhile vocational and work related qualifications, leading to progression post-16. As part of their learning experience, pupils will develop their knowledge and understanding in a work context.

## **What are our aims?**

To raise the attainment in national qualifications of participating pupils; increase their skills and knowledge; improve social learning and development; and increase retention in education and training post-16.

Targets are:

- one third of the young people involved in the project should gain at least one GCSE in a vocational subject at level 2 (over and above their predicted GCSEs);
- one third should gain at least one NVQ at level 1 (over and above their predicted GCSEs);
- three quarters should progress into further education or training; and
- attendance rates should match that of the average for the Key Stage 4 cohort.

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

Funding of up to £100,000 per partnership has been made available for 2002-04, the allocation being decided locally between partners.

It is estimated that this amount covers the costs of:

- part-time vocational placements in further education/training and enhanced work placements;
- support for local/regional planning and managerial and administrative support to schools and colleges;
- training for teachers and co-ordinators in schools, both for planning and supervising vocational provision and teaching towards vocational training; and
- supporting young people, for example with travel grants, equipment costs and learning materials.

A further tranche of funding will be made available to the programme in 2003-05. This will enable a second cohort of 14 to 16-year-olds to begin part-time vocational courses from September 2003. Building on the 271 partnerships that were created in the first phase, the funding will strengthen the links between the colleges and schools. It will also embed the new GCSEs in vocational subjects in the secondary curriculum as well as offering valuable pointers to the ways in which the 14-19 agenda might develop. Thirteen new partnerships have been created for the second cohort.

There is at least one partnership in each LSC area and there are approximately 1,800 schools involved and over 42,000 pupils. Further education colleges led the majority of the partnerships, though a number had schools/sixth form colleges in the lead and there were individual partnerships led by a University, a LEA unit and a training provider.

A number of publications supporting the programme and the promotion of the new GCSEs in vocational subjects have been published. Further details are available on the website.

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## 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 of Working with Others, Improving own Learning and Performance, Problem Solving.

### What are our aims?

The Government is convinced that a solid basis in the skills of communication, application of number and IT is essential if young people are to compete effectively in the labour markets of the 21st century.

Where they have not achieved A\*-C grades in GCSE English, maths or ICT they should gain the relevant level 2 key skills qualification(s) post-16. Where they are aiming for higher education or further professional study post-19, they should gain at least one relevant level 3 key skills qualification.

### 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.

Latest figures on key skills penetration rates through the Key Skills Support Programme indicate active involvement with the Programme in 88 per cent of schools with sixth forms and sixth form colleges, and in 96 per cent of further education institutions.

In support of improving teachers' confidence and competence, one key output of the current phase of the Support Programme's work is a digest of good practice in the teaching and learning of key skills.

The Qualifications and Curriculum Authority and the Learning and Skills Council have made assessment arrangements more accessible. For example, level 1 and 2 tests are now available on-demand while pilots of online tests are continuing.

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## Post-16 Citizenship

### What do we do?

Post-16 Citizenship builds on Pre-16 Citizenship, which became statutory in schools from 2002/03. An advisory group (commissioned in 2000) considered how the principles of full-time citizenship education could be built upon to inform studies post-16. They concluded that a development phase of a series of pilot projects should test ways of integrating post-16 Citizenship within the post-16 curriculum.

### What are our aims?

By the end of the development phase, to be able to embed Citizenship within the post-16 curriculum thereby enabling young people to exercise social responsibility and extend their political effectiveness by active participation in their education and training environment and in their communities, by supporting their development as learners, workers, consumers and members of families and communities; by supporting their transitions to adulthood.

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

The post-16 Citizenship programme is funding 21 development projects up to the end of 2003/04. The outcome of the development projects will inform decisions on the expansion of post-16 citizenship provision from 2004/05 awards.

The development projects are trialling a range of curriculum models for the delivery of post-16 Citizenship in schools, colleges and work-based providers. We are also working with a range of national and local partner organisations to prepare the guidance and funding support needed for expansion beyond 2004/05. An evaluation report on the first year of the projects is also available.

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# 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. The Government is working with the LSC to implement key Modern Apprenticeship Advisory Committee recommendations to ensure all MAs meet the highest standards and to encourage take-up among employers and young people. The recently announced high level employer-led Modern Apprenticeship Task Force will be a driving force behind the expansion and development of MAs, so helping to meet the nation's skills needs and the aspirations of young people.

## What are our aims?

To increase the supply of skills at craft, supervisory and technician (intermediate) level within industry. The Government is committed to at least 28 per cent of young people starting an MA by age 22 by 2004. In addition, the Cabinet Office and the Department have agreed a new target for the Civil Service as a whole for 28 per cent of all staff under 25, not appropriately qualified, to participate in an MA by 2004. Further Advisory Committee recommendations accepted by the Government include:

- a national framework for apprenticeship defining basic standards and strengthening the relationship between employer and apprentice;
- an entitlement to an MA place for all 16- and 17-year-olds with five or more GCSEs at grades A\*-G from September 2004, fulfilling the manifesto commitment;
- a major marketing campaign over three years from early 2002 to promote apprenticeships and boost take-up by employers and young people;
- technical certificates to ensure underpinning knowledge and understanding; and
- a new Entry to Employment pre-employment programme to help young people to progress to a Foundation MA, sustained employment or further vocational learning opportunities.

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

The budget for work-based learning for young people was £740 million and the LSC is responsible for allocating the bulk of these funds to leading providers.

In July 2002, there were 219,500 young people undertaking MAs in England – 107,900 on Advanced MA and 111,600 on Foundation MA: Ninety-eight per cent of young people on Advanced MA have employed status and, of those young people who left Advanced MA in 2000-01, 86 per cent were in employment six months after leaving. Since 1997, the number of young people achieving NVQ level 3 while on Advanced MAs has increased by 27 per cent.

Following the Adult Learning Inspectorate (ALI) Chief Inspector's 2001-02 report, we have developed with the LSC, the ALI and the Learning and Skills Development Agency and are now delivering a quality improvement plan taking account of the Advisory Committee and other reforms to Modern Apprenticeships.

Eleven Entry to Employment pathfinders are running in preparation for national roll-out in England in August 2003. This will replace Life Skills, preparatory training and level 1 programmes.

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[www.dfes.gov.uk/ma.consultation](http://www.dfes.gov.uk/ma.consultation)

## Education Maintenance Allowances

### What do we do?

Educational Maintenance Allowances (EMAs) 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 might be.

EMA pilots were introduced as an experiment from September 1999 in 15 LEAs. Eligible young people aged 16 to 19 receive a weekly allowance if they stay on in further education, with additional bonuses payable for retention and achievement. They are targeted at young people from low-income families who receive the full weekly allowance if annual income is less than £13,000.

As a result of additional money allocated to EMAs in the 2000 Budget a further 41 pilots started in September 2000. This means that EMAs now cover around one third of England.

### 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 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.

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

LEAs administer the pilot EMA scheme making payments direct to eligible young people (except in pay to parent model) and are reimbursed by the Department. There is also a contribution by the Department to the LEAs towards the cost of administering the scheme.

In 2002-03, over 120,000 young people benefited from an EMA at a cost of approximately £120 million. Funding from 2003-04 is part of Annually Managed Expenditure, of which £221 million is currently allocated to the EMA pilot scheme. This includes payments to eligible young people, LEA administration costs and the evaluation of the scheme.

An independent evaluation is measuring the impact of EMA on participation, retention and achievement by young people from low-income families and it will also help in decisions about the best variant to use as the basis for national rollout. Findings from the evaluation show an average participation gain, among eligible young people in the pilot areas of around six percentage points. There is also an impact on retention. On this basis the Government has decided to extend the EMA scheme across England from September 2004.

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# Section G

## Transforming the School Workforce

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## Chapter 9

# School Workforce

The bulk of schools' money is spent on their workforce, and they are key to their success. The Department's aim is therefore to improve the recruitment, retention, quality and status of all members of the school workforce. This is not an end in itself – our focus is on developing a workforce that can deliver further improvements in standards and narrow achievement gaps. Workforce reform therefore underpins our schools policies and aims more generally.

We have put in place many of the elements to deliver reform, some of which are set out in more detail in the individual strands below. Particularly relevant are:

- the Education Act 2002, which provides an enabling legislative framework;
- significant additional resources from the Spending Review 2002;
- plans for the next three years which align school workforce transformation with the key elements of the wider reform programme;
- a more strategic and flexible approach to pay;
- plans to transform school leadership – through developing the capacity of the National College for School Leadership (NCSL) and the introduction of the Leadership Incentive Grant;
- development of a change management programme, based on the Transforming the School Workforce Pathfinder project, which will be made available to all schools;
- an historic national agreement with headteacher, teacher and support staff unions and local Government employers, on the principles and practical implementation of school workforce reform.

## Individual Strands of the Workforce Programme

### School Workforce Remodelling

#### What do we do?

The focus is on enabling teachers to spend more time on teaching and activities that directly support teaching – as well as providing leadership time for headteachers. This is crucial for the more individualised patterns of teaching and learning that are central to the continuing drive for higher standards.

## What are our aims?

The remodelling agenda is about reinforcing the professional status of teachers, supporting leadership and helping schools to make the most of their human resource. It is also about improving job satisfaction and addressing work-life balance – it will therefore be a powerful recruitment and retention tool. But above all it is about enabling teachers to spend as much of their time as possible on activities that have the most impact on improving pupil performance across the board.

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

In 2002, we discussed with unions, employers and national bodies the principles of a remodelled workforce. We set out powerful wide ranging proposals for change in *Time for Standards* and in January 2003 signed an historic national agreement, which will pave the way for changes to the teachers' contract; more support staff in extended roles, including personal administrative assistants for teachers, cover supervisors and higher level teaching assistants; and a concerted attack on bureaucracy, including through a new Implementation Review Unit, featuring a panel of serving practitioners.

### CASE STUDY

#### Langley Junior School

Alison Pedlar is a Year 6 teacher at Langley Junior School in Plymouth. The Transforming the School Workforce Pathfinder has made a very real difference to Ali's life. She now has full-time support in her classroom from Carolyn Glover, who has a dual role as both a Teaching Assistant and a Resource Manager. In addition to working on numeracy with target groups and listening to readers, Carolyn has relieved Ali of all sorts of time consuming jobs such as marking spelling tests, preparing target sheets and sticking them into the children's books, photocopying, gathering and returning resources for science, art and design technology – as Ali says, 'the list is endless!' The overall result is that she really has had more time for herself in the mornings, after school and in the evenings.

What's more it has meant that Ali has been able to focus on children individually to provide additional support for numeracy and literacy. "I have even had time to talk to pupils on a one to one basis about errors in their homework" – so the children really are getting a better deal.

End of term test results have been the best ever, indicating that having the extra pair of hands in the classroom is making a significant difference to the children's progress in the core subjects. For example, two pupils have made such dramatic progress in maths that they have moved up a whole National Curriculum level in one term. They have had access to just that bit of extra individual help which has enabled them to surge forward.

[www.teachernet.gov.uk/remodelling](http://www.teachernet.gov.uk/remodelling)

## School Support Staff

### What do we do?

Take forward the Government's proposals, as set out in *Time for Standards*, by promoting the recruitment, training, development, and effective management and deployment of school support staff. This will not only enable teachers to concentrate on teaching, but broaden the range of adults who can support good learning. It is also a desirable aim in itself in terms of the wider skills agenda.

### What are our aims?

To help improve standards of pupil performance and reduce teacher workload by:

- freeing up teacher time through more effective use of a wider range of well-trained support staff within a framework of professional supervision;
- improving opportunities for training and career development for support staff, including the development of foundation training for all support staff, and the development of a new higher level teaching assistant role;
- ensuring that headteachers, senior managers, teachers and governors have access to relevant training and guidance in the management and deployment of support staff; and
- mapping clearer progression routes for support staff and developing smoother routes into teaching for those who want to progress.

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

There will be two Standards Fund allocations for 2003-04 to contribute to the costs of support staff salaries and separately to support their training and development.

We estimate that the funds being made available for support staff (both through Standards Fund and through increased general school budgets) will enable schools to recruit at least 50,000 extra full-time equivalent support staff (of all types) nationally by the end of this Parliament. Between January 2001 and January 2003, over 36,000 extra support staff took up post.

LEAs are using Standards Fund Grant to deliver the induction training programmes (which include a new module – English as an Additional Language – launched in October 2002) for newly recruited teaching assistants in primary and secondary schools.

NVQs at levels 2 and 3 for teaching assistants became available in September 2002.

<http://www.teachernet.gov.uk/teachingassistants>



## What do we do?

The Government is committed to building leadership capacity at all levels in schools, high quality leadership development and preparation for headship. From 1 April 2004, all those appointed to their first headship post in the maintained sector and in non-maintained special schools will be required to hold the National Professional Qualification for Headship (NPQH), or to be working towards it.

NPQH is just one of a range of programmes run by the NCSL, which was established to create a coherent national leadership framework. It provides training, development and support for school leaders at every stage of their careers. It nurtures leadership potential within the profession and it manages the delivery of two other national programmes – the Leadership Programme for Serving Headteachers and the Leadership and Management Programme for New Headteachers.

## What are our aims?

To improve the quality and status of all school leaders – enabling them to drive change and improve standards in their schools.

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

The Department's grant to the NCSL in 2002-03 was just under £69 million. With this funding the college has, among other things:

- managed two successful recruitment rounds to the NPQH (over 4,400 new participants);
- developed the 'Leading from the Middle' programme aimed at increasing the leadership potential of middle level school leaders;
- launched the 'Consultant Leaders' programme which will enable the best school leaders to mentor, coach and support the leadership development of school leaders, especially in those schools that need to make a step change in pupils' performance; and
- continued to enhance the services available to school leaders on the College's website.

The NCSL's flagship headquarters opened in Nottingham in October 2002, providing state-of-the-art facilities for leadership development and further evidence of the Government's commitment to raising the quality and status of the profession.

[www.ncsl.org.uk](http://www.ncsl.org.uk)

# Teacher Supply, Recruitment and Retention

## What do we do?

Ensure that there are sufficient well-trained teachers to support the Government's standards agenda.

## What are our aims?

To reach a position where all schools can attract and retain the right number and quality of teachers, and to fulfil the Government's commitment of at least 10,000 more teachers by the end of the current Parliament.

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

In January 2003, there were 423,900 full-time equivalent regular teachers employed in maintained schools in England. This is a rise of 4,300 since 2002, and an increase of 24,700 since 1997. The rise since 2001 has been 13,700 which means that the Government's pledge to recruit at least 10,000 extra teachers during this Parliament has been exceeded within only two years. In addition, the number of people leaving the profession for reasons other than retirement went down slightly in 2001, for the first time since 1996/97. Despite these developments, teacher recruitment difficulties persist in some schools in some areas. The Department has undertaken a range of activities to help schools, including:

- £6,000 training bursaries for eligible primary and secondary Postgraduate Certificate in Education students and £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;
- paying off, over time, the student loans of over 4,000 new teachers of shortage subjects;
- funding an increase in the number of employment-based training places in schools from 4,150 in 2002/03 to 7,250 in 2005/06;
- funding an increase in the number of Teacher Training Agency (TTA) funded returners' courses from 1,800 in 2002/03 to 2,500 by 2005/06. Participants receive £150-a-week bursaries plus help with childcare costs where appropriate;
- funding an increase in the number of college-based teacher training places in England from 31,790 in 2002/03 to 34,675 in 2003/04;
- funding a network of Recruitment Strategy Managers who work alongside LEAs to support a strategic approach to teacher recruitment;
- creating and funding a Recruitment and Retention Unit within the Government Office for London, to look at approaches to a pan-London strategy for issues such as the use of supply teachers, overseas recruitment, transport and housing; and

- identifying the key reasons why teachers leave the profession to inform policy development. For example, the Starter Homes Initiative provided £250 million to key workers, including 3,500 teachers, to buy their first home in areas of high price or demand.

## Initial Teacher Training

### What do we do?

We are responsible for overseeing a range of projects which seek to improve the quality and flexibility of Initial Teacher Training (ITT). We work closely with the TTA to ensure that all trainee teachers acquire the skills they need to teach effectively and to raise standards in the classroom.

### What are our aims?

To ensure that teacher training is relevant, meets individual needs and provides newly qualified teachers (NQTs) with the skills they need to teach.

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

Qualifying to Teach, which sets out the new standards and requirements for ITT, came into effect from September 2002. This seeks to ensure that all new teachers have the subject knowledge and the teaching and learning expertise they need, and are well prepared for the demands of being a teacher.

We are working with the TTA to develop new ways of training to teach. The undergraduate credit scheme is now in its second year and allows undergraduates to complete some aspects of a teacher training programme alongside their degree studies.

We are supporting greater school involvement in ITT through the partnership project, which has so far recruited over 500 partnership promotion schools. The project aims to increase training capacity, trial training materials and encourage more schools to support ITT. We are also expanding the Training Schools programme from the current 82 to 260 by 2005/2006. As well as increasing the capacity, diversity and quality of ITT, Training Schools are cutting edge schools, recognised for their excellence and innovation in research, use of ICT, collaboration and dissemination of best practice.

## Continuing Professional Development

### What do we do?

Deliver against the proposals in the Continuing Professional Development (CPD) Strategy, to develop a climate in which school leaders create and support opportunities for professional development for all staff, and teachers actively pursue their own development and contribute to that of their colleagues.

### What are our aims?

The strategy widens the opportunities for teachers to benefit from high quality, relevant, professional development and places effective development at the heart of school improvement.

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

The Government has supported a series of individual initiatives – Professional Bursaries, Sabbaticals, Best Practice Research Scholarships – from which teachers are already benefiting. The statutory induction arrangements have continued to help NQTs to become more effective teachers, and a pilot Early Professional Development Programme, introduced in September 2001, has had a positive impact on the quality of teaching and morale of participating teachers in their 2nd and 3rd years of teaching.

#### **CASE STUDY**

#### **Bath Spa University College**

A teacher at a primary school in Bristol attended a Science Subject Leaders Course at Bath Spa University College to develop her subject knowledge and confidence in this curriculum area. The course was available as a result of funding provided by the TTA Award Bearing Inset scheme. The impact of the course was highly positive and measurable, both in terms of her own teaching and also on the whole school approach to science teaching. The Headteacher and Subject Leader established a new School Action plan for science, a new policy and a scheme of work for progress and continuity in Science 1. In addition, the course helped to establish a network of science teachers over a fairly broad geographical area. All of this contributed to the teacher concerned feeling highly motivated and confident in herself as a professional and in her subject knowledge and understanding. She has developed leadership skills as a result and has increased her chances for promotion. It has also encouraged her to carry on with classroom based research.

[www.teachernet.gov.uk\\_professional\\_development](http://www.teachernet.gov.uk_professional_development)

## Advanced Skills Teachers

### What do we do?

Support the creation of Advanced Skills Teachers (ASTs) posts through a Standards Fund grant, arranging for the assessment of potential ASTs, providing advice and guidance to schools and LEAs and promoting knowledge and understanding of the developing work of the grade to ensure that numbers continue to grow.

### What are our aims?

The aim is to create a new career path for excellent teachers who want to continue as classroom teachers and an opportunity for them to use their skills to support the professional development of their colleagues.

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

Over 94 per cent of the funding goes to support the costs to schools of creating posts. The Standards Fund grant also includes a small payment for each LEA to use to co-ordinate AST outreach work, so that it is directed at local priorities and to provide central support. The rest is spent on assessment, managed through a contract with an external agency, as well as on promotional activities.

Over the last year AST numbers have approximately tripled from just under 1,000 in post in January 2002 to around 3,000 at the end of March 2003. The number of LEAs with AST posts has also increased – all but two LEAs now have ASTs. Schemes to fund posts in connection with specific Departmental priorities have opened opportunities in LEAs which had not previously appointed ASTs and demonstrated the role ASTs can play in implementing new policies and supporting priority areas. For example, over 200 new AST posts were created to work on enhancements to ITT and there were almost as many new posts in schools facing challenging circumstances. Pilot schemes exploring the benefits of using teams of ASTs working together are leading to rapid whole school improvement.

#### CASE STUDY

#### Judy Gurney, AST at Bedgrove Infant School, Buckinghamshire

Judy says, "Being an AST is an extremely good way of sharing best practice. Not only is it one of the few options available to schools to get actual classroom support for teachers, but it is also wonderful for professional development as it provides a perfect opportunity to do something different, while still continuing to teach."

From the school's perspective the scheme also offered unique advantages, as Barbara Capstick, Headteacher at Bedgrove, explains. "The AST programme helped us to retain a key member of our teaching staff by offering them a fresh set of professional challenges, without having to move into a management role. Judy's outreach work with other schools has generated extremely positive feedback and there is no doubt that the AST scheme has raised Bedgrove's profile. It has also allowed us to take on board alternative ways of working and made us look closely at our own practices to see if these could be improved."

## Fast Track Teaching

### What do we do?

Teachers who join Fast Track receive additional professional development opportunities and rewards – including an additional spine point for NQTs and a recruitment and retention allowance after their induction year, for up to five years. There are also, of course, additional challenges, and expectations of performance are high. The cost of all training, development and salary enhancements are met by the Department.

### What are our aims?

Fast Track is an important element in the Government's drive to transform the school workforce and raise the status of teaching.

It is a long term investment to improve the quality of leadership in schools. It is designed to attract and retain some of the best new graduates, career changers and serving teachers and support them in making accelerated progress towards leadership positions.

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

At the beginning of 2002/03, there were 249 high calibre individuals on the Fast Track teaching programme. We have delivered a structured programme of high quality training and development for those on the programme, including enhanced ITT, individual mentoring, ICT equipment, and local, regional and national conferences.

The third recruitment round was launched in October 2002 and over 1,500 applications were received in just over five months. Fast Track teaching is now firmly established with a strong presence in the highly competitive market for top graduates.

[www.fasttrackteaching.gov.uk](http://www.fasttrackteaching.gov.uk)

## **Teachers' Pay and Performance**

### **What do we do?**

Support a performance management and pay system that aims to give schools the flexibility and tools they need to recruit, retain and reward the best teachers so that they can achieve higher standards for all pupils.

### **What are our aims?**

To embed effective human resource strategies in schools so that teachers are set challenging objectives to raise pupil standards, are clear about the professional support available to them to do so, and have the opportunity to progress to higher levels of pay based on their performance. This will help make teaching more attractive to new recruits and raise the professionalism of teaching.

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

In the most successful schools, where policies are clear and fully integrated with the school's development plan, heads are seeing a positive effect on standards. We have also achieved greater pay flexibilities for schools to ensure that they can recruit and retain the teachers they need to improve standards. We have also introduced new arrangements for the main pay scale so that new teachers can progress more quickly to the upper pay scale where they can achieve salaries of up to £33,000 depending on performance. At present, 223,000 teachers have now progressed to the upper pay scale, fully funded through a special grant worth over £450 million this year. We have provided schools with £90 million to cover performance related payments to their classroom teachers, leadership groups, Heads and deputies.

In February 2003, the Secretary of State endorsed the School Teachers' Review Body (STRB) recommendations on pay, including a 2.9 per cent pay increase from April for most teachers. In inner London a new pay scale will be introduced that will provide main pay scale teachers with a minimum 4 per cent overall rise, on top of their 7 per cent annual rise each September as they progress up their pay scale. Threshold payments for the good, experienced inner London teacher will also virtually double to £4,000. The top salary for inner London headteachers will rise to £94,000 (from £88,700) – this compares with £88,000 outside London.





# Section I

## Improving the Skills of Young People and Adults

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## Chapter 11

# Raising Participation and Quality in Post-16 Learning

Post-16 further education and training is important to the achievement of the Government's twin goals of social inclusion and economic prosperity. Over six million learners choose further education and training which is funded by the LSC, with public funding of over £7 billion in 2002-03. Whilst there is some excellent quality provision, standards are variable. The Government launched its Success for All strategy in November 2002 with a massive investment package to reform the post-16 learning and skills sector to raise standards, increase participation and improve outcomes for learners and employers. The key to effecting change is partnership with the learning and skills sector both regionally and locally. This chapter shows some of the policies and programmes in place to increase participation and raise quality.

## ■ ■ ■ Connexions

### What do we do?

Connexions is the Government's front line support service for young people aged 13 to 19 in England. Through partnerships which bring together the work of the many organisations that provide services to young people, Connexions offers advice, guidance and access to personal development activities. It joins up the work of a number of Government Departments, agencies and organisations that deliver to young people to provide them with a coherent and integrated service. It is to be delivered through a network of 47 Partnerships, based on LSC boundaries.

### What are our aims?

To give all young people the best start in life, helping them to become well-rounded adults, who are committed to learning and development and contribute to economic prosperity, but it has a particular focus on those most in need. A key element is access to a personal adviser.

Connexions works with each school to identify, assess, guide, mentor and support 'at risk' pupils, and to help those pupils to get the most from their education.

A new Vision document for Connexions was launched in November 2002. This was signed by eight Ministers from across government. The Vision spells out the key objective for the Connexions Service. This will be to increase post-16 participation and reduce the numbers of young people not in education, employment and training (NEET).

There are 173,000 young people who are NEET at 16-18 – this figure has remained roughly constant at about nine per cent of the cohort over the past few years. Connexions will focus both on preventing young people aged 13 to 15 becoming NEET and on helping young people aged 16-18 who are NEET to move on. Targets for reducing NEETs have been set with Partnerships. In 2006 we will be judged on our progress.

By focusing on increasing participation and retention in learning and work, Connexions contributes towards improvements in young people's behaviour and reducing crime; better outcomes for young people from black and ethnic minorities; and improving the overall effectiveness of services in meeting young people's needs.

Connexions also supports broader, cross-Government strategies on issues like reducing teenage pregnancy, improving outcomes for disabled and looked after children and supporting young runaways.

Connexions will be complemented by a strong, vibrant youth service. In December 2002 the Government launched *Transforming Youth Work – Resourcing Excellent Youth Services* which sets out what sort of youth service the Government expects a local authority to provide.

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

Substantial new money has been provided for the Connexions service. The budget in 2003-04 is around £458 million and around £500 million in 2004-05. Connexions Partnerships receive grant funding. Forty-four out of the 47 planned Partnerships were operational by the end of 2002, and the remaining three came on stream by 1 April 2003.

The design and delivery of Connexions has involved young people themselves, everything from premises design to the recruitment of personnel. Connexions was the runner-up in the 2002 Guardian and IPPR public involvement awards.

The Neighbourhood Support Fund for which Connexions is responsible has supported over 40,000 participants since its start up, with 60 per cent of leavers achieving positive outcomes. Around 650 projects are operational in 40 local authority areas.

In summer 2002, the Summer Plus programme delivered by Connexions contributed to reversing the traditional increase in youth crime over the summer months. Robbery in Summer Plus areas declined by nine per cent compared with the previous quarter, whereas in non-Summer Plus areas it increased by ten per cent. The Millennium Volunteers (MV) Programme, which is managed by Connexions, aims to support and recognise a sustained commitment by young people aged 16 to 24 to voluntary activity which benefits the community.

The pilot of Connexions Direct, the telephone and web-based support service for 13- to 19-year-olds has been successful with positive feedback from young people. In January 2003,

Connexions Direct received around 4,000 calls in the 12 pilot areas. More Partnerships will join the pilot shortly, with national roll-out by April 2004.

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## Further Education

### What do we do?

The further education sector is diverse consisting of approximately 400 colleges in England, including further education colleges, sixth form colleges, tertiary colleges, specialist colleges and agricultural and horticultural colleges.

The sector delivers:

- academic and vocational training for 16- to 19-year-olds;
- vocational education and training for adults seeking employment;
- workforce development for employers;
- second chance general education for adults; and
- learning for leisure and personal development.

Four million students study for over six million qualifications each year.

### What are our aims?

The aims for the sector are to:

- achieve excellence for all young people aged 14 to 19;
- increase progression into higher education to 50 per cent by 2010, and widen access to higher education for all groups in society;
- increase access for adults to excellent provision for basic skills, training for work, and learning for personal development; and
- improve workforce skills to meet the economy's skill needs and improve productivity.

In November 2002, the Department launched a strategy for the reform of Further Education and Training called Success for All, which is based on improved strategic planning, better teaching and learning, developing the workforce and a new accountability framework. It covers all post-16 providers, not just colleges.

The four key goals of the strategy are:

- meeting needs and improving choice;
- achieving excellence in teaching and learning;
- developing teachers and leaders of the future; and
- a framework for quality and success.

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

The Department funds the Further Education sector through the LSC and funding has increased from £4.4 billion in 2002-03 to £4.7 billion in 2003-04.

The LSC will adopt a new, flexible approach to funding which rewards colleges that deliver targets for student numbers, improve success rates, meet the needs of employers and develop the capability of their staff.

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## **Leadership in Further Education**

### **What do we do?**

Responsible for the Leadership Advisory Group which brings together representatives from the learning and skills and higher education sector, which drives the policy development and signs them up to the strategy. A number of sub-sector working groups are also run looking at specific management and leadership issues, which are attended by representative bodies and practitioners.

### **What are our aims?**

The procurement and establishment of a new college for management and leadership.

To map leadership/management qualifications against management standards as part of the development of a professional development framework for leaders and managers.

To work with the Leadership Advisory Group who provide expert advice and a steer for the project.

To develop a national strategy for the professional development of leaders and managers in post-16 education as part of Success for All Goal 3 – improving teachers and leaders of the future.

To develop, through the college, an appropriate suite of developmental support programmes and services for further education college principals and aspiring principals which supports the requirements in the *Education Act 2002* that all further education principals hold a relevant qualification.

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

A range of research looking into existing practice has been undertaken and the experience of leaders and managers in the sector will inform the Continuing Professional Development framework for the sector and the development of support programmes offered by the leadership college.

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## **Recruitment, Retention and Rewards for the Further Education Sector**

### **What do we do?**

Develop policy relating to the recruitment, retention and performance rewards for further education staff.

### **What are our aims?**

To help colleges to modernise their pay arrangements and to recruit, reward and retain teachers and lecturers as part of the drive to improve standards of teaching and learning.

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

In 2002-03, the Teaching Pay Initiative was extended to include non-teaching staff in further education colleges and, from September 2002, teachers and lecturers in independent specialist colleges and higher education institutions delivering further education provision.

Case study research shows the Teaching Pay Initiative has had a positive impact on teacher morale; that in many colleges it has supported the introduction of a more attractive career structure in further education; and that it has also provided a real incentive for lecturers to take up qualifications and development opportunities.

In September 2002, we introduced two staff recruitment and retention initiatives for the FE sector, 'Golden Hellos' and the Repayment of Teachers' Loans, to attract new teachers and lecturers of designated shortage subjects into the profession.

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## ■ ■ Post-16 Teaching and Training – Staff Qualifications and Development

### What do we do?

Contribute to raising standards in post-16 learning including further education (FE), work based learning (WBL) and adult and community learning (ACL). The focus is on the need for professionally qualified teachers and trainers in this sector. This means training new teachers and trainers and the continuing professional development of existing provider staff.

### What are our aims?

To develop a fully qualified workforce by 2010, working closely with the LSC on implementation. Specific steps include:

- achieve an interim target by 2006 for the proportion of FE college teachers professionally qualified;
- increase the number of staff with teaching and training qualifications in work-based and adult and community learning;
- encourage more people from industry to work in the learning and skills sector;
- raise the quality of initial teacher training;
- develop a framework of progression to enable career development between FE, WBL and ACL;
- encourage greater quantity of high calibre students onto suitable FE teacher training courses through the effective use of the Initial Teacher Training (Post-16) Bursaries Pilot;
- work with the Adult Basic Skills Strategy Unit (ABSSU) on basic skills teaching;
- introduce an award scheme for teachers, lecturers, trainers, managers and support staff in the learning and skills sector; and
- by March 2004, produce accurate data on workforce participation in learning funded by the LSC.

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

Most funding for staff development is spent on our behalf by the LSC, who include staff training in their contracts with providers. We fund teacher training bursaries ourselves.

Money is paid monthly to the HEFCE who pay institutions. Institutions then pay students £6,000 each over the duration of training. This is paid monthly in arrears to encourage attendance. Feedback from the sector has been extremely positive both in terms of increase in quality and quantity of applicants.

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## **Area Inspections**

### **What do we do?**

Responsible for monitoring and supporting area inspection follow-up action by the LSC, relevant LEA and partners following an inspection by Ofsted and the Adult Learning Inspectorate.

### **What are our aims?**

Through area inspection follow up actions we ensure that all 14- to 19-year-olds, regardless of where they live or study, have access to a full range of local, high-quality learning opportunities, in line with the Government's 14-19 agenda.

Early in 2003 area inspections will be expanded to cover 14-19 education and training provision. Previously confined to EiC areas, they are now being rolled out to other parts of England. The first 14-19 inspections will provide a baseline for informing local planning and national policy as the 14-19 agenda develops.

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

The LSC is responsible for the funding of capital and operational expenditure for area inspection follow up.

Forty-nine inspections have been completed so far covering 51 LEAs. This has met the Government's commitment to inspect all Phases 1 and 2 EiC areas by the end of 2002.



## CASE STUDY

### The impact of Area Inspection – the Hackney experience

Hackney LEA was the subject of the first area inspection in October 1999 (jointly with Islington LEA). The inspection looked at all maintained education and training provision for 16-19 year olds across the boroughs and identified issues for improvement. Ministers subsequently commissioned Simon Jenkin to consider options for change. For the first time, local partners – including the LEA, schools, colleges, WBL providers, Connexions and others – came together to develop a shared strategic vision and an action plan to implement a wide-ranging improvement programme based on the inspection findings and the Jenkin recommendations. From January 2000, the LSC joined with the LEA in leading the follow up work, which subsequently formed the basis for a wider 14-19 programme.

Key outcomes of the area inspection in Hackney include the building of constructive working relationships; a shift from an institution-centred to a learner-centred focus; a reduction in wasteful competition and a focus on quality improvement, e.g. through the development of institutional specialisms and school/college collaborative arrangements. They also include the establishment of the first new LSC-sponsored 16-19 college at Brooke House, whose admissions far exceeded expectations from the day it opened in September 2002. The area inspection has therefore resulted in a significant expansion of opportunities for young people in the borough, that is already being reflected in improved participation and attainment.

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## Post-16 Inspection Policy – The Adult Learning Inspectorate and Ofsted

### What do we do?

Develop policy for inspecting post-16 learning across all learning routes as a basis for a continuous improvement in standards.

Ofsted inspects education for 16 to 19-year-olds in colleges, school sixth forms and the Connexions Service.

The Adult Learning Inspectorate, a non-departmental public body, inspects provision 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 Ufl/learndirect provision. It also inspects education and training in prisons at the invitation of Her Majesty's Chief Inspector of Prisons.

The Common Inspection Framework is used for all inspections of further education, work-based learning and other post-16 education and training.

### **What are our aims?**

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 received funding of £21 million in 2002-03 from the Department with an additional contribution of £3.6 million from Jobcentre Plus.

105 college inspections were carried out jointly by the two inspectorates under the direction of Ofsted between April 2001 and June 2002. A further 100 college inspections are planned for 2002/03.

In 2001-02, the Adult Learning Inspectorate carried out 528 inspections against its sole remit and published 397 reports. There were also 65 pilot inspections of new areas of work including learndirect, adult and community learning and Jobcentre Plus provision.

The first annual report on the results of its sole remit inspections was published in July 2002. In 2002-03 the Adult Learning Inspectorate plan to carry out nearly 900 inspections.

Early results of inspections have led to concerns about the uneven quality of work-based learning provision. This led to the Department commissioning an in-depth study into the reasons. The results of the Learning and Skills Development Agency research were published in the report *Making the grade: a report on standards in work-based learning for young people* published in June 2002, and an action plan developed to address the issues identified.

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## **National Learning Network**

### **What do we do?**

The National Learning Network is an initiative designed to expand and support information technology and e-learning in post-16 education. It is a partnership between the Department, the LSC and the leading organisations concerned with Information Learning Technology (ILT)

in the country. Its remit has been extended from further education and sixth form colleges to working with the wider learning and skills community, including adult and community learning and specialist colleges.

### **What are our aims?**

The National Learning Network works within the wider post-16 sector to:

- boost the ILT infrastructure through access to high speed connectivity and increasing the provision of computer equipment for staff and students;
- develop staff skills through a staff development programme including online training resources, ILT champions and subject mentors;
- provide ILT materials to support teaching and learning across the curriculum and support staff in developing their own materials; and
- provide advice and guidance to senior managers in preparing and developing effective ILT strategies, including advice on understanding and using managed learning environments and virtual learning environments.

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

Funding for 2003-04 of £42 million is allocated to this area and the LSC are responsible for developing a coordinated strategy for delivery. In addition, programme funding is allocated to the LSC for staff development as part of the Standards Fund. In January 2003, the Secretary of State announced an extra £92 million over the next three years to develop a curriculum online for the post-16 sector.

Achievements have included:

- an increase in the number of computers with Internet connection in further education colleges achieving a ratio of one computer for every two members of staff and a computer for every five students;
- all 420 Further Education colleges now have a broadband connection to the Internet through the Joint Academic NETwork (JANET);
- helping around 4,000 teachers to purchase computers;
- the Wireless Outreach Network project to provide laptop based learning and support to those learners living in the most disadvantaged areas;
- a staff development strategy agreed and good progress being made on implementation;
- providing new e-learning materials to enhance teaching; and
- setting up a network of Regional Support Centres to help colleges with information technology issues.

## Centres of Vocational Excellence

### What do we do?

Working with the LSC we ensure that Centres of Vocational Excellence (CoVEs) are implemented in accordance with policy objectives. CoVEs aim to meet employers' priority skills needs by creating a network of quality, specialist provision, tightly focused on the skills needs of business and industry across a range of occupations, both new and traditional.

### What are our aims?

To establish 400 CoVEs in the FE and training sector by 2006 which, as a network, create a strategic distribution of high-quality centres, taking account of local, regional and sectoral needs.

To increase and strengthen active employer/college engagement to underpin and develop innovative and flexible approaches to meeting the nation's current and future skill needs.

To secure enhanced vocational learning opportunities for all learners in the Further Education and Training Sector and 14- to 19-year-olds in schools, with a key focus on developing employability and career prospects, particularly for those from disadvantaged backgrounds.

To 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?

Funding of £100 million managed by the LSC is dedicated to the development of 150 further education CoVEs by 2004.

Additional Capital Modernisation Fund funding of £40 million together with £17 million LSC resource will develop a further 50 further education CoVEs and 50 with work-based learning providers. Spending Review funding of nearly £86 million will bring the total funding of a network of 400 CoVEs to around £250 million.

The LSC has so far announced 155 CoVEs (137 further education and 18 work based) and is due to announce Round 3 CoVEs in June 2003. It is expected that the LSC will have then met the Manifesto commitment that, by March 2004, half of all general further education colleges (around 150) will have a CoVE.

## Vocational Qualifications (including NVQs)

### What do we do?

Work with key partners – the Qualifications and Curriculum Authority (QCA), the Sector Skills Development Agency (SSDA) and the LSC – to develop and implement a modern, responsive and easily understood vocational qualifications system. There are two main groups of qualifications:

- National Vocational Qualifications (NVQs) which demonstrate a person's competence in the workplace for a particular occupation; and
- Vocationally-Related Qualifications, usually taught in colleges, which provide knowledge and skills for a wider business area or sector.

### What are our aims?

To work with key partners to:

- develop a system of vocational qualifications which has the flexibility to meet individual and employment needs;
- develop the responsive systems and infrastructure required to deliver and support a modernised vocational system; and
- develop a communications strategy to broaden understanding and encourage use of vocational qualifications.

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

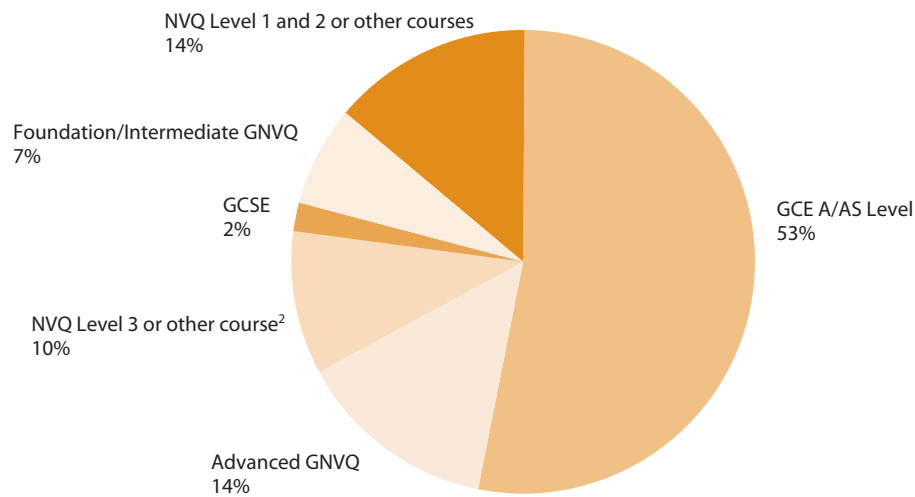
Government funding is provided to the:

- Learning and Skills Council – to pay the costs of vocational qualifications for young people and adults;
- Qualifications and Curriculum Authority – for the approval (accreditation) and regulation of vocational qualifications; and
- The Skills for Business Network – to ensure that all vocational qualifications are based upon current employer needs.

In December 2002, the QCA, SSDA and LSC were given a new remit for vocational qualifications (to meet the objectives outlined above) and were asked to produce proposals

for a joint programme of work to secure a coherent and high quality system of vocational qualifications. During 2003/04, the Department will begin to implement the programme with the three key partner organisations. Partners in other UK countries will also be involved in development and, where appropriate, implementation.

**Figure 11.1** Participation of 16- to 18-year-olds in Full-time Education in England by Qualification Aim, 2001/02<sup>1</sup>



1. Figures are provisional.  
2. Other advanced vocational includes BTEC National and City and Guilds Diploma in Vocational Education.  
Sources: Annual Schools' Census, Learning and Skills Council's individualised student record (ISR), Higher Education Statistics Agency and DfES.

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## Chapter 12

# Expanding Opportunities in Higher Education

Higher education (HE) in England is a success story. Some of our institutions boast research to match the best in the world, and our teaching is internationally recognised as good quality. Our universities tell us they need more funds if they are to avoid falling back from the cutting edge in research. Students report that teaching is not always what it should be, and many staff in HE are concerned that good teaching is not properly rewarded. Employers and businesses are concerned that graduates don't have the skills they need, and we know that links between HE and business to turn research into practical innovation are in need of strengthening. There is also a growing gap in access to HE between the highest and lowest social classes, something which we cannot tolerate in a civilised society.

The White Paper *The future of higher education* sets out the Government's strategy for addressing all these issues. It sets out a system which shares the costs fairly between the taxpayer, students and their families. We propose that, from 2006, universities will be able to set their own fees, but only in return for tough agreements to ensure access remains fair, and alongside conditions that mean no student will have to pay anything up front. Grants will be reintroduced for students from poorer families, and a new unified AimHigher programme will build links between schools, colleges, and universities to ensure HE is open to everyone. New professional standards will be introduced for teaching, to make sure all students get the best they can from HE. We will encourage world class research by rewarding our best research institutions, and work with universities to develop models of collaboration and cooperation that add value to research and research training. Working with the sector and with business, we will create a network of Knowledge Exchanges, to help invention become reality, and foster ever stronger links between HE and business. Alongside all these boosts to quality, we still want to continue expanding towards 50 per cent of all young people participating in HE, with much of that expansion to come through new work-focused Foundation Degrees, to ensure our economy gets people with the skills it really needs.

This strategy is supported by new investment from the Government, providing over six per cent per year more funding in real-terms for the next three years. The White Paper makes clear that increased funding on its own is not enough, there needs to be reform as well, to create a new framework in which our universities and colleges can thrive and students can look forward to a first class higher education.

## Excellence in Research

### What do we do?

Research underpins innovation in the economy, improvement in public services and wider enrichment of culture and quality of life. The Department provides core funding for higher education institutions (HEIs) to carry out research via the HEFCE.

### What are our aims?

To encourage and support excellent research. We provide a foundation of funding which is typically used to contribute to the pay of academic staff and the establishment of research infrastructure. The Research Councils funded by the Office of Science and Technology (OST) then fund particular projects in institutions, building on this core funding by paying for the direct costs of the project and a contribution to indirect costs.

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

#### **Quality related research funding**

The main strand of HEFCE research funding, constituting around £1 billion per year, is the recurrent funding to cover the costs of research. This is quality related – it is distributed according to the results of the Research Assessment Exercise (RAE). Institutions receive funding according to the quality and volume of their research in different subjects. The process is selective – the top 25 institutions receive 75 per cent of the funding.

This helps target funding and encourage improvement. The proportion of staff at the highest two grades in the 2001 RAE stood at 55 per cent, up from 31 per cent in the previous exercise in 1996. While our international standing is currently strong, there is a danger that we will be overtaken by competitors without increased funding and reform.

HEFCE is currently carrying out a review of research assessment, together with the other higher education funding bodies. The review will propose an improved system of assessment to replace the current RAE.

#### **Research capital funding**

In recent years institutions have not spent enough on maintaining and improving their research buildings and equipment. Increased recurrent funding will provide more resources for investment, and the Government is putting measures in place to ensure that institutions cover their long-term costs in future and no longer neglect their infrastructure. However, for the moment it is important to have a strong capital funding stream to provide targeted resources for investment. Funding is made available by the Department and OST but distributed together in one Science Research Investment Fund. The Department's contribution is £150 million per year in 2003-04 rising to £200 million in 2004-05 onwards.



## Arts and humanities research board

In 1998 the Arts and Humanities Research Board (AHRB) was set up to provide funding for research in the arts and humanities in a similar way to the Research Councils' funding for the sciences. This board will be transformed over the next few years into an Arts and Humanities Research Council operating alongside the others and funded like them by the OST. The total AHRB budget for 2002-03 is £63.2 million including contributions from the devolved administrations as well as from the Department. From this it provides funding for research, for postgraduate students, and for museums and galleries in the HE sector.

## Driving further improvement

The White Paper *The future of higher education* sets out the main steps to ensure that our research remains competitive internationally, by:

- funding to encourage and reward research that is more concentrated and better managed through collaborations;
- a process to identify the very best of the departments gaining the current top quality rating, and to provide an uplift in funding for them;
- increased capital funding for leading research institutions;
- funding to encourage and reward promising departments with comparatively low research ratings, particularly for work in new research areas, so that they have the resources to develop and improve; and
- a Promising Researcher Fellowship Scheme, which will provide funding for a talented researcher in a non-research-intensive department to spend six months researching in a high-scoring department. We expect to provide funding to 100 people a year by 2004.

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## HE Links with Business and the Community

### What do we do?

The Department works in partnership to promote close links between higher education institutions (HEIs), business, and the community.

### What are our aims?

Links between HEIs, business and the community are critical in maximising the beneficial impact of HE. Our aim is to ensure that research results in real improvements in the economy and public services, that the skills developed in HE stand students in good stead in the

labour market, and that institutions play a full role in regional development and community regeneration.

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

Several strands of spending and work are involved in achieving these aims.

#### **Higher Education Innovation Fund**

The main funding stream to help institutions promote innovation in the economy through knowledge transfer and skills development is the Higher Education Innovation Fund (HEIF). This scheme is funded jointly with the Office of Science and Technology and delivered via the HEFCE. The Department, through HEFCE, contributes £20 million to HEIF. HEIF, and predecessor schemes, has already helped most HEIs to improve their capability in knowledge transfer and in reaching out to business and the community.

HEIF is a permanent 'third stream' of funding for institutions (after the funding streams for teaching and for research). HEIF will have a particular focus on broadening knowledge transfer activities in non-research intensive institutions, which have a valuable potential role in linking with local and regional businesses and Small to Medium Enterprises (SMEs). Regional Development Agencies will have an enhanced role in allocating the next round of HEIF to ensure that HEIF funded activities help to meet regional needs.

#### **New Technology Institutes**

New Technology Institutes (NTIs) are consortia of HEIs, FE colleges and private sector partners which will offer high quality training in advanced technology skills both to businesses and students. NTIs will address regional needs for ICT skills at technician level and above by providing specialist ICT and other high technology learning programmes, and helping SMEs to exploit new advanced technologies.

£25 million of capital funding is being made available to contribute to the establishment of two NTIs in each English region.

#### **Knowledge Exchanges**

The White Paper announced a new strand within HEIF, the creation of Knowledge Exchanges. These will be institutions or consortia which are exemplars of good practice in interactions between less research-intensive institutions and business. To become Knowledge Exchanges they will need to demonstrate excellence in both knowledge transfer and skill development, with relationships with employers and businesses in both the public and private sectors. Funding has been made available for Knowledge Exchanges of £6 million in 2004-05 and £10 million in 2005-06. Knowledge Exchanges will form part of a wider network with the NTIs.

## Skills Development

The Department needs to ensure that all graduates have the right skills to equip them for a lifetime in a fast changing work environment. This includes those who study traditional academic disciplines as well as those on vocational courses. The Department is sponsoring work by HEFCE to enhance HE study and work-related learning by integrating the skills and attributes which employers need – such as communication, enterprise and working with others – into HE courses, subject by subject.

## HE Active Community Fund

The Higher Education Active Community Fund is part of a wider Government initiative to engage more people in their communities. Volunteering by HE staff and students is a strong feature in many HEIs, but there is scope for more of them to participate in volunteering and community outreach work. Increasing the involvement of HEIs within their communities helps staff and students to gain new perspectives, helps students develop employment skills, and helps the voluntary sector to access higher level skills and knowledge.

The HE Active Community Fund is providing £27 million (50 per cent Home Office funded and 50 per cent HEFCE funded) over three years from 2001-02 to English HE institutions, aiming to create 14,000 new opportunities for staff and student volunteering activities.

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## Quality Assurance and Raising the Quality of Teaching

### What do we do?

The Department works with a wide range of national bodies to promote the development and recognition of good quality teaching, including the HEFCE and the sector's representative and membership bodies. We monitor and support the work of the Quality Assurance Agency (QAA) to ensure successful implementation of the national framework for quality assurance in HE.

### What are our aims?

An HE sector characterised by high standards of teaching and learning, and where excellence in teaching is recognised and rewarded.

Comprehensive and accessible information for students on teaching quality to inform their choices.

Quality assurance arrangements which give confidence to students, employers, professional bodies and other stakeholders, whilst avoiding unnecessary bureaucracy.

Constructive partnerships between higher and further education, which put the learner at the centre and contributes to the Government's widening participation goals.

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

HEFCE's investment in enhancing teaching quality, via their Teaching Quality Enhancement Fund, is nearly £200 million between 1999 and 2005.

The cost of the QAA Review Programme in 2002/03 is just under £5.7 million, funded from the HEFCE contract and institutional subscription.

The new method of QAA review from 2002/03 will reduce the burden on institutions. Students' views will play a key part in the new approach and for the first time in autumn 2003 the views of graduates will be sought via a national survey. There will be a new transparency about quality and standards outcomes through information published by institutions.

In the White Paper we have emphasised the critical role of good teaching in higher education and have made plans to ensure that this is recognised and valued. The National Teaching Fellowship Scheme will be increased in size to offer rewards of £50,000 to up to 50 outstanding teachers. Also, the very best teaching departments will be designated as Centres of Excellence, and given funding of £500,000 a year for five years to reward academics and to fund extra staff to help promote good practice. In addition, £5 million, £19 million and £36 million have been set aside over the next three years to support better pay differentiation between teachers, with institutions rewarding those who teach well.

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## **Student Achievement and Progression**

### **What do we do?**

Fund, monitor and support the HEFCE in its work on student achievement and progression. This is done in a number of ways:

### **Working with HEFCE on the publication of the annual Performance Indicators (PIs):**

PIs help provide a transparent and accurate picture of what is happening in the HE sector and supply effective management information for universities and colleges to make comparisons with other similar institutions, using the benchmarks.

## **Asking HEFCE to bear down on non-completion:**

Particular initiatives include identifying good practice in terms of student retention with examples disseminated across the sector; working more closely with those institutions whose performance indicator for non-completion is significantly below their benchmark and working with the Department to establish sector target for non-completion.

## **Providing funds for supporting non-traditional students:**

Following the publication of the White Paper, additional funding will be allocated through HEFCE to help meet the costs incurred by universities and colleges in recruiting and retaining non-traditional students that are under-represented, or at a higher risk of dropping out.

## **Encouraging good practice in the provision of Student Services**

The Department commissioned Universities UK to publish and disseminate information on effective practice in Student Services.

## **Improving the provision of information to students to help them make informed decisions**

The Department has asked HEFCE to oversee the development, implementation and maintenance of a new HE Students Portal that will enable students to more easily access the information they need in order to make the right choices and decisions about their HE study.

## **What are our aims?**

To bear down on non-completion.

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

The UK has one of the best completion rates in the world. According to the OECD, only three other countries have a higher rate.

The HEFCE Performance Indicators (PIs) published in December 2002 put the national rate of non-completion at 17 per cent. The UK non-completion rate has stayed broadly the same at 17-18 per cent since 1991-92, a period of considerable expansion of student numbers.

In December 2002, HEFCE-funded Action on Access published an Executive Summary of their research into how institutional non-completion rates could be improved. This research will be published in full during 2003. The research also highlights good practice in student retention, with Action on Access planning to disseminate this information across the sector through a series of seminars and networking activities.

The Department continues to work closely with HEFCE on setting sector-wide targets for non-completion.

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## Expanding HE to Meet our Needs

### ■ Increasing Participation

#### What do we do?

Work to improve access for young people to HE through the Aimhigher programme (previously called Excellence Challenge) and other interventions.

#### What are our aims?

To use the Aimhigher programme to increase the numbers of people aged 18 to 30 from disadvantaged backgrounds who apply for and enter higher education.

To raise the aspirations of young people, especially those without a family background of higher education.

Through the Aimhigher programme, develop partnerships between HEIs, FE colleges and schools to provide the information and support young people need to encourage them into HE.

To promote fair access to HE, so that HEIs move towards meeting their access benchmarks.

To develop equal opportunities for ethnic minorities to succeed through HE.

To bring Aimhigher together with HEFCE's Aimhigher: Partnerships for Progression initiative to deliver a coherent national outreach programme.

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

The Aimhigher programme is currently funding 90 partnerships in England until 2006: in EiC phase 1 and 2 areas and Education Action Zones. Approximately another 86 areas are due to become Aimhigher partnerships between September 2003 and 2006.

The coordinator for each area organises activities such as masterclasses and mentoring schemes. Summer schools were run in 2002 for Year 11 pupils. The programme also includes the Aimhigher publicity campaign and roadshow. In 2003, the roadshow will reach over 63,000 Years 9, 12 and 13 students.

The revamped Aimhigher Programme will be re-launched in spring 2003 to promote better sharing of good practice, make it more user-friendly and to take account of the changes to the programme announced in the White Paper.

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## ■ ■ Excellence Fellowships Awards

### What do we do?

Working through the HEFCE and 30 HEIs, the Department supports a pilot initiative providing financial 'Excellence Fellowship Awards' to school and FE college teachers in Education Action Zones and EiC areas.

### What are our aims?

To help teachers in schools and FE to raise the aspirations of their students towards HE. Excellence Fellowship Awards enable teachers to spend a term looking at ways to encourage progression to HE and building improved links between their schools and colleges and HEIs.

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

A minimum of 50 Awards are available in 2002/03 and again in 2003/04. Awards are worth up to £20,000 each and are managed by 30 HEIs across England. The money is used to provide staff cover for the school or college while the teacher undertakes the Fellowship and costs associated with the specific project and the dissemination of its outcomes. Teachers can also receive a personal bonus reflecting the extra work and commitment.

The Department is on course to achieve its targets with around 45 Fellowships already agreed.

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## **Foundation Degrees**

### **What do we do?**

Foundation Degrees are part of the Government's strategy to widen and increase participation in HE and to address skills shortages at the associate professional and higher technician level.

The Department is working with the higher education sector, employer representatives and others to encourage the growth of this new two-year (if studied full-time) vocational degree.

### **What are our aims?**

To make Foundation Degrees the main vehicle for the expansion of HE and to establish them as the standard intermediate HE qualification.

This vocational degree is designed to appeal to a wide range of students, including those already in work who wish to widen their career horizons and those who may face barriers to entering higher education.

The Foundation Degree is a self-standing qualification and Foundation Degree graduates if they choose will be able to progress to a full honours degree with further study or on to further professional qualifications.

The White Paper set out some steps to ensure the continued development of Foundation Degrees as well as the integration of Higher National Certificates and Higher National Diplomas into Foundation Degree frameworks.

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

The numbers studying Foundation Degrees in year 1 (September 2001) was 4,000 and there are 12,000 students currently studying Foundation Degrees.

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## Student Support

### What do we do?

Set the policy and administrative framework through which higher education (HE) students receive financial support when they need it and, where applicable, repay it after leaving 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 HE remains a key Government target, and the effective and timely delivery of financial support to those undertaking HE is an essential part of the policy. We work closely with our partners, notably local education authorities (LEAs), higher education institutions (HEIs) and the Student Loans Company (SLC) to achieve this.

Encouraging students from families who would not traditionally enter HE is also of paramount Government concern, and targeted extra help ensures that those most in need are not dissuaded from entering HE. Arrangements for targeted support will be streamlined from September 2003 to make it easier for students to understand and access their full entitlement. Instead of 14 different grants, there will be just five. Students will not receive less support than now, and some will receive more.

The White Paper *The future of higher education*, published in January 2003, includes proposals for changes in the student finance system, and plans for making HE more accessible to more young people.

To improve the administration of student support so that it is quicker for students to apply we aim to offer a modern online service and to streamline the amount of information needed.

### 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 and the rest contribute in part, or in full, up to a maximum (£1,125 in 2003/04). Income assessed student loans are available up to a maximum of £4,930 in London and £4,000 elsewhere for 2003/04.

In the year 2001/02, some 809,000 UK students received support through student loans, representing 81 per cent of those eligible. 786,000 of these were income contingent loans. The average amount of income contingent loan taken out was £3,120.

A new online service will make it easier for students to apply for support, and will help meet Government targets for electronic service delivery and the wider aspirations of the

Modernising Government agenda. The changes envisaged should ensure a uniformly high standard of service wherever a student may live. We piloted new administrative arrangements in five LEAs in the academic year 2002/03 and will pilot a new IT system in LEAs for the academic year 2003/04.

Discretionary support through hardship loans and the access and hardship funds is available to students facing extra costs in completing their studies or who get into difficulty during their course. From September 2004, a simplified one stop 'Access to Learning Fund' will replace hardship loans and hardship funds. The Department's review of targeted support has also resulted in more support being provided upfront with a shift from discretionary to statutory help.

From 2004/05, we are introducing a generous new package for part-time students, which will give guaranteed means tested fee support for part-time students. This will double the number of students who qualify to have their tuition fees paid. A new grant of £250 per year to help towards childcare and other costs will be available through the Access to Learning Fund, replacing a loan for which there was poor take up. There will also be funding provided through the Access to Learning Fund for institutions to give fee waivers and other support to part-time students who currently do not qualify for any support at all.

Measures are in place to help attract and keep mature students, especially those with children in higher education. This includes a Childcare Grant of up to £170 per week for two children available throughout the year, and a travel, books and equipment grant.

From September 2003, full-time students with dependant children, will qualify for a new Parents' Learning Allowance of up to £1,300 each year to help with course-related costs. This new grant consolidates three existing grants.

The Department has quadrupled its expenditure on Disabled Students Allowances (DSAs) in five years to over £45 million. To speed up the administration of the expanded DSAs' scheme, we have developed measures to implement the recommendations of the review by the National Bureau for Students with Disabilities (SKILL).

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## Chapter 13

# Tackling Adult Skills Needs

People and their skills are major drivers of productivity, prosperity and social inclusion in a modern economy and society. This country has a legacy of seven million adults lacking basic literacy and numeracy skills and 30 per cent of the workforce with qualifications below GCSE, or with no qualifications at all. A cross-Government Skills Strategy, bringing together a coherent package of policies to address these issues, is due for publication in June 2003. Some of those policies are described in this chapter.

## Adult Basic Skills

### ■ National Target to improve Literacy and Numeracy Skills of 1.5 million Adults

#### What do we do?

The Adult Basic Skills Strategy Unit was set up to manage the delivery of Skills for Life, the national strategy to improve adults' literacy and numeracy skills.

#### What are our aims?

To improve the literacy and numeracy skills of 1.5 million adults between the launch of Skills for Life in 2001 and 2007, with a milestone of 750,000 by 2004.

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

Departmental funding for literacy, language and numeracy provision has increased from £241 million in 2000-01 to £403 million in 2003-04, a real-terms increase of over 55 per cent. In the Spending Review 2002, £1.6 billion funding was made available across Government to address the basic skills needs of our priority groups including jobseekers and prisoners.

Since the launch of Skills for Life significant progress has been made including:

- on track to achieve target of 750,000 adults with better literacy, language and numeracy skills by 2004. We exceeded our milestone for October 2002 to help 240,000 adults to improve their basic skills;
- local LSCs have developed delivery plans, showing how they will meet the basic skills needs of the communities they serve; and

- the new teaching and learning infrastructure, consisting of standards, curricula and national tests in literacy and numeracy is becoming embedded in provider practice. Over 10,000 teachers have received training to support the use of the new core curricula for adult literacy and numeracy.

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## Improved Access to Learning

### ■ Ufi/learndirect

#### What do we do?

Ufi is funded through a combination of public and commercial sources and operates under the customer facing brand name **learndirect**.

Ufi was set up to:

- stimulate demand for lifelong learning amongst businesses and individuals; and
- promote the availability of, and improve access to, relevant high quality materials and innovative learning opportunities, in particular through the use of ICT.

The Department is currently undertaking a review of the relationship between Ufi and its key partners. The aim of the review is to balance the Government's wish to address policy objectives for e-learning and Ufi's wish for greater operational flexibility.

#### What are our aims?

Ufi 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?

The Department sets an annual funding agreement with Ufi Limited, specifying performance targets.

In 2002-03, nearly £76.25 million was made available to Ufi for the continued development of its infrastructure and services, of which £11.25 million was allocated to support the **learndirect** national learning advice line.

During 2001-02, Ufi/**learndirect** reached over 246,000 learners, who between them took up more than 570,000 courses. By 2004-05, Ufi aim to have targeted one million learners who between them will have taken up two million courses.

#### CASE STUDY

#### **learndirect opens the door to new life for Zoe and Georgia**

**learndirect** has proved a life-changing experience for 20 year old Zoe Walker and she's celebrating! Nine months ago, using her new qualifications and increased confidence she was successful in gaining a job as a Customer Service representative at a major call centre. Now, she is moving to an even better paid position with a large government department in Liverpool, as an Administrator.

Zoe left school at 16 before taking any examinations. "I wasn't happy at school and wanted to leave as soon as possible," she says. Then, after working for a time in a sweet factory she became pregnant with her daughter Georgia. Finding herself as a single mother on income support, Zoe decided she would have to train to find a better job that would give her and Georgia a better standard of living.

"I wanted to better myself," says Zoe "but most jobs need people who know about computers and, although I had a computer at home, I didn't know how to use it. My little brother used it mainly for computer games. I wasn't confident and the thought of going into the workplace frightened me, as I had been unemployed for 18 months."

"I was very nervous about doing the courses," says Zoe. "I had a thousand worries about learning but, at the centre, I was greeted by friendly, smiling staff and the atmosphere was relaxed and comfortable. I did the **learndirect** word skills and number skills courses and they really boosted my confidence."

"My family are very proud of what I have achieved. It's given me and my daughter a head start in life. Life has really changed since I first walked into a **learndirect** centre and I will never forget the fun I had and how wonderful the staff were."

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## UK online centres

### What do we do?

UK online centres provide an induction to the Internet and e-mail, targeting those in the hardest-to-reach groups, who have little or no ICT skills.

### What are our aims?

To explore ways of engaging people in disadvantaged communities to encourage them into learning and to gain skills for the knowledge economy.

Our commitment was to have 6,000 UK online centres open in England by the end of 2002, which was achieved six weeks ahead of schedule.

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

£199 million of Capital Modernisation Fund (CMF) was made available to help fund 2,840 UK online centres in particular in the 2,000 most deprived local authority wards.

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## Information, Advice and Guidance

### What do we do?

Information, Advice and Guidance (IAG) services ensure that all adults have access to a seamless, high quality service wherever they live in England. This enables adults to make informed and appropriate choices about learning and work.

### What are our aims?

Our services aim to:

- drive up demand for learning and skills and help raise levels of qualifications and reduce the number of people with basic skills;
- work with key stakeholders and partners to make the economic and social case for IAG through relevant research and evaluation;
- ensure, through the LSC, Ufl and other key players, an effective integrated national and local IAG service for adults;
- raise the quality of IAG services to people in the workplace and elsewhere through the implementation of a national quality strategy; and

- contribute, through the National IAG Board, to the development of a strategic vision and framework to ensure people have access to a coherent and consistent IAG service.

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

Our achievements include:

- offering a free information and advice service on learning and work through the LSC's local IAG provision;
- developing and marketing of **matrix**, the new national standard and an associated rigorous accreditation process;
- development and dissemination of professional competence frameworks for those delivering and managing IAG for adults;
- working with the Trades Union Council through regional projects to enhance delivery of IAG in the workplace; and
- IAG research and evaluation work on the effectiveness of IAG. This includes 20 projects to pilot the delivery and funding of free in-depth guidance services for disadvantaged adults.

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[www.lifelonglearning.co.uk/iag](http://www.lifelonglearning.co.uk/iag) and [www.matrix-quality-standard.com](http://www.matrix-quality-standard.com)

## **Adult and Community Learning**

### **What do we do?**

Through the LSC, support is provided for Adult and Community Learning (ACL) 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?**

ACL 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.

The range of venues is similarly wide. These may include not only school, colleges or dedicated adult education premises but also community centres, social clubs, libraries, galleries and museums. The key principle is that the provision goes to where the learners are.

In England, ACL, run by LEAs but now funded through the LSC, has about 1.5 million learners per year on mainly part-time courses which are often non-accredited and non-vocational. The budget in 2002-03 is £167million.

#### **CASE STUDY**

#### **Café Changes Beverley's Life**

"Eleven years I have been stuck in a rut," says Beverley. "The highlight of my week was a Thursday when I would go to the Immingham Resource Centre to meet my sister. I would sit in the café with my tribe of kids. That's where I met the Community and Development worker who was asking for a volunteer for a week to carry out a survey. I have never stopped learning since..."

Beverley left school at 14. She has undertaken various courses such as public speaking, Improving English and Community Skills, bookkeeping, and committee skills and is now working towards an NVQ in community work.

From having no aim in life Beverley now has a full-time job with Youth Offending, a scheme run by North East Lincolnshire Council for young people. Her life is full of purpose. "I have gained a new me," she says. "I have more confidence, motivation and a love for what I do."

Her plans for the future are to carry on learning something new every day, passing on her skills to others and growing day by day.

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## **Funding of Learning**

### **Skills Strategy**

#### **What do we do?**

A Skills Strategy and delivery plan will be published in June 2003. It will:

- set out how the Government as a whole aims to close the productivity gap with competitors through a highly skilled, productive workforce;



- show how different programmes and policies contribute to raising the skills of the population, both for labour market entrants and adults;
- provide a framework and delivery plan for meeting the economy's skill needs. It will outline how all Government Departments, the LSC, Sector Skills Councils, Regional Development Agencies and other agencies will work together;
- publish for the first time a statement of the roles of employers, individuals and Government in skills development, including the state's role in providing institutional, qualifications and quality frameworks; and
- take forward the design of a successor Individual Learning Account (ILA) Scheme.

### **What are our aims?**

The strategy will create a more demand-led learning system. This will involve a joined-up approach to engaging with employers across the range of skills policies and programmes and a coherent set of principles guiding the development of policy to encourage employers to invest in skills and training.

It will include a comprehensive approach to driving up participation in learning, based for example, on targeted advice and guidance and financial support and making learning more attractive and accessible to learners of all ages.

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

The strategy will be the first major statement on skills since the formation of the Department for Education and Skills, setting out:

- areas where policies need to join up, particularly the 14-19 phase and HE, ICT in learning and the skills and business agendas;
- the development of the vocational ladder and the qualifications framework;
- our approach to engaging employers across all areas of skills development;
- the review of the funding of adult learning, including how the Government's various support mechanisms for learning could be more effectively deployed to:
  - provide incentives to employers to engage in training;
  - cause institutions to be responsible to employer needs, building their capacity to work with employers;
  - widen participation in learning by the low skilled; and
  - enable Regional Development Agencies (RDAs) to play their full and effective role in developing and implementing regional skills strategies;
- adult workforce development, especially in relation to the delivery plan for the target, to reduce by at least 40 per cent the number of adults within the workforce without a

level 2 or equivalent qualification by 2010, with, as a stepping stone towards this, a target to help one million adults in the workforce to achieve level 2 between 2003 and 2006.

An interim report was published in March 2003 summarising progress and development of the strategy and setting out emerging thinking on the main elements.

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## Union Learning Fund

### What do we do?

The Union Learning Fund (ULF) is a source of funding to help trade unions support the Government objective of creating a learning society by encouraging the take-up of learning in the workplace.

### What are our aims?

To strengthen the role and importance of learning in the workplace and so to widen and increase adult participation in learning and achievement. ULF provides additional advice, guidance and support for learners at work, and learning opportunities for excluded groups such as shift workers, part-time and freelance workers and those with basic skills needs.

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

Now in its fifth year, the Union Learning Fund has supported over 350 projects from over 50 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 28,000 people completing learning courses;
- over 4,500 union learning representatives have been trained;
- over 100 new learning centres opened;
- over 560 accredited courses and qualifications have been established; and
- over £3 million of additional funding levered in from other sources.

From April 2003, the LSC assumed responsibility for the administration and management of the fund. The Department will retain overall responsibility for promoting the union role in workforce development.

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## Investors in People

### What do we do?

Investors in People (UK) progresses and develops the Investors in People Standard.

To ensure the effective delivery of the Investors in People Standard to organisations we support partnership working between Investors in People (UK), the LSC and Business Links.

### What are our aims?

Investors in People (UK) aims to encourage more organisations to:

- work with the Investors in People Standard;
- invest in training and development; and
- improve their approach to people management.

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

Investors in People (UK) is a non departmental public body, supported through Grant-in-Aid. Investors in People (UK) maintain national ownership, leadership and direction for the Investors in People 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.

Consulting and working with partners and stakeholders, Investors in People (UK) ensure the Standard remains relevant to today's workplace.

In January 2003, 32,913 organisations were recognised as Investors in People and 15,481 organisations are working towards recognition.

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## Sector Skills Councils

### What do we do?

Sector Skills Councils (SSCs) have been set up to be influential employer bodies. Licensed by Government, they will lead the drive to significantly improve skills and productivity in industry and business sectors across the UK.

SSCs are experts on their sectors and understand the key drivers influencing sector development and the implications for the demand, supply and use of skills. They will work with employers, trade unions, Government, and other partners to deliver key skills and productivity priorities to improve business competitiveness and public services performance.

A Sector Skills Development Agency (SSDA) an NDPB, established in April 2002, will support the development of SSCs and carry out functions for sectors where SSCs do not exist.

### What are our aims?

SSCs have four key goals to deliver across the UK:

- a reduction of skills gaps and shortages and anticipation of future needs through estimates of demand, incentives to increase supply, and help for employers and individuals to define and make informed choices about careers and personal development;
- an improvement in productivity, business and public services performance through specific strategic and targeted skills and productivity action, identification of national and international best practice and the use of innovative new approaches;
- increased opportunities to develop and improve the productivity of everyone in the sector's workforce, including action to address equality and support inward investment and other economic development opportunities; and
- an improvement in the quality of education and training, including the development of apprenticeships, higher education and of national occupational standards.

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

Achievements to date include:

- the creation of two fully licensed SSCs, five trailblazer SSCs and a further nine SSCs in development, covering over 50 per cent of the workforce;
- a further three sectors expected to formally submit expressions of interest and the SSDA is proactively working with a further ten sectors to produce early expressions of interest;
- holding a successful Skills Convention;
- the development of a rigorous monitoring and evaluation process;

- the development of protocols with a range of organisations including LSC and RDA and an operating plan.

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[www.ssda.org.uk](http://www.ssda.org.uk)

## ■ Prison Education and Training

### What do we do?

The Prisoners' Learning and Skills Unit (PLSU) was created to take forward the Government's Manifesto Commitment to increase dramatically the quality and quantity of education provision in prisons. In seeking, more specifically, to increase the proportion of prisoners leaving custody with acceptable literacy and numeracy skills, it is building on the Prison Service's policy since 1997 of focusing Prison Service education on improving basic skills, reflecting evidence that the literacy and numeracy levels of the majority of prisoners preclude them from employment. Poor skills make it difficult for prisoners to resettle effectively into the community on release and represent a barrier to reducing re-offending and reconviction rates.

### What are our aims?

Our aims are that;

- prison establishments have a clear understanding of what they are expected to achieve and are offered the right mixture of challenge and support to be successful;
- prisoners have access to appropriate learning opportunities and that the quality of teaching and learning are continuously improving; and
- effective partnerships between key partners become the norm as policies are developed and implemented.

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

From April 2001, funding for prison education was transferred to the Department for Education and Skills, which now funds Prison Service delivery. Once transferred back to the Prison Service (via Home Office and Youth Justice Board in the case of juvenile establishments) the budget is ring-fenced. The total in 2002-03 was £65 million, increasing to £97 million in 2003-04. The £97 million includes £12 million for vocational training.

The enhanced level of funding in 2003-04 as a result of the Spending Review 2002 and a successful Capital Modernisation Fund bid in spring 2002, will allow for an increase in volume of provision and help build prisons' capacity to get the most from their education funding.

Working closely with the Prison Service and other key partners the Unit is making good progress. Challenging targets in basic and work-related skills have been agreed and prisons are achieving well against them. Prisoners are making a significant contribution to the number of adults nationally who boost their skills by gaining a national award.

The Unit is improving quality by implementing national standards – through inspection and through support for establishments in planning provision – and is introducing new approaches to learning e.g. through pathfinder projects in literacy, numeracy and English for Speakers of Other Languages (ESOL), the introduction into Young Offender Institutions of new materials for citizenship, and through piloting prisoner access to some learndirect courses.

#### **CASE STUDY**

#### **Prisoners' Learning and Skills**

Michael learned self-expression through writing while serving seven years after a history of repeat offences. Through writing campaign letters and letters to his family, he stopped seeing himself as a victim of circumstance and learned positive self-expression. He says "The simple act of writing down what I was thinking and feeling opened my eyes to the power of words." Learning to write helped Michael to stay off drugs and face his demons. Having launched a prison magazine while in custody, he now works for a business consultancy and writes for magazines.

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[www.dfes.gov.uk/prisonerlearning](http://www.dfes.gov.uk/prisonerlearning)

## Section J

About the Department for Education and Skills

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## Chapter 14

# Developing the Department

### The Staying Ahead Programme

Since its inception in 2001 the Department has sustained a clear focus on delivery. This has driven the development of a Departmental Change Programme which has three component strands:

#### **A statement of what we are trying to achieve**

Our strategic framework, *Delivering results – a strategy to 2006 (revised December 2002)*, describes our clear strategic direction.

#### **A set of Behaviours that we seek to embed in our work**

Effective delivery requires us to develop our skills and also to improve the way in which we work with partners and inside the Department. We have focused our attention on this and have adopted a set of behaviours which will characterize the way we work:

- We are determined to make a difference.
- We listen and value diversity.
- We are honest and open.
- We innovate and challenge.
- We learn and improve.

#### **The Supporting Better Delivery Programme**

This Programme is designed to ensure that the Department's corporate systems and processes support better delivery, to develop tools, training and development and to promote and embed the ways of working encapsulated in its five sub-programmes and cross-cutting areas:

##### ● **Focusing on our customers**

Making our policies work effectively for all, particularly the most disadvantaged. We aim to deliver prompt, responsive and consistently excellent services. Online services will be increasingly important in achieving this.



- **Working in effective partnerships**

Working actively with everyone who shares our commitment to higher standards and widening opportunities.

- **Releasing talent and encouraging diversity**

Developing a Department that supports, motivates and develops all our people to perform to their very best, with top class leaders and managers and a workforce that better reflects the communities we serve.

- **Flexible resourcing**

Shifting resources and organising our work to meet key priorities and ensuring that the right skills and expertise are in the right place to achieve our delivery priorities.

- **Project and programme management (PPM)**

Working to create a Department where PPM is the natural and instinctive way of working so that we are effective in delivering policies on time, within budget and to required standards.

The Staying Ahead Programme Board is chaired by David Normington and each Sub-Programme Board is chaired by a Board member or Director.

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## **Focusing on our Customers**

The Department has introduced regular surveys to track the opinions and attitudes of key customer groups, such as children and young people, teachers, headteachers and the public.

Around 500 customers – mainly children and young people – were invited to attend a series of Departmental open days, giving them the opportunity to discuss key issues with staff and Ministers.

A group of young people have helped develop ideas for a direct communication channel between the Department and young people.

The Connexions service was rewarded at the annual IPPR/Guardian public involvement awards in recognition of the way it involves young people.

In 2002-03, the Department responded to 99.01 per cent of correspondence from the public within the 15 day deadline. This figure relates to Treat Official and Directly Received correspondence. The Department has begun to seek feedback from customers on the quality

of the responses and also how well telephone enquiries are handled. There will be more information in 2003-04.

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020 7925 5497

## e-Government

Our e-Government strategy is about the difference technology can make to customer focused delivery of information and services, the transformation of internal departmental processes, and effective ways of working with partner organisations. Good progress continues in getting services online, with about 90 per cent currently available, and new, innovative services are also being developed, such as the Connexions Card and Curriculum Online. During the year customer feedback has been used to continue to improve the Department's website and our first Internet portal, Teachernet, [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

Customers are currently being involved in designing Internet portals, which will bring together all relevant services from across Government for other key customer groups.

An online system is also being developed to support improvements in the way the Department designs and conducts consultations.

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020 7273 5278

## Working in Effective Partnerships

A survey has been undertaken of key partner organisations to seek their views on how the Department works with them. The issues raised are being acted upon and a follow up survey will take place in 2003 to review the progress made. The Department has also put in place a set of Partnership Principles for reviewing existing or setting up new partnership working relationships to support effective delivery of departmental objectives and a number of tools and other guidance to help improve partnership working.

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020 7925 5862

As part of the Department's e-Government strategy, an extranet is being used for non-departmental public bodies, Ofsted and other sector partners to help share information and support closer working. This includes access to a partnership website.

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### Supplier Management

Work is underway through the Supplier Management Project to provide clear and accessible information about how the department deals with its suppliers, who they are, how they operate and what motivates them. The project also aims to raise the competence and confidence of Contract Managers within the Department by developing a range of measures to improve Contract Managers' skills and knowledge.

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## ■ ■ ■ Releasing Talent and Encouraging Diversity

Our Human Resource Strategy sets out how our approach to people issues, and developing new ways of working, underpins our work to meet the aims and challenges in our Strategic Framework. Our HR Strategy drives a programme of work that will ensure we provide the right people for the organisation, and will give them the skills to be active, talented and flexible leaders and participants in a culture that is focused on front line delivery. This work includes a programme of improvements to the way we manage performance and achieve the standards we need; an interlinked series of projects to embed key skills and to develop leadership capability; activity to develop our approach to succession planning, and work to develop our recruitment strategy.

### Recruitment

The Department opened up a significant proportion of employment opportunities, at all levels, to external applicants. Table 14.1 shows the external recruitment undertaken in the calendar year 2002. The Department posts all job adverts on its recruitment website, as well as in the press and in jobcentres. The facility to register and apply for jobs, via the Internet has proved to be very successful with the majority of applicants choosing to both obtain information, and apply for vacancies in this way. It is made clear in all external advertisements that the Department is committed to equal opportunities and that all applicants are treated equally regardless of their age, disability, ethnic origin, gender, marital status, religion or sexual orientation.

**Table 14.1 External Recruitment<sup>1</sup> 2002**

Grade (including grade equivalents)	Number of posts	Successful Female Applicants	Successful Disabled Applicants	Successful Minority Ethnic Applicants
Administrative Assistant	19	8	*	5
Administrative Officer	115	64	*	43
Executive Officer	19	17	0	*
Higher Executive Officer	130	73	5	33
Senior Executive Officer	24	17	*	0
Grade 7	7	*	0	0
Senior Civil Service	10	8	0	0
<b>Total</b>	<b>324</b>	<b>190</b>	<b>9</b>	<b>85</b>

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.

Of the total number of staff recruited, 96 per cent identified their ethnic origin and, of these, 85 were from ethnic minority backgrounds. The Department used the disability symbol in all recruitment campaigns, and recruited nine disabled staff in the calendar year. People were recruited under the permitted exceptions to fair and open competition to meet operational needs.

Inward and outward secondments bring a greater diversity of staff background, outlook and experience to the Department's policy making and services. In the calendar year 2002 the number of inward secondees increased from 112 to 204 and the numbers seconded to outside organisations increased from 165 to 446.

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**Table 14.2 Analysis of Departmental Headquarters' Staffing at 1 January 2003**

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
Administrative Assistant	56	44	13	9	17	41
Administrative Officer	68	32	18	5	25	19
Executive Officer	65	35	17	6	27	14
Higher Executive Officer	57	43	12	6	19	16
Senior Executive Officer	51	49	6	4	6	23
Grade 7	46	54	5	5	4	29
Grade 6	37	63	4	3	0	50
Senior Civil Service	37	63	4	2	2	37
<b>Total</b>	<b>58</b>	<b>42</b>	<b>13</b>	<b>5</b>	<b>18</b>	<b>21</b>

### 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 14.3 shows the salaries of senior civil servants reflecting staff numbers as at 1 April 2002. It includes 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 2002 pay award and all allowances and bonuses.

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**Table 14.3** Salaries of Senior Civil Servants as at 1 April 2002

Salary Range	Number in Range	Salary Range	Number in Range
45,000 – 49,999	Nil	90,000 – 94,999	5
50,000 – 54,999	11	95,000 – 99,999	1
55,000 – 59,999	14	100,000 – 104,999	4
60,000 – 64,999	25	105,000 – 109,999	2
65,000 – 69,999	13	110,000 – 114,999	Nil
70,000 – 74,999	8	115,000 – 119,999	Nil
75,000 – 79,999	8	120,000 – 124,999	2
80,000 – 84,999	6	125,000 – 129,999	1
85,000 – 89,999	2	Above this level	1

### Investors in People (IiP)

The Department remains committed to IiP. Having initially achieved IiP status in January 1999 the Department for Education and Skills became one of the first major Government Departments to successfully maintain recognition following a three-year programme of annual reviews. The first of a further three-year cycle of reviews was successfully completed in June 2002.

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## Flexible Resourcing

A new planning and performance information system is being implemented in the Department to align and simplify the links between corporate planning, financial management and performance review. This involves developing a corporate plan to cover the current spending review period 2003-06 and performance indicators covering all of the Department's activities.

We are putting in place a range of options for filling vacancies which will allow us to respond quickly to urgent business need including:

- a skills and availability database;
- streamlined vacancy filling procedures; and
- promotion panel arrangements to ensure decisions take account of departmental standards.

Other areas that will contribute to flexible resourcing include finance and resource managements for senior managers and tools for estimating resources and skills.

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## ■ ■ **Project and Programme Management (PPM)**

Effective project and programme management is an essential tool and we will work closely with other Government Departments, partners and customers to create a department where PPM is the natural and instinctive way of working so that we are effective in delivering the Department's policies on time, within budget and to required standards.

A major programme of PPM Training has focused on the Department's key delivery areas. There is a PPM practitioners' network in place, and this will develop into an online PPM community by the end of 2003.

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## **Other Information**

### ■ ■ **Health and Safety**

The Department has been actively involved in a number of initiatives this year. These include the satisfactory completion of Fire Risk Assessments for all buildings in response to the statutory changes to the Fire Regulations which have recently been introduced. All the assessments have effective monitoring, control and review systems in place.

Changes and enhancements have been made to the Department's Accident Reporting database. This now includes a facility which allows specific accident types to be identified. This in turn allows valuable management information and accident trends to be generated.

During the year changes and developments have been made to the Health and Safety Awareness training and plans are already in train for further improvements to be made to other aspects of health and safety training. Work has started on providing Health and Safety Training for Line Managers with the introduction of a successful pilot course. The training focuses mainly on the legal responsibilities placed on line managers for health and safety.

The Department fully supported the theme of European Week of Safety and Health which this year focused on stress. All forms of publicity were used to advertise and promote the week, including the provision of exhibition stands which carried publicity and educational materials.

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<http://ntweb1/csd/health&safety/health.htm>

## Public Accounts Committee

The Public Accounts Committee is the parliamentary committee that examines how well government has used its resources. During 2002-03, two Treasury Minutes were published replying to reports concerning the Department and its associated bodies. (See Annex H.)

## Publicity and Advertising

The Department's publicity and advertising activities support its strategic objectives. Initiatives in 2002-03 targeted parents (raising awareness of parental responsibility regarding truancy using direct mail and engaging them in their children's education through the *Parents + Schools Magazine* and creating capacity and flexibility for parents through the *Childcare Recruitment Campaign*), young people and teenagers (engaging their interest through *Connexions* and encouraging them to move on to higher education through the *Aimhigher Roadshows*) and adult learners (influencing the take up of basic skills training through the continuation of the *Gremlins* campaign). The Department also participated in a range of broadcasting projects including the BBC and their *One Life* series.

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## 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 kind. In these cases the help and assistance goes direct to the institution or via intermediary bodies such as specific education action zones. Sponsorship is not channelled through the Department and therefore the Department does not readily 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 14.4 Sponsorship**

Sponsor	Nature of Sponsorship	Value £
Barclays Bank	Sponsorship of Uproject – name for a summer activities scheme of adventurous activities aimed at disaffected school leavers.	263,450
Barclays Bank	Presenting sponsor of the Launch of Citizenship by the DfES.	528,750
BBC	Provided competition prizes for Write Here Write Now writing awards.	27,200
BT	Associate sponsor of the Launch of Citizenship by the DfES.	172,450
Dell	Provided competition prizes for Write Here Write Now writing awards.	6,000
Espresso Education	Associate sponsor of the Launch of Citizenship by the DfES.	1,526,200
Gatsby Foundation	Provided contribution for Science Curriculum.	771,650
Giving Campaign	Supporter of the Launch of Citizenship by the DfES.	370,000
Hodders	Provided competition prizes for Write Here Write Now writing awards.	21,000
The Independent	Media sponsor of the Launch of Citizenship by the DfES.	93,500
The Independent	Support of the Thinking Conference.	7,100
Kellogg's	Promote Parents Online & Parents Online Week through Kellogg's Wake Up Your Mind promotion.	1,093,450
Kellogg's	Provided competition prizes for Write Here Write Now writing awards.	50,000
Mindscape	Provided competition prizes for Write Here Write Now writing awards.	11,650
National Grid	Provided a showcase garden for the Growing Schools initiative.	50,000
National Grid	Supporting Student Sponsor Scheme through the Academy for Gifted & Talented Youth.	22,550
Oracle	Provided support for Specialist Schools programme.	713,700
PC World	National promotion of Parents Online through PC World.	100,000
PC World	Provided prizes for Parents Online competition.	5,500
PriceWaterhouseCooper	Production of Aimhigher teachers pack.	75,000 <sup>1</sup>
Royal Bank of Scotland	Provision of roadshow trucks for Aimhigher campaign.	1,800,000 <sup>1</sup>
Schoolsnet	Supporter of the Launch of Citizenship by the DfES – Citizenship Competition.	35,500

1. Sponsorship over the three year period 2001-02 to 2003-04.



## Chapter 15

# Some of our Partners and People that we work with

## Cross-Government Units

### ■ Children and Young People's Unit

The Children and Young People's Unit (CYPU) is a cross-departmental body charged with:

- influencing policy in the interest of children and young people – the Unit has consulted widely on a National Strategy for all Children and Young People. A Green Paper on Children at Risk will be published this year focusing on radical suggestions on developing services for children in need of particular support;
- making children and young people's services preventative not reactive – Children's Fund, Local Network Fund and Local Preventative Strategies;
- being a centre of expertise on helping children and young people achieve positive outcomes; and
- ensuring children and young people are involved in developing the services they use – youth consultation and participation.

The Spending Review, announced in 2002, pledged unprecedented investment in education and in social services including children's services. Children, young people and their families clearly remain at the top of the Government's agenda.

This commitment is evident in the work of the CYPU, which co-ordinates policies that affect 0-19-year-olds across Government. The Unit was created in 2000, and reports directly to the Minister for Young People, and also to the Secretary of State for Education and Skills both of whom are members of the Cabinet Committee on Children and Young People's Services of which the Home Secretary is the Vice-Chairman and the Chancellor of the Exchequer is the Chairman.

The Unit has been allocated £600 million over the three years 2003-06 to take forward its work. This settlement will provide sustained funding to deliver on:

- the Local Network Fund, which provides direct support for small voluntary sector and community groups with funding for projects for 0-19-year-olds;
- the Children's Fund, which supports the 149 local Partnerships across England so that they can develop a strategic approach to prevention and support for five to 13-year-olds and their families;

- local preventative strategies to join up services for children at a local level – identifying those at risk of poor outcomes, referring them to appropriate interventions, and tracking their progress;
- Learning to Listen: Core Principles for Youth Participation. Eleven Government Departments have committed to producing action plans. Nine Departments have produced plans to date, and an annual report will be published by the Unit; and
- developing approaches to youth consultation, involvement in the democratic process and encouraging young people to vote, and supporting the UK Youth Parliament.

## ■ ■ **Sure Start Unit**

Sure Start is the Government's programme to support children, parents and communities through the integration of early education, childcare and health and family support services. For more information see Chapters 2 and 5.

# **Links with Department of Works and Pensions**

## ■ ■ **Joint International Unit (JIU)**

The Joint International Unit (which is responsible for the international business of both the Department for Education and Skills and the Department for Work and Pensions) seeks to promote:

- the Lisbon Agenda of employability, skills and qualifications in the European Union;
- international links and partnerships between schools, colleges and universities;
- UK educational exports;
- exchange of information on best practice; and
- the use of UK education expertise in Africa.

In 2003-04 the JIU will work to achieve these objectives by:

- building strategic alliances with other European Union (EU) Member States and the accession countries in order to focus the work of the EU Education Council on the Lisbon Agenda and co-operating with groups of countries on specific topics which will contribute to that Agenda;
- developing Internet links and other partnerships between schools, colleges and universities, building on existing programmes such as the Teachers International Professional Development Programme;

- working closely with the British Council and other partners, to achieve the targets of the Prime Minister's Initiative to increase the number of HE international students by 50,000 and FE international students by 25,000 by 2005;
- ensuring that policy makers have access to relevant education developments in other countries through participation in OECD and other international organisations and by organising seminars and study visits with other EU Member States, accession countries and with the USA, China and Russia; and
- developing specific initiatives linked to the Commonwealth Education Ministers' Conference (October 2003) to increase the contribution which education in the UK makes to meet the educational need of Africa.

## Non-Departmental Public Bodies

During 2002-03 the Department has continued to fund and work with a wide range of partner organisations to achieve its objectives. These are some of our major non-departmental public bodies:

### ■ ■ ■ Adult Learning Inspectorate

The Adult Learning Inspectorate (ALI) reports, both to the Secretary of State for Education and the public, on the quality of education and training received by adult learners and young people in England.

It is responsible for inspecting all publicly funded work-based training for people over 16 and learning for post-19s.

ALI inspectors are also responsible for inspecting learning in prisons, all adult and community education, area inspections of provision for 16- to 19-year-olds in support of Ofsted, and e-learning via learndirect provided online by the University for Industry. In addition, the ALI will inspect training offered and funded by employers at their invitation.

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Coventry Business Park  
Herald Avenue  
Coventry CV5 6UD

Tel: 0870 240 7744  
Fax: 0870 242 1444  
e-mail: [enquiries@ali.gov.uk](mailto:enquiries@ali.gov.uk)  
[www.ali.gov.uk](http://www.ali.gov.uk)

## ■ ■ Higher Education Funding Council for England

The Higher Education Funding Council for England distributes public money for teaching and research to universities and colleges. In doing so, it aims to promote high-quality education and research, within a financially healthy sector. The Council also plays a key role in ensuring accountability and promoting good practice.

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Coldharbour Lane  
Bristol BS16 1QD  
Tel: 0117 931 7317  
Fax: 0117 931 7203

e-mail: [hefce@hefce.ac.uk](mailto:hefce@hefce.ac.uk)  
[www.hefce.ac.uk](http://www.hefce.ac.uk)

## ■ ■ Investors in People (UK)

Investors in People (UK) was established in 1993 to provide national ownership of the Investors in People National Standard and is responsible for its promotion, quality assurance and development. Their role also encompasses the Standard internationally.

7-10 Chandos Street  
London W1G 9DQ  
Tel: 020 7467 1900  
e-mail: [information@iipuk.co.uk](mailto:information@iipuk.co.uk) (general)

## ■ ■ Learning and Skills Council

Established by Government in April 2001, the Learning and Skills Council (LSC) is responsible for planning and funding education and training for over 16-year-olds in England. Its mission is to raise participation and attainment through high-quality education and training, which reflects the learning and skill needs of individuals and employers, from basic skills up to (but not including) higher education.

The work of the LSC covers:

- Further education.
- Work-based training and young people.
- Workforce development.
- Adult and Community Learning.
- Information, advice and guidance for adults.
- Education business links.

Cheylesmere House  
Quinton Road  
Coventry CV1 2WT  
General Enquiries helpline:  
0870 900 6800  
e-mail: [info@lsc.gov.uk](mailto:info@lsc.gov.uk)  
[www.lsc.gov.uk](http://www.lsc.gov.uk)

## **National College for School Leadership**

The National College for School Leadership (NCSL) provides career-long learning and development opportunities, professional and practical support for England's existing and aspiring school leaders. Their goal is to ensure that school leaders have the skills, recognition, capacity and ambition to transform the school education system into the best in the world.

Triumph Road  
Nottingham NG8 1DH  
Tel: 0870 0011155  
e-mail: [ncsl-office@ncsl.org.uk](mailto:ncsl-office@ncsl.org.uk)  
[www.ncsl.org.uk](http://www.ncsl.org.uk)

## **Office for Standards in Education**

The Office for Standards in Education (Ofsted) is a non-ministerial government department headed by Her Majesty's Chief Inspector of Schools, which works to help improve the quality and standards of education and childcare through independent inspection and regulation, the wide dissemination of inspection findings and advice to the Secretary of State for Education and Skills.

Alexandra House  
33 Kingsway  
London  
WC2B 6SE  
Tel: 020 7421 6800  
e-mail: [geninfo@ofsted.gov.uk](mailto:geninfo@ofsted.gov.uk)  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Qualifications and Curriculum Authority**

The Qualifications and Curriculum Authority (QCA) is a guardian of standards in education and training. They work with others to maintain and develop the school curriculum and associated assessments, and to accredit and monitor qualifications in schools, colleges and at work.

83 Piccadilly  
London W1J 8QA  
Tel: 020 7509 5555  
e-mail: [info@qca.org.uk](mailto:info@qca.org.uk) (customer services)  
[www.qca.org.uk](http://www.qca.org.uk)

## **Student Loans Company**

The Student Loans Company administers loans to eligible students in higher education in the UK. It is wholly owned by the UK Government and operates within the policy context set by the Government, Scottish Ministers and the legislative framework.

100 Bothwell Street  
Glasgow G2 7JD  
Tel: 0141 306 2000  
Fax: 0141 306 2005  
[www.slc.co.uk](http://www.slc.co.uk)

## **Teacher Training Agency**

The Teacher Training Agency's purpose is to raise standards in schools by attracting able and committed people to teaching by improving the quality of teacher training in England.

13th Floor  
Portland House  
Stag Place  
London SW1E 5TT  
Tel: 020 7925 3700  
Fax: 020 7925 3790  
[www.canteach.gov.uk](http://www.canteach.gov.uk)

## ■ ■ Sector Skills Development Agency

The Sector Skills Development Agency (SSDA) develops, supports, monitors and regulates the Sector Skills Council (SSC) network. It also makes sure that essential skills work is undertaken for sectors where SSCs are not established.

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## Others

### ■ ■ Local Education Authorities and other ‘Middle Tier’ Organisations

Local Education Authorities (LEAs) and other public and private sector providers are key partners in securing improved strategic leadership and best value education services to enable the highest standards of achievement by all learners.

The Department’s LEA programme aims to:

- support the development of a vibrant and effective middle tier, which is critical to the delivery of a range of the Department’s other programmes;
- develop innovative ways of delivering support and challenge to schools and to secure improved performance; and
- reduce bureaucracy that impedes progress in the middle tier, particularly in local authority areas where performance of the education service is judged to be effective.

[lea.siteteam@dfes.gsi.gov.uk](mailto:lea.siteteam@dfes.gsi.gov.uk)  
[www.standards.dfes.gov.uk/lea/](http://www.standards.dfes.gov.uk/lea/)

## ■ ■ Regional Development Agencies

Regional Development Agencies (RDAs) were formally launched in eight English regions in 1999. The ninth, in London, was established in 2000 following the establishment of the Greater London Authority. RDAs were set up to co-ordinate regional economic development, improve regional competitiveness and skills as well as reduce the imbalances that exist between regions.

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0114 259 4866

[www.dti.gov.uk/regional\\_socialinclusion/rdapage.htm](http://www.dti.gov.uk/regional_socialinclusion/rdapage.htm)



**CASE  
STUDY**

**Woodville, South Derbyshire**

The joint Neighbourhood Nursery/Sure Start Local Programme centre in Woodville South Derbyshire, a collaboration between private and voluntary sectors, opened on 5 August 2002, with happy reports from parents, children and the community.

The development of the Neighbourhood Nursery could have been seen as a threat to some members of the community. The local infant school does not have a nursery, so they were delighted, but there are also two very good voluntary pre-schools. The Early Years Development and Childcare Partnership (EYDCP) in Derbyshire went out of its way to involve them from the beginning. As a result they agreed to offer different provisions, so now everything is fully integrated, an excellent development for children and families.

The Neighbourhood Nursery provider, from the private sector, and the Sure Start Local Programme have worked closely together throughout. The parents represented on the Sure Start Local Programme board have been involved from the start in the buildings' development, bringing a real feeling of community involvement to the project.

Since Woodville Day Nursery opened, 40 families have signed up and it's growing steadily. A few registered before the buildings even opened saying something about its reputation locally. There is a good balance of children – just about half are from disadvantaged homes showing how integrated the two initiatives have become.

**CASE  
STUDY**

**Grange School in Oldham**

Oldham is a Phase 3 Excellence in Cities Partnership and, as such, has been part of the EiC programme since September 2001.

Grange School is a Specialist Arts College serving a diverse community, over 97 per cent of its intake is drawn from the ethnic minority population of Oldham. Between 2001 and 2002 the school made significant improvements in terms of pupil attainment: the percentage of pupils achieving five or more GCSEs at grades A\*-C increased from 23 per cent to 33 per cent.

We asked the Headteacher, Colin Bell, to outline the impact of Excellence in Cities on Grange School:

"Excellence in Cities has brought much more to Grange School than specialist school status\*. The work of the Learning Mentors in supporting pupils at risk of failure and disaffection, the additional support that comes from our Learning Support Unit and the increased availability of Classroom Support Assistants have put us in a very strong position to continue raising standards, the main thrust of any Excellence in Cities project. Raising standards at Grange School has always been a matter of priority but the opportunities presented through EiC have ensured that we take a diverse approach to this. We are also one of the CLC's satellites; once this is fully operational the scope for increased partnership working is almost limitless."

"The work currently being done with our Gifted and Talented cohorts, particularly with year 9 and year 11, has provided further impetus with over 50 young people attending 'Saturday School' to concentrate their efforts on achievement. Over the last few years we have strived to make the school the focal point of the community and there is much more to be done. Without Excellence in Cities we would still be at the thinking stages."

\* "Over 150 pupils will be entered for public examinations in Art courses in summer 2003 and the demand for a review of the ICT infra-structure that resulted from the Art College bid has brought enormous benefit to other curriculum areas."

**CASE  
STUDY**

**Unity City Academy, Middlesbrough**

Unity City Academy was one of the first three Academies to open in September 2002. It is sponsored by Amey plc. Unity City Academy replaced two schools – Keldholme and Langbaugh. The Academy has successfully taken the pupils and teachers from these two schools and created a single institution.

The staff are committed and enthusiastic and early indications are that the pupils' self esteem and motivation has shown significant improvements. The Principal and teaching staff are creating an Academy focused on the learner, which they believe will act as a pathfinder for the transformation of secondary schools across the country.

The Academy opened initially in the buildings of the predecessor schools. It will move into a stunning new building in early 2004. The building has been designed with flexibility in mind, to ensure that the Academy stays at the cutting edge of learning now and in the future. Its technology specialism will ensure that ICT is at the heart of the curriculum.

Middlesbrough is at the forefront of the Academies programme. A second Middlesbrough Academy, The King's Academy sponsored by the Vardy Foundation, will open in September 2003.

**CASE  
STUDY**

**Advanced Levels**

The Sixth Form College Farnborough was awarded beacon college status last year. The college is one of very many sixth form institutions that have implemented the A level reforms successfully and are keen to share their experience with others.

The college not only keeps close contact with other colleges and schools but with students and their parents. Undoubtedly, one of the successes of the college is their ability to involve parents in the college's activities, helping to motivate and inspire students. Parents of all students are invited to parents' evenings, giving them the opportunity to understand the examination system, ask questions and be able to support their children better during the two-year course.

This method has continued to help the college improve its pass rates in AS and A levels. Last year, it was reported that out of over 600 students at the college taking two or more A levels over a two year course, the pass rate was 94 per cent. Sixty-six per cent of those passes were at the higher grades A, B or C.

Five students achieved one of the top five marks in the entire country for their A levels in English Language, further mathematics and mathematics.

Overall, a total of 159 students achieved 30 points or more at A level (equivalent to three grade A passes).

The principal of the college, Dr John Guy said in the Sunday Times in March 2002 "Among the many advantages of the AS qualification, for the first time ever, rather than drop out as failures, students have been able to progress with dignity and success to modern apprenticeships, or other jobs with training, with a number of AS passes under their belt. Others have been able to take up a new AS in their second year rather than simply give up an A level"

**CASE  
STUDY**

**Richmond Upon Thames College**

Richmond Upon Thames College joined the Post-16 Citizenship Development Programme in September 2002. The project is developing a range of citizenship opportunities through the group tutorial programme with the aim of enabling young people to develop their citizenship skills and knowledge, exercise social responsibility and become active citizens both within the college and their wider communities.

The pilot programme involves seven tutor groups, representing students of varying abilities, mainly at level 3, but including some at Entry level and level 1. An advisory committee, consisting of students from the seven tutor groups and senior staff at the college meets termly to plan and review the citizenship programme.

One activity has involved the students in examining their early perceptions of the college itself, asking questions such as, 'What is a community?' 'How is the college community perceived by its students?' 'What are its strengths and weaknesses?' The students decided how they would present the results of their investigations. They mounted an exhibition of their photographs, expressing a range of views on the college. At a lunchtime event, attended by over 100 students, invited guests and the Deputy Principal, tutor group representatives made presentations based on their investigations. Using a chat-show format, they encouraged audience response on a wide range of college-related issues, from provision of facilities, to relationships between ethnic groups in the college. A committee of students is following up action with the Deputy Principal on the points raised. The next activity will centre on preparation for the student union elections, which take place in late February. There has been discussion in tutor groups on the purpose of the students' union and its role in representing views of the student body.

Because students themselves discuss and decide on tutor group activities, tutors have already noticed a difference in relationships with their students. One said, "Personally I have found my group tutorials much easier to handle and I have seen an improvement in attendance – my average attendance at sessions is 94 per cent."

**CASE  
STUDY**

**Michael's story**

At the age of 50 Michael Lane took a brave step and began a course in adult literacy and numeracy. Michael had held down a job for many years but during this time kept a secret from his colleagues – he could not read or write.

Michael hid this fact and didn't ask for help, thinking that he would be ridiculed for the disability he thought he had. It was difficult for him to admit to other people that he had a deficiency in basic skills but, when looking for a new job, he decided to join an adult learning course at his local community centre in Hereford.

At first he thought he could not go through with it, but working with his tutor Julie the course got better and Michael's confidence increased. He found that learning to read and write was in fact easier than disguising the fact that he lacked these skills in everyday life. Learning could be fun.

Michael enjoyed reading poetry as part of his course and Julie encouraged him to write his own poems to develop his skills, discovering that he had a talent for this. Being able to read has not just brought enjoyment but given Michael the abilities and confidence to really make a difference in his job and community. He is now a Chairman and Negotiator for his local Neighbourhood Watch group.

Michael can now write poetry, is no longer afraid to sign a form or to write a letter, in his words, "it's opened a new world to me".

# 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 outturn	2002-03 estimated outturn	2003-04 plans	2004-05 plans	2005-06 plans
<b>Consumption of resources:</b>								
Sure Start	179	213	368	466	628	503	1,128	1,346
Schools, including Sixth Forms	878	1,180	2,541	3,511	5,528	5,742	5,958	5,850
Support for Young People	1,023	1,149	1,235	653	928	1,148	1,290	1,545
Higher Education	5,955	6,236	5,885	6,188	6,553	7,160	7,325	8,137
Further Education, Adult Learning and Skills and Lifelong Learning	3,580	3,752	4,237	5,842	6,633	7,259	7,791	8,391
Teachers' Pensions Scheme <sup>1</sup>	6,015	6,192	6,367	6,556	6,560	5,646	5,780	5,958
Activities to Support all Functions <sup>2</sup>	233	248	253	267	269	302	371	798
<b>Total Department for Education and Skills Resource Budget<sup>3,4,5,6,7,8</sup></b>	<b>17,863</b>	<b>18,970</b>	<b>20,885</b>	<b>23,482</b>	<b>27,098</b>	<b>27,760</b>	<b>29,643</b>	<b>32,025</b>
<i>of which:</i>								
Departmental Expenditure Limit <sup>9</sup>	11,767	12,697	14,427	16,826	20,448	21,798	23,467	25,453
Annually Managed Expenditure <sup>9</sup>	6,096	6,273	6,458	6,656	6,650	5,962	6,176	6,572
<b>Capital Expenditure<sup>7,10,11</sup></b>								
Sure Start	0	0	0	1	3	28	92	161
Schools, including Sixth Forms <sup>12</sup>	932	1,087	1,908	1,932	2,368	3,178	3,648	4,132
Support for Young People	3	1	1	2	0	0	0	0
Higher Education	0	0	2	1	40	16	0	0
Further Education, Adult Learning and Skills and Lifelong Learning	2	4	14	98	130	65	4	4
Activities to Support all Functions	10	10	10	12	9	9	9	9
<b>Total Department for Education and Skills Capital Budget<sup>13</sup></b>	<b>947</b>	<b>1,103</b>	<b>1,935</b>	<b>2,047</b>	<b>2,550</b>	<b>3,296</b>	<b>3,753</b>	<b>4,306</b>
<i>of which:</i>								
Departmental Expenditure Limit	946	1,100	1,933	2,046	2,549	3,295	3,752	4,305
Annually Managed Expenditure	1	3	2	1	1	1	1	1
<b>Total Central Government Spending on Education in England<sup>14</sup></b>	<b>11,330</b>	<b>12,211</b>	<b>14,603</b>	<b>17,043</b>	<b>20,806</b>	<b>23,046</b>	<b>25,002</b>	<b>27,241</b>
<b>Local Authority Spending in England on Education and related Youth Services</b>								
<b>Current</b>	<b>21,947</b>	<b>22,136</b>	<b>23,635</b>	<b>26,051</b>	<b>27,627</b>			
<i>of which:</i>								
Financed by Grants from DfES	2,286	1,475	2,409	3,162	4,972			
<b>Capital<sup>15</sup></b>	<b>1,169</b>	<b>1,289</b>	<b>1,599</b>	<b>1,914</b>	<b>2,134</b>			
<i>of which:</i>								
Financed by Grants from DfES	933	1,085	1,893	1,907	2,334			
<b>Total Local Authority Spending in England on Education and related Youth Services</b>	<b>23,116</b>	<b>23,425</b>	<b>25,234</b>	<b>27,965</b>	<b>29,761</b>			

- Figures include changes due to the recording of pension scheme accounts, estimates and budgets under FRS 17.
- In 2003-04 includes the Service Development Fund, which is used to support innovative projects.
- Includes expenditure by non-departmental public bodies, which is financed by vote grants.
- Includes non-cash items i.e. capital charges, depreciation and provisions and expenditure by the levy funded Construction Industry Training Boards.
- Includes figures in both DEL and AME.
- Includes figures previously recorded in the Welfare to Work/Employment Opportunities Fund DEL.
- Including 'ring-fenced' Capital Modernisation Fund and Invest to Save budget allocations.
- Figures include reclassification changes from third party capital DEL to resource DEL.
- Figures include reclassification changes of Education Maintenance Allowances from Resource Del to Resource AME.
- Includes capital expenditure by non-departmental public bodies, which is financed by voted grants, and local authority credit approvals.
- Includes figures in both DEL and AME.
- Includes expenditure on the New Deal for Schools previously recorded in the Welfare to Work/Employment Opportunities Fund DEL.
- The total DfES Public Spending figure is the sum of all resource and capital less depreciation charges.
- 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 Childrens Fund and Sure Start.
- 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 outturn	2002-03 estimated outturn	2003-04 plans	2004-05 plans	2005-06 plans
<b>Consumption of resources by activity:</b>								
<b>Sure Start</b>	<b>179</b>	<b>213</b>	<b>368</b>	<b>466</b>	<b>628</b>	<b>503</b>	<b>1,128</b>	<b>1,346</b>
<b>Schools, including Sixth Forms:</b>	<b>878</b>	<b>1,180</b>	<b>2,541</b>	<b>3,511</b>	<b>5,528</b>	<b>5,742</b>	<b>5,958</b>	<b>5,850</b>
of which:								
Primary, Secondary & Sixth Forms <sup>1</sup>	878	1,180	2,541	3,511	5,528	5,742	5,958	5,850
<b>Higher Education:</b>	<b>5,956</b>	<b>6,237</b>	<b>5,885</b>	<b>6,188</b>	<b>6,552</b>	<b>7,160</b>	<b>7,325</b>	<b>8,137</b>
of which:								
Student Loans	478	640	824	773	876	1,067	1,009	1,083
Student Grants	1,877	1,073	671	617	634	661	735	849
Grants to HEFCE	3,540	4,413	4,273	4,708	4,898	5,256	5,488	6,102
Other	60	110	117	90	145	176	93	103
<b>Support for young People:</b>	<b>1,023</b>	<b>1,149</b>	<b>1,235</b>	<b>653</b>	<b>928</b>	<b>1,148</b>	<b>1,290</b>	<b>1,545</b>
of which:								
Education Maintenance Allowances <sup>2,3</sup>	0	0	0	109	127	220	300	519
Connexions	0	0	15	332	441	478	532	569
Children & Young People's Unit	0	0	0	37	129	200	200	200
Other	928	1,049	1,114	56	113	123	131	131
Educational Qualifications	81	85	84	99	88	99	98	98
International Services	13	15	22	20	30	28	29	28
<b>Further Education, Adult Learning and Skills and Lifelong Learning:</b>	<b>3,580</b>	<b>3,752</b>	<b>4,237</b>	<b>5,842</b>	<b>6,633</b>	<b>7,259</b>	<b>7,791</b>	<b>8,391</b>
of which:								
LSC/FE <sup>4,5</sup>	3,172	3,326	3,676	5,283	6,154	6,606	7,052	7,653
Other	408	426	563	559	479	653	733	732
<b>Activities to Support all Objectives<sup>6</sup></b>	<b>233</b>	<b>248</b>	<b>253</b>	<b>267</b>	<b>269</b>	<b>302</b>	<b>371</b>	<b>798</b>
<b>Teachers' Pension Scheme<sup>7</sup></b>	<b>6,015</b>	<b>6,192</b>	<b>6,367</b>	<b>6,556</b>	<b>6,560</b>	<b>5,646</b>	<b>5,780</b>	<b>5,958</b>
<b>Total Department for Education and Skills Resource Budget<sup>8,9,10,11,12,13</sup></b>	<b>17,863</b>	<b>18,970</b>	<b>20,885</b>	<b>23,482</b>	<b>27,098</b>	<b>27,760</b>	<b>29,643</b>	<b>32,025</b>
of which:								
Department for Education and Skills (DEL)	11,767	12,697	14,427	16,826	20,448	21,798	23,467	25,453
Departmental Programmes in AME	6,096	6,273	6,458	6,656	6,650	5,962	6,177	6,572

- Includes the Learning and Skills Council support for LEAs and sixth forms.
- 2001-02 includes funding for the sixth form access fund.
- From 2003-04 figures include reclassification changes of Education Maintenance Allowances from Resource Del to Resource AME.
- 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.
- 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 1998-1999 to 2000-01 and includes FEFC administration and student support expenditure and excludes additional employer contributions to FE.
- In 2003-04 includes the Service Development Fund, which is used to support innovative projects.
- Figures include changes due to the recording of pension scheme accounts, estimates and budgets under FRS 17.
- Includes expenditure by non-departmental public bodies, which is financed by voted grants.
- Includes non-cash items i.e. capital charges, depreciation and provisions and expenditure by the levy funded Construction Industry Training Boards.
- Includes figures in both DEL and AME.
- Includes figures previously recorded in the Welfare to Work/Employment Opportunities Fund DEL.
- Including 'ring-fenced' Invest to Save Budget allocations.
- Figures include reclassification changes of Education Maintenance Allowances from Resource Del to Resource AME.

**Annex C Department for Education and Skills - Capital Budget (£ million)**

	1998-99 outturn	1999-00 outturn	2000-01 outturn	2001-02 outturn	2002-03 estimated outturn	2003-04 plans	2004-05 plans	2005-06 plans
<b>Capital expenditure by activity:</b>								
<b>Sure Start</b>	<b>0</b>	<b>#</b>	<b>#</b>	<b>1</b>	<b>3</b>	<b>28</b>	<b>92</b>	<b>161</b>
<b>Schools, including Sixth Forms:<sup>1</sup></b>	<b>932</b>	<b>1,087</b>	<b>1,908</b>	<b>1,932</b>	<b>2,368</b>	<b>3,178</b>	<b>3,648</b>	<b>4,132</b>
of which:								
Primary, Secondary & Sixth Forms	932	1,087	1,908	1,932	2,368	3,178	3,648	4,132
<b>Higher Education:<sup>7</sup></b>	<b>#</b>	<b>#</b>	<b>2</b>	<b>1</b>	<b>40</b>	<b>16</b>	<b>0</b>	<b>0</b>
of which:								
Student Loans <sup>7</sup>	#	#	2	1	#	#	#	#
Grants to HEFCE <sup>7</sup>	#	#	#	#	40	16	#	#
<b>Support for young People:</b>	<b>3</b>	<b>1</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
of which:								
Educational Qualifications	3	1	1	2	0	0	0	0
<b>Further Education, Adult Learning and Skills and Lifelong Learning:</b>	<b>2</b>	<b>4</b>	<b>14</b>	<b>98</b>	<b>130</b>	<b>65</b>	<b>4</b>	<b>4</b>
of which:								
LSC/FE <sup>2,3,7</sup>	#	#	#	6	28	48	3	3
Other	2	4	14	92	102	17	1	1
<b>Activities to Support all Objectives</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>12</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
<b>Total Department for Education and Skills Capital Budget<sup>4,5,6,8</sup></b>	<b>947</b>	<b>1,103</b>	<b>1,935</b>	<b>2,047</b>	<b>2,550</b>	<b>3,296</b>	<b>3,753</b>	<b>4,306</b>
of which:								
Department for Education and Skills (DEL)	946	1,100	1,933	2,046	2,549	3,295	3,752	4,305
Departmental Programmes in AME	1	3	2	1	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 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. Includes 'ring-fenced' Capital Modernisation Fund and Invest to Save Budget allocations.
7. Amounts below £500,000 are indicated by #.
8. Figures include reclassification changes of Education Maintenance Allowances from Resource Del to Resource AME.

	1998-99 outturn	1999-00 outturn	2000-01 outturn	2001-02 outturn	2002-03 forecast	2003-04 projected	2004-05 projected	2005-06 projected
<b>Assets on balance sheet at start of year:</b>								
Fixed Assets								
of which:								
Intangible assets (software licences) <sup>2</sup>				388	1,700	2,000	2,000	2,000
Tangible assets of which:	60,956	61,249	53,944	72,622	74,000	73,000	72,000	72,000
Land and buildings <sup>3</sup>	45,155	43,036	35,110	53,304	56,000	55,000	54,000	54,000
Investments	2,040,137	3,295,108	5,037,294	6,864,360	8,838,718	11,484,000	13,874,000	16,519,000
Current assets	751,862	978,700	520,214	752,620	964,000	1,042,000	1,267,000	1,264,000
Creditors – less than 1 year	(636,025)	(863,888)	(374,580)	(658,567)	(649,000)	(335,000)	(335,000)	(335,000)
Provisions <sup>4</sup>	(1,524,989)	(2,015,937)	(2,547,609)	(3,118,020)	(3,563,279)	(2,366,487)	(2,370,323)	(2,444,642)
Capital employed within the main department	691,941	1,455,232	2,689,263	3,913,403	5,666,139	9,899,513	12,509,677	15,077,358
NDPB net assets <sup>5</sup>	142,938	158,742	118,340	(150,113)	(83,058)	(16,002)	8,452	26,133
Public Corporation net assets			972	1,526	1,500	1,500	1,500	1,500
Total capital employed in departmental group	834,879	1,613,974	2,808,575	3,764,816	5,584,582	9,885,011	12,519,629	15,104,991

1. For comparative purposes the 2000-01 departmental assets have been restated to reflect the transfer of assets and liabilities to other government departments as a result of the Machinery of Government Changes. This is for comparison with future years only, as restated figures for the years pre 2000-01 are not available.
2. This was a new category in 2001-02 and figures are not available for earlier years.
3. The value of the Department's land and buildings increased in 2001-02 due to the £20,917,000 construction costs of the National College for School Leadership. This property will remain on the Department's balance sheet.
4. The projected balance on the provisions falls in 2003-04 due to the reduction in the Treasury discount rate from 6 per cent to 3.5 per cent which takes effect on 1 April 2003.
5. The NDPB net assets is an overall negative figure in 2001-02 due to the creation of a large provision to meet the statutory obligation for funding staff related commitments of certain universities and colleges of higher education that were previously maintained by local authorities.

**Annex E Administration Costs (£ million)**

	1998-99 outturn	1999-00 outturn	2000-01 outturn	2001-02 outturn	2002-03 estimated outturn	2003-04 plans	2004-05 plans	2005-06 plans
<b>Gross administration costs:</b>								
Paybill	119	114	119	123	126			
Other	94	107	108	112	113			
<b>Total gross administration costs<sup>1</sup></b>	<b>213</b>	<b>221</b>	<b>227</b>	<b>235</b>	<b>239</b>	<b>220</b>	<b>236</b>	<b>237</b>
Related administration cost receipts	-6	-6	-8	-7	-7	-8	-8	-8
<b>Total DfES administration costs<sup>1</sup></b>	<b>207</b>	<b>215</b>	<b>220</b>	<b>228</b>	<b>232</b>	<b>213</b>	<b>228</b>	<b>229</b>
of which:								
DfES Departmental Expenditure Limit (DEL)	207	215	220	228	232	213	228	229
<b>Total administration costs<sup>1</sup></b>								
RfR 1: DfES administration costs	206	214	217	222	222	201	216	216
RfR 2: Sure Start <sup>2</sup>	#	1	2	4	6	8	8	8
RfR 3: Children's Fund				2	4	4	4	5
<b>Total administration costs<sup>1</sup></b>	<b>207</b>	<b>215</b>	<b>220</b>	<b>228</b>	<b>232</b>	<b>213</b>	<b>228</b>	<b>229</b>
<b>Controls and limits:</b>								
<b>Administration costs limits for gross controlled areas:</b>								
RfR 1: DfES administration costs	207	214	217	222	222	201		
RfR 2: Sure Start administration costs <sup>2</sup>	#	1	2	4	6	8		
RfR 3: Children's Fund administration costs				2	4	4		
<b>Total net limits for gross controlled areas<sup>1</sup></b>	<b>207</b>	<b>215</b>	<b>220</b>	<b>228</b>	<b>232</b>	<b>213</b>		
<b>Changes in definitions of administration cost limits, on net basis, since last year's Report</b>								
Total net administration cost limits on Stage 1 resource accounting and budgeting (RAB)	204	211	210	215	226	220		
Plus additional non-cash items from move to full RAB, as part of 2002 Spending Review	7	8	15	18	12	9		
Less removal of some administration costs associated with frontline service provision						-11		
Less additional allowable receipts	-4	-4	-6	-4	-5	-6		
<b>Total net limits for gross controlled areas</b>	<b>207</b>	<b>215</b>	<b>220</b>	<b>228</b>	<b>232</b>	<b>213</b>		

1. Administration costs within the administration costs control regime.

2. # Indicates figures below £500,000.

	1997-98 actual	1998-99 actual	1999-00 actual	2000-01 actual	2001-02 actual	2002-03 estimated outturn	2003-04 plans	2004-05 plans	2005-06 plans
<b>Department for Education and Skills<sup>1</sup>:</b>									
Civil service full-time equivalents	4,537	4,563	4,751	5,092	4,810	4,310	4,592	4,577	4,527
Overtime	71	74	77	79	70	60	52	52	52
Casuals	194	312	263	226	200	110	113	113	113
<b>Total</b>	<b>4,802</b>	<b>4,949</b>	<b>5,091</b>	<b>5,397</b>	<b>5,080</b>	<b>4,480</b>	<b>4,757</b>	<b>4,742</b>	<b>4,692</b>
<b>Employment Service<sup>2</sup>:</b>									
Civil service full-time equivalents	28,707	29,037	29,787	30,731	–	–	–	–	–
Overtime	180	210	117	96	–	–	–	–	–
Casuals	2,224	2,131	2,528	2,558	–	–	–	–	–
<b>Total</b>	<b>31,111</b>	<b>31,378</b>	<b>32,432</b>	<b>33,385</b>	–	–	–	–	–
<b>Total DfES &amp; ES</b>	<b>35,913</b>	<b>36,327</b>	<b>37,523</b>	<b>38,782</b>	<b>5,080</b>	<b>4,480</b>	<b>4,757</b>	<b>4,742</b>	<b>4,692</b>

1. Figures reflect machinery of Government changes in 2001-02 and includes Sure Start and the Children and Young People's Unit.

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.

Name	Post	Remuneration	Term	Male/Female
<b>Adult Learning Inspectorate</b>				
Richard Handover	Chair	£9,000	4 years	Male
Balvinder Chana	Board Member	Nil	4 Years	Male
Peter McKee	Board Member	Nil	4 Years	Male
<b>British Educational Communications and Technology Agency</b>				
Davis Hargreaves	Chair	£11,500	3 years	Male
Lorna Cocking *	Board Member	Nil	3 years	Female
Paul Kelly*	Board Member	Nil	2 years	Male
Sheila Penny *	Board Member	Nil	1 year	Female
David Reynolds*	Board Member	Nil	3 years	Male
Peter Weston *	Board Member	Nil	1 Year	Male
John Plunkett	Board Member	Nil	3 years	Male
Kay Hanson	Board Member	Nil	3 years	Female
Susan Gay	Board Member	Nil	3 years	Female
Graham Taylor	Board Member	Nil	2 years	Male
William O'Donnell	Board Member	Nil	2 years	Male
Heidi Fawcett	Board Member	Nil	2 years	Female
Christine Degraft-Hanson	Board Member	Nil	2 years	Female
<b>Construction Industry Training Board</b>				
Sir Michael Latham	Chair	£20,116	5 years	Male
Margaret Sullivan	Board Member	Nil	5 years	Female
James Wates	Board Member	Nil	5 years	Male
Herbert Baggailey*	Board Member	Nil	3 years	Male
Stewart Tilley	Board Member	Nil	5 years	Male
Michael Fitchett*	Board Member	Nil	1 year	Male
Sadie Walton	Board Member	Nil	5 years	Female
<b>Engineering Construction Industry Training Board</b>				
Richard Leamon	Board Member	Nil	5 years	Male
Neil Moore	Board Member	Nil	5 years	Male
Brian Rogan	Board Member	Nil	5 years	Male
Colin Barnes	Board Member	Nil	5 years	Male
William McLean	Board Member	Nil	5 years	Male
<b>Higher Education Funding Council for England</b>				
Sir Richard Sykes	Board Member	£4,000	3 years	Male
Dr John Taylor*	Board Member	£4,000	2 years	Male
Dorma Urwin*	Board Member	£4,000	1 year	Female
Prof. Gareth Roberts*	Board Member	£4,000	3 years	Male
Stephen Bundred*	Board Member	£4,000	3 years	Male
Peter Saraga	Board Member	£4,000	3 years	Male
Ann Lloyd	Board Member	£4,000	3 years	Female
Prof. Nigel Savage	Board Member	£4,000	3 years	Male
Jackie Fisher	Board Member	£4,000	3 years	Female
<b>Investors in People UK</b>				
Tim Melville-Ross	Chair	Nil	3 years	Male
Hans Reismann	Board Member	Nil	3 years	Male
Martin Henry*	Board Member	Nil	3 years	Male
Lord Tom Sawyer*	Board Member	Nil	3 years	Male
Norman McLean*	Board Member	Nil	3 years	Male

\*Reappointment

Name	Post	Remuneration	Term	Male/Female
<b>Learning and Skills Council for England</b>				
Jane Drabble*	Board Member	£4,000	4 years	Female
John Merry*	Board Member	£4,000	4 years	Male
Giles Clarke	Board Member	£4,000	4 years	Male
Digby Jones	Board Member	£4,000	4 years	Male
Shirley Cramer	Board Member	£4,000	4 years	Female
<b>National College for School Leadership</b>				
Sir Iain Hall	Board Member	Nil	3 years	Male
Helen Paterson	Board Member	Nil	3 years	Female
Martin Taylor	Board Member	Nil	3 years	Male
Terence Piggott	Board Member	Nil	3 years	Male
David Patterson	Board Member	Nil	3 years	Male
Hugh Mitchell	Board Member	Nil	2 years	Male
Beverley Hodson	Board Member	Nil	2 years	Female
Lesley James	Board Member	Nil	2 years	Female
Nigel Portwood	Board Member	Nil	2 years	Male
Yasmin Bevan*	Board Member	Nil	2 years	Female
Toby Salt*	Board Member	Nil	4 years	Male
Anthony Mackay*	Board Member	Nil	4 years	Male
Vicky Phillips*	Board Member	Nil	2 years	Female
<b>Qualifications and Curriculum Authority</b>				
Sir Anthony Greener	Temporary Chair	Nil	6 months	Male
Ian MacAllister*	Deputy Chair	Nil	3 years	Male
Jenny Fitton*	Board Member	Nil	2 years	Female
Jean Tomlin*	Board Member	Nil	2 years	Female
Edward Gould	Temporary Board Member	Nil	18 months	Male
Nick Stuart	Temporary Board Member	Nil	18 months	Male
<b>Student Loans Company</b>				
Jean Tomlin	Non-Exec Director	£5,000	3 years	Female
Tanvi Davda	Non-Exec Director	£5,000	3 years	Female
Angela McCusker	Non-Exec Director	£5,000	3 years	Female
<b>Sector Skills Development Agency</b>				
Margaret Salmon	Chair	£40,000	3 years	Female
Millie Banerjee	Board Member	£300 (per day)	3 years	Female
Gareth Cadwallader	Board Member	£300 (per day)	3 years	Male
Brian Connolly	Board Member	£300 (per day)	3 years	Male
Jeannie Drake	Board Member	£300 (per day)	3 years	Female
John King	Board Member	£300 (per day)	3 years	Male
Richard Martin	Board Member	£300 (per day)	3 years	Male
Bill McGinnis	Board Member	£300 (per day)	3 years	Male
Peter Mount	Board Member	£300 (per day)	3 years	Male
Peter Welsh	Board Member	£300 (per day)	3 years	Male
Stephanie Young	Board Member	£300 (per day)	3 years	Female
<b>School Teachers Review Body</b>				
Bill Cockburn	Chair	Nil	3 years	Male
Richard Pearson*	Board Member	Nil	3 years	Male
Mark Goodridge	Board Member	Nil	3 years	Male
Josephine Stephens	Board Member	Nil	3 years	Female
<b>Teacher Training Agency</b>				
Dame Judith Kilpatrick	Board Member	Nil	3 years	Female
Chris Baker	Board Member	Nil	3 years	Male

\*Reappointment

In March 2001 the National Audit Office (NAO) report on improving student performance in further education colleges was considered by the Public Accounts Committee (PAC).

In January 2002 two NAO reports on student performance in higher education were published and considered by the PAC.

The main points in the resulting PAC reports, in the formal Treasury Minute replies and developments since the Treasury Minutes were published, are summarised below.

## **How English Further Education (FE) Colleges can improve Student Performance**

NAO report published: 2 March 2001 – HC 276 Session 2001-02.

PAC hearing: 14 March 2001.

PAC 15th report published: 7 February 2002 – HC 528 Session 2001-02.

Treasury Minute published: 25 April 2002 – Cm 5487.

### **Introduction**

In the light of concerns about the variability of student achievement the NAO examined the reasons for student non-completion and non-achievement in colleges and recommended ways to improve performance.

### **Main points in the PAC report**

The PAC report recommended that:

- the Department and the Learning and Skills Council (LSC) should monitor the measures underway to improve the quality of teachers;
- colleges should adopt identified good practice to ensure more students succeed;
- the LSC should encourage and develop better information on student performance at colleges to identify and disseminate successful practice; and
- there is a need for greater improvement in secondary school performance while recognising that there have been improvements in primary school performance.

### **Progress reported in the Treasury Minute**

There are new inspections by Ofsted and the Adult Learning Inspectorate and a robust quality assurance mechanism carried out by LSC. New FE teachers must acquire teaching qualifications and funding is available for existing staff to acquire the teaching certificate.

As more trained teachers enter the sector we expect that more learners will be directed towards appropriate courses and given improved support.

The LSC has published a consultation document on proposed strategy for collecting data on learners and is developing learner satisfaction surveys.

Improving secondary education is a high priority and although the UK performance compares favourably with other developed countries, (a recent OECD study of 15-year-olds shows the UK performance to be above average); there is much that needs to be done to improve standards.

### **Progress since publication of the Treasury Minute**

Government launched the Success for All strategy for reforming further education and training on 19 November 2002. This is a comprehensive investment and reform strategy for the learning and skills sector that will boost levels of participation, retention and achievement and raise standards.



*continued*

Success for All is supported by the Government's largest ever investment programme in FE. The main points in Success for All are:

- total planned funding for FE colleges allocated to the LSC will rise by £1.2 billion by 2005-06 compared to 2002-03, a 19 per cent real-terms increase in three years;
- capital funding for the whole learning and skills sector allocated to the LSC will rise by 60 per cent in real terms by 2005-06 compared to 2002-03; and
- a new (Post-16) Standards Unit has been established in the Department to drive forward raising standards of teaching and learning and to improve radically leadership and professionalism in the learning and skills sector workforce. Funding rising to over £100 million in the year 2005-06 will deliver a programme of new teaching and learning best practice frameworks in priority curriculum areas. The Department has also introduced a range of recruitment and remuneration improvements and will launch a new Leadership College for the sector in 2003.

The Success for All programme will strengthen the capability of the learning and skills sector to drive this 14-19 agenda, particularly through:

- Strategic Area Reviews to ensure the pattern of provision in local areas meets the needs of 16-19 learners, supported by increased capital investment;
- the Teaching and Learning strategy which will identify and embed good practice in delivering learning, including in vocational programmes, to young people; and
- a delivery programme to ensure that further education and training providers can recruit and develop the teachers, trainers and support staff of the future. This includes providing the resources to enable colleges to start to address the pay gap with schools.

In light of policy commitments set out in Success for All, the LSC published proposals on 31 January 2003 for implementing the new framework for quality and success. The LSC is currently consulting with the sector on new three-year development planning and funding; improvement targets; and performance assessment. All colleges are expected to focus on improving learner success rates and will be required to agree challenging improvement targets with local LSCs. National floor targets will also be introduced for learner success rates from September 2003, setting clear expectations about the minimum acceptable performance levels to be achieved or exceeded by 2005/06.

The Department launched its 14-19 Strategy on 21 January 2003. It sets out a vision and proposals for 14-16 curriculum change, consistent excellence in 11-19 teaching and learning, and raising aspirations across the 14-19 ages. It also sets out longer term directions for change to strengthen first-time vocational programmes, develop assessment arrangements, which are fit for purpose, and introduce a unified awarding framework.

The White Paper *The future of higher education* published in January 2003, sets out an expectation that much of the expansion in HE to meet the 50 per cent participation target will take place through Foundation Degrees delivered in further education colleges, and that this growth will occur predominantly through structured franchise and consortium partnerships between colleges and HEIs.

FE colleges delivering Foundation Degrees will play a key role in widening participation in HE, by enabling those who would not normally have considered HE as an option to continue their vocational studies into level 4 and beyond.

## **Improving Student Achievement and Widening Participation in Higher Education in England**

NAO reports published on 18 January 2002: Widening participation – HC 485 Session 2001-02, and improving student performance – HC 486 Session 2001-02.

PAC hearings: 28 and 30 January 2002.

*continued*

PAC 58th report published: 12 September 2002 – HC 588 Session 2001-02.

Treasury Minute published: 28 November 2002 – Cm 5676.

## Introduction

The NAO report on Widening Participation examined how well the Department and others had been working towards widening participation in groups who had not traditionally entered higher education. The NAO report on Improving Student Performance was produced as an equivalent report to its earlier report on further education and to meet the Education Committee's expectation of a report on the higher education sector.

## Main points in the PAC report

The PAC report recommended that:

- there should be greater clarity about the 50 per cent participation target in particular with its basis for measurement and the type of qualifications, which count;
- the payment of a premium paid to colleges for students from certain postcodes to recognise the extra costs of students from poorer backgrounds is not ideal. Higher Education Funding Council for England (HEFCE) should look for better ways of targeting the additional £31million;
- the current system of financial support is too complicated. This complexity and the fear of debt are barriers to increasing participation;
- in the review of student finance the Department should rationalise the 23 different elements of targeted support;
- HEFCE should encourage greater participation by disabled students and the Department should review the support available for disabled students to establish greater certainty of entitlement before the course starts;
- student achievement overall compares well with other countries but HEFCE should work at improving the performance of low achieving institutions; and
- institutions should improve the information available to potential students.

## Progress reported in the Treasury Minute

The Department uses the Initial Entry Rate (IER) to measure progress towards this target. Careful checking of the underlying data has recently led to more accurate estimates of the present value of the IER. A review is underway considering whether courses of less than one year should be counted as higher education, and this will report in 2003. It is unlikely to significantly affect the participation percentage.

The Department and HEFCE agree that we need better ways of targeting widening participation funding. HEFCE consulted over the summer on widening participation and is considering the appropriate level of funding and how it might be distributed.

The Department accepts the arrangements for students claiming additional targeted support is too complicated. A review of targeted support has been looking at how it can be made more understandable and accessible so as to give a greater certainty of financial support to affected students. A review of targeted funding is underway. The results of this and the wider review of student support as a whole would be announced in a strategy document in January 2003.

HEFCE is working to encourage institutions to increase the number of disabled students by improving facilities and it has developed a £6 million programme to improve provision for disabled students. From September 2002 provisions under the Disability Discrimination Act make it unlawful for colleges to discriminate in their admission policies or services they provide. Institutions are required to make reasonable adjustments for students with disabilities and not to place them at a disadvantage. These measures will encourage more disabled students to apply for a university place.

*continued*

Disability Student Allowances were extended in 2000 to cover part-time undergraduate and both full and part-time postgraduates. These allowances are generous. Assessments are now being made quicker so that disabled students are aware of the level of support before the start of the course.

The Department is proposing to radically reduce the number of different grants and bursaries and to shift more support from the discretionary to the statutory system, which will lead to greater certainty of funding for student parents in particular.

Despite an impressive completion rate, one of the highest in the world, non-completion is a waste of talent and resources. HEFCE have developed an action plan focused on retention. The Department and HEFCE are encouraging poorly performing colleges to give more help to students so that they make the right choices and don't drop out.

The Department and HEFCE are working towards ensuring that institutions make available up-to-date information on quality and standards in a user-friendly format so that potential students can make informed decisions about their options.

### **Progress since publication of the Treasury Minute**

*The future of higher education* sets out the ten-year vision for the development and reform of HE, including the outcome of the student finance review. The proposals will:

- improve access to university for students from ALL social backgrounds;
- restore grants;
- abolish the payment of up-front fees;
- safeguard and promote our world class research;
- develop and expand the skill base of the country; and
- promote and reward good teaching.

A review of targeted student support for groups with additional financial needs was carried out by Department last year. The outcome of the review, announced on 28 November 2002 provides a coherent, simplified and easier to understand package of support for these students. In addition to the basic support through the maintenance loan and tuition fee grant, more support is now available up-front, giving students on low income more certainty over what they will get before they start on their courses. Most of the reforms will take place from October 2003.

In December 2002, HEFCE-funded Action on Access published an Executive Summary of their research into how institutional non-completion rates could be improved. This research will be published in full during 2003. The research also highlights good practice in student retention and Action on Access plan to disseminate this information across the sector through a series of seminars and networking activities. Action on Access also provide assistance to institutions performing below their benchmark, and give feedback to institutions on their widening participation strategies.

For 2003/04, a new IT system for administering student support is being piloted in six LEA areas. The system allows students to access a number of services online, including a new interactive web-based application form. A streamlined application process, with fewer forms and less evidence required from applicants, is also being piloted. It is expected that these pilots will be rolled out nationally for 2004/05.

A review of the Initial Entry Rate is currently being undertaken, led by the Office for National Statistics. The aim is to increase the rigour and transparency of the method. The final report and recommendations will be available by summer 2003.

## Annex I Administrative Costs of Non-Departmental Public Bodies (£ million)

	2000-01 outturn	2001-02 outturn	2002-03 estimated outturn
Adult Learning Inspectorate <sup>1</sup>	0	17.53	23.43
British Educational Communications and Technology Agency	1.54	6.24	4.46
Further Education Funding Council <sup>2</sup>	29.1	0	0
Higher Education Funding Council for England	13	15.74	15.64
Investors in People UK	6.9	6.09	6.1
Learning and Skills Council <sup>3</sup>	0	231.95	229.53
National College for School Leadership <sup>1</sup>	0	9.73	6.42
Qualifications and Curriculum Authority	27.1	31.94	31.89
Sector Skills Development Agency <sup>4</sup>	0	0	3.58
Student Loans Company	35.3	37.35	49.49
Teacher Training Agency	6.8	8.77	9.94

1. Adult Learning Inspectorate and National College for School Leadership started 2001-02.
2. Further Education Funding Council was subsumed within the Learning and Skills Council.
3. Learning and Skills Council started September 2000.
4. Sector Skills Development Agency started April 2002.

At January each academic year	1997/98 actual	1998/99 actual	1999/00 actual	2000/01 actual	2001/02 actual	2002/03 projected	2003/04 projected	2004/05 projected
<b>Nursery and primary schools</b>								
Aged under five <sup>1</sup>								
Total full-time and part-time	917	919	906	899	897	877	860	842
Full-time equivalent (FTE) <sup>2</sup>	737	740	730	726	731	716	704	690
Aged 5 and over	3,592	3,589	3,575	3,553	3,509	3,468	3,418	3,382
<b>Total nursery and primary (FTE)<sup>3</sup></b>	<b>4,329</b>	<b>4,329</b>	<b>4,305</b>	<b>4,278</b>	<b>4,240</b>	<b>4,184</b>	<b>4,123</b>	<b>4,072</b>
<b>Secondary schools</b>								
Under school leaving age	2,765	2,814	2,868	2,913	2,943	2,980	3,000	2,982
Over school leaving age	307	308	314	319	321	331	335	343
<b>Total secondary<sup>3</sup></b>	<b>3,073</b>	<b>3,122</b>	<b>3,182</b>	<b>3,232</b>	<b>3,264</b>	<b>3,310</b>	<b>3,334</b>	<b>3,325</b>
<b>Special schools</b>								
Total full-time and part-time	93	93	92	91	90	89	88	87
Full time equivalent <sup>3</sup>	92	92	91	90	89	88	88	86
Pupil referral units	8	8	8	9	10	11	11	12
<b>Total special schools and pupil referral units<sup>3</sup></b>	<b>100</b>	<b>100</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>99</b>	<b>98</b>
<b>Total pupil numbers (FTE)<sup>3</sup></b>	<b>7,502</b>	<b>7,550</b>	<b>7,586</b>	<b>7,609</b>	<b>7,602</b>	<b>7,594</b>	<b>7,556</b>	<b>7,495</b>

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.

# Participation in Education and Training by 16-, 17- and 18-Year-olds<sup>1</sup>, 1997/98 to 2004/05 (percentage of age group)

	1997/98 actual	1998/99 actual	1999/00 actual	2000/01 actual	2001/02 provisional	2002/03 projected	2003/04 projected	2004/05 projected
<b>Participation in schools and further education only:</b>								
Age 16: Full-time								
Schools	34.4	34.5	34.9	35.0	34.6	35.1	34.5	34.8
Further education	35.0	35.3	36.4	36.4	36.7	37.3	39.0	41.6
Total full-time	69.4	69.8	71.3	71.4	71.3	72.3	73.5	76.5
Part-time: Further education <sup>2</sup>	6.8	6.8	6.8	6.5	7.2	7.0	6.4	5.2
<b>Total age 16</b>	<b>76.2</b>	<b>76.6</b>	<b>78.1</b>	<b>77.9</b>	<b>78.6</b>	<b>79.3</b>	<b>79.9</b>	<b>81.7</b>
Age 17: Full-time								
Schools	26.8	27.4	27.9	28.3	28.1	27.9	28.2	27.8
Further education	30.0	30.0	30.4	30.3	30.1	32.6	33.7	34.7
Total full-time	56.9	57.4	58.3	58.6	58.2	60.5	62.0	62.6
Part-time: Further education <sup>2</sup>	8.6	8.5	9.0	8.4	9.5	8.5	8.1	7.8
<b>Total age 17</b>	<b>65.4</b>	<b>65.9</b>	<b>67.3</b>	<b>67.0</b>	<b>67.8</b>	<b>69.0</b>	<b>70.1</b>	<b>70.4</b>
Age 18: Full-time								
Schools	3.1	3.1	3.2	3.2	2.8	3.0	3.0	3.0
Further education	14.4	14.3	14.3	13.9	13.1	13.1	14.8	15.2
Total full-time	17.5	17.5	17.5	17.1	15.9	16.1	17.8	18.2
Part-time: Further education <sup>2</sup>	9.0	9.1	9.2	8.9	9.6	10.3	9.4	9.3
<b>Total age 18</b>	<b>26.5</b>	<b>26.6</b>	<b>26.7</b>	<b>26.0</b>	<b>25.5</b>	<b>26.5</b>	<b>27.3</b>	<b>27.4</b>
<b>Participation including students in training and higher education:</b>								
Age 16: Full-time education <sup>3</sup>	69.4	69.8	71.3	71.4	71.3	72.3	73.5	76.5
Government-supported training	9.4	8.8	8.1	8.3	7.0	8.8	8.9	9.5
Employer-funded training	3.2	3.5	3.3	2.9	3.0			
Other education and training	4.5	4.2	4.3	4.8	5.8			
<b>Total education and training<sup>4</sup></b>	<b>85.8</b>	<b>85.7</b>	<b>86.3</b>	<b>86.7</b>	<b>86.7</b>			
<b>Government-supported education and training<sup>5</sup></b>	<b>76.7</b>	<b>76.8</b>	<b>77.6</b>	<b>77.8</b>	<b>77.6</b>	<b>80.1</b>	<b>81.0</b>	<b>83.3</b>
<b>Population (thousands)</b>	<b>610.0</b>	<b>600.4</b>	<b>605.7</b>	<b>605.2</b>	<b>631.9</b>	<b>634.4</b>	<b>646.9</b>	<b>666.3</b>
Age 17: Full-time education <sup>3</sup>	57.4	57.8	58.7	59.0	58.6	60.9	62.4	62.9
Government-supported training	11.1	11.0	10.8	10.6	9.4	11.3	11.6	12.5
Employer-funded training	5.4	5.9	5.7	4.9	4.7			
Other education and training	5.3	5.1	5.1	5.4	7.2			
<b>Total education and training<sup>4</sup></b>	<b>78.5</b>	<b>79.3</b>	<b>79.6</b>	<b>79.3</b>	<b>79.5</b>			
<b>Government-supported education and training<sup>5</sup></b>	<b>68.5</b>	<b>68.8</b>	<b>69.8</b>	<b>69.5</b>	<b>69.6</b>	<b>72.8</b>	<b>74.2</b>	<b>75.4</b>
<b>Population (thousands)</b>	<b>619.7</b>	<b>612.1</b>	<b>601.0</b>	<b>608.3</b>	<b>610.2</b>	<b>636.5</b>	<b>638.8</b>	<b>651.3</b>
Age 18: Full-time education <sup>5</sup>	37.7	37.2	37.3	37.1	36.6	38.2	39.0	39.5
Government-supported training	8.4	8.4	8.8	8.7	8.3	9.5	9.5	10.3
Employer-funded training	7.8	8.1	8.2	8.1	8.2			
Other education and training	6.8	6.7	6.5	6.6	7.6			
<b>Total education and training<sup>4</sup></b>	<b>60.2</b>	<b>59.9</b>	<b>60.3</b>	<b>60.0</b>	<b>60.4</b>			
<b>Government-supported education and training<sup>5</sup></b>	<b>52.8</b>	<b>52.4</b>	<b>52.7</b>	<b>52.3</b>	<b>52.3</b>	<b>56.0</b>	<b>55.8</b>	<b>57.0</b>
<b>Population (thousands)</b>	<b>603.5</b>	<b>621.1</b>	<b>612.1</b>	<b>603.6</b>	<b>614.2</b>	<b>615.6</b>	<b>641.7</b>	<b>644.0</b>

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. These denominators will be revised in light of the 2001 census.

2. In publicly funded institutions of further and higher education.

3. Full-time education includes study in schools and in publicly funded institutions of further and higher education.

4. Sum of the above less a small overlap between full-time education and Government-supported training.

5. Education in publicly funded institutions and Government-supported training.

Sources: Annual Schools' Census, Learning and Skills Council's individualised student record (ISR), Higher Education Statistics Agency, DfES Projections, trainee database and management information system, individualised learner record (ILR) and the Labour Force Survey. Further Education Funding Council was previously responsible for the ISR.

	1997/98 actual	1998/99 actual	1999/00 actual	2000/01 actual	2001/02 provisional	2002/03 plans	2003/04 plans	2004/05 plans
<b>Total students (full-time equivalent)<sup>2</sup> (thousands)</b>								
Council-funded courses <sup>3,4</sup>	1,014	998	967	946	1,067	1,086	1,132	1,173
Non-Council-funded courses <sup>5</sup>	165	176	169	159				
<b>Total</b>	<b>1,179</b>	<b>1,174</b>	<b>1,136</b>	<b>1,105</b>				
Of which further education in sector colleges <sup>6</sup>	1,010	1,010	983	955				
<b>Academic staff (full-time equivalent) (thousands)</b>								
Further education in sector colleges	62.1	62.9	61.8	64.2				
<b>Student: staff ratio</b>								
Further education in sector colleges <sup>6</sup>	16.2	16.1	15.9	14.9				

1. All numbers exclude private institutions.

2. Minor technical measures have been made to FTEs since last report.

3. Full-time equivalent students (FTEs) 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).

4. From 1999/00 onwards, the figures exclude 18,500 FTE Higher National Diploma and Higher National Certificate students for whom funding has transferred to the Higher Education Funding Council for England (HEFCE).

5. Further education students not funded by the FEFC or the LSC in further education sector colleges and adult education centres.

6. Excludes external institutions, specialist designated institutions and the FEFC or the LSC funded higher education.

Sources: Further Education Funding Council's Individualised Student Record (ISR) and Staff Individualised Record (SIR), Higher Education Statistics Agency (HESA) and DfES estimates and projections. Further Education Funding Council was previously responsible for the ISR and SIR.

Academic Year	1997/98 actual	1998/99 actual	1999/00 actual	2000/01 actual	2001/02 provisional	2002/03 projected	2003/04 projected	2004/05 projected
<b>Home domiciled students (thousands)</b>	1,450	1,477	1,479	1,512	1,549	1,569	1,588	1,612
of which full-time and sandwich:	836	845	843	852	877	895	911	928
of which part-time:	614	632	637	661	672	673	677	684
<b>GB Age Participation Index (API)<sup>2</sup></b>	33%	31%	32%	33%	34%-36%			
<b>EU Students (thousands)</b>	75	81	81	81	75	72	71	74
<b>Other Overseas Students (thousands)</b>	95	95	99	109	120	129	136	145
<b>Total full-time equivalent students (thousands FTEs)<sup>3</sup></b>	1,204	1,225	1,227	1,251	1,287	1,308	1,332	1,361
of which publicly funded by HEFCE	976	985	1,002	1,006	1,017	1,045	1,056	1,076
of which publicly funded by the TTA	63	60	56	60	59	60	63	64
of which ITT students	53	49	45	49	48	49	53	53
<b>Academic Staff in higher education institutions (thousand FTEs)<sup>4</sup></b>	59.1	60.6	61.7	63.0	64.0			
<b>Student:Staff Ratio in higher education institutions<sup>5</sup></b>	17.6	17.5	17.2	17.1	17.4			

1. Census counts as at 1 December in HEIs and 1 November in FEIs. Includes the Open University. Part-time figures exclude students writing up theses and on sabbatical. Numbers differ from those published last year due to the inclusion of final enrolment figures based on the July student return for the years up to 2001/02, and revised projections for later years; last year's figures were based on the December student return, which provided early provisional figures, but which has now been discontinued.

2. The Age Participation Index (API) is defined as the number of home domiciled young (aged less than 21) initial entrants to full-time & sandwich undergraduate courses of higher education expressed as a proportion of the averaged 18 to 19 year old GB population. The Department has developed an alternative measure of participation in HE known as the Initial Entry Rate (IER), which is used to measure progress towards the Government goal of having 50% of 18-30 year olds in HE by 2010. The IER differs from the API in both coverage and method of calculation. The IER sums the percentages of each single year of age group who enter higher education (English domiciled attending a UK institution on a full or part-time basis) for the first time in each year of age between 18 and 30. The latest estimate of the IER for 2001/02 currently stands at 43%. The IER methodology is currently under National Statistics Quality Review. Both the API and IER are susceptible to changes in population estimates. Due to the uncertainties surrounding the impact of the recently revised Office for National Statistics (ONS) historical population estimates, and the forthcoming revision of the Government Actuary Department (GAD) population projections, no projected API is shown.

3. The full-time equivalent (FTE) factor used for all part-time students is 0.35.

4. 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.

5. The ratios cover HE study in HE 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 FTEs used in the calculation of SSRs are on a different basis to those appearing in the table.

Source: Higher Education Statistics Agency (HESA) and Learning and Skills Council's (LSC) Individualised Learner Records (ILR).



	1997/98 actual		1998/99 actual		1999/00 actual		2000/01 actual		2001/02 provisional	
	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
<b>Postgraduate</b>										
HE Institutions <sup>2</sup>	117.6	175.3	121.1	186.8	125.5	187.1	132.8	190.4	142.9	188.0
of which mature <sup>3</sup>	66.3	163.8	68.5	175.0	70.1	174.9	73.8	177.4	78.6	174.7
<b>First degree</b>										
HE Institutions <sup>2</sup>	726.6	76.1	733.2	78.6	731.5	78.6	733.8	78.3	752.0	82.2
of which mature <sup>3</sup>	312.1	72.5	299.0	74.2	285.8	73.5	283.6	73.2	291.9	76.9
<b>Other undergraduate</b>										
HE Institutions <sup>2</sup>	99.8	270.4	102.3	281.5	98.9	288.9	103.6	313.8	108.4	321.0
of which mature <sup>3</sup>	59.7	263.1	61.8	273.3	58.7	280.3	63.0	303.3	68.1	310.7
<b>Total students</b>	<b>944.0</b>	<b>521.8</b>	<b>956.7</b>	<b>546.9</b>	<b>955.9</b>	<b>554.6</b>	<b>970.2</b>	<b>582.5</b>	<b>1003.2</b>	<b>591.1</b>
<b>HE in further education sector colleges</b>										
Postgraduate	0.2	1.6	0.2	2.9	0.2	2.9	0.2	2.9	0.3	1.5
First degree	9.7	6.8	11.9	5.2	11.9	5.2	11.9	5.2	10.4	7.4
Other undergraduate	26.8	108.9	25.5	103.3	25.5	103.3	25.5	103.3	35.3	95.1
<b>Total</b>	<b>36.7</b>	<b>117.3</b>	<b>37.7</b>	<b>111.3</b>	<b>37.7</b>	<b>111.3</b>	<b>37.7</b>	<b>111.3</b>	<b>37.7</b>	<b>111.3</b>
of which mature <sup>3</sup>	17.8	102.6	18.2	97.1	18.2	97.1	18.2	97.1	18.2	97.1
<b>GRAND TOTAL</b>	<b>980.7</b>	<b>639.1</b>	<b>994.3</b>	<b>658.2</b>	<b>993.6</b>	<b>666.0</b>	<b>1007.9</b>	<b>693.8</b>	<b>1040.9</b>	<b>702.5</b>
of which mature <sup>3</sup>	455.9	602.1	447.5	619.6	432.9	625.8	438.6	650.9	456.8	659.4
percentage of mature	46%	94%	45%	94%	44%	94%	44%	94%	44%	94%
<b>Percentage of total students by institution and level of course</b>										
<b>HE Institutions<sup>2</sup></b>										
Postgraduate	12%	27%	12%	28%	13%	28%	13%	27%	14%	27%
First degree	74%	12%	74%	12%	74%	12%	73%	11%	72%	12%
Other undergraduate	10%	42%	10%	43%	10%	43%	10%	45%	10%	46%
<b>HE in further education sector colleges</b>										
Postgraduate	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%
First degree	1%	1%	1%	1%	1%	1%	1%	1%	1%	1%
Other undergraduate	3%	17%	3%	16%	3%	16%	3%	15%	3%	14%

1. Census counts as at 1 December in HEIs and 1 November in FEIs. Includes the Open University. Part-time figures exclude students writing up theses and on sabbatical. Numbers differ from those published last year due to the inclusion of final enrolment figures based on the July student return for the years up to 2001/02, and revised projections for later years; last year's figures were based on the December student return, which provided early provisional figures, but which has now been discontinued.

2. Includes 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.

Source: Higher Education Statistics Agency and Learning and Skills Council individual student records.

## Annex O Home First-Degree Graduates from English Institutions<sup>1</sup> 1996/97 to 2001/02 (thousands)

	1996/97 actual	1997/98 actual	1998/99 actual	1999/00 actual	2000/01 actual	2001/02 provisional
Medicine and dentistry	4	4	4	4	4	4
Subjects allied to medicine	10	11	13	13	15	16
Biological sciences	11	12	13	14	14	13
Veterinary, agricultural and related sciences	2	2	2	2	2	2
Physical sciences	11	10	10	10	10	10
Mathematical sciences	10	10	11	12	13	14
Architecture and related studies	5	5	5	4	4	4
Engineering and technology	14	13	13	12	12	12
<b>Total sciences</b>	<b>67</b>	<b>67</b>	<b>71</b>	<b>70</b>	<b>74</b>	<b>76</b>
Social sciences	24	22	23	25	25	24
Business and financial studies	19	18	20	21	21	21
Librarianship and information science	3	2	3	3	4	4
Languages and related studies	13	13	12	13	13	12
Humanities	8	8	8	8	8	8
Creative arts	15	15	16	17	18	18
Education	11	11	11	9	9	10
<b>Total arts</b>	<b>92</b>	<b>89</b>	<b>93</b>	<b>96</b>	<b>97</b>	<b>98</b>
Multi-disciplinary studies <sup>2,3</sup>	33	32	33	32	33	31
<b>All subjects</b>	<b>193</b>	<b>188</b>	<b>196</b>	<b>198</b>	<b>204</b>	<b>205</b>
<b>Projected outcomes:<sup>4</sup></b>						
Qualify with a degree	80	81	81	81	n/a	n/a
Qualify with another undergraduate qualification	2	2	2	2	n/a	n/a
No award (non-completion) <sup>5</sup>	18	17	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 student records. HEFCE Performance Indicators.

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Listed below are the reports produced by the Committee and the subsequent government responses.

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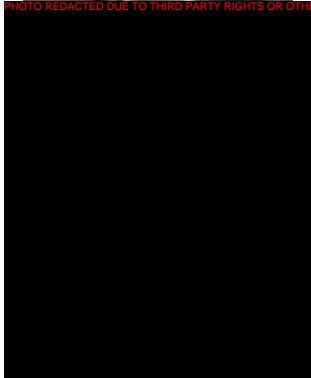
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# Glossary

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	An efficiency performance regime that requires local authorities to look constantly at new ways to improve the efficiency, quality and effectiveness of their service delivery.
Bill	A draft 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 (CFERs)	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 Formula Spending (EFS)	The level of funding the government spends on education through the local government finance system. It reflects the broad range of pressures facing the education service and the scope for making efficiency savings.
Estimates	A statement of how much a department needs in a financial year and for what purpose(s).
Exclusion	Pupils may not attend lessons or go on to 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 the UK economic territory. Measured by National Statistics, 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 pupil's progress through school:</p> <ul style="list-style-type: none"> <li>• key stage 1: pupils aged 5 to 7 – year groups 1 to 2</li> <li>• key stage 2: pupils aged 7 to 11 – year groups 3 to 6</li> <li>• key stage 3: pupils aged 11 to 14 – year groups 7 to 9</li> <li>• key stage 4: pupils aged 14 to 16 – year groups 10 to 11</li> </ul>
Local Education Authorities	A local government body responsible for providing education for pupils 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 (NDPBs)	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 (PFI)	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 allowances for changes in purchasing power as a result of inflation.
Resource Accounting and Budgeting (RAB)	Introduces generally accepted accounting practice into government accounting. The main changes being 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)	An agreement setting 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 Educational Needs (SEN)	A child is defined as having SEN if he or she has a learning difficulty that needs special teaching. A learning difficulty means that the child has a significantly greater difficulty in learning than most children of the same age.
Spending Review (SR)	This sets Departmental Expenditure Limits (DEL) and plans Annually 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 in summer 2000 and the third 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 Total Standard Spending (TSS). The SSA takes account of the population, social structure and other characteristics of each authority.
Statutory Instrument	A 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 these notes helps stakeholders to be clear about exactly what the target is, and provides assurance that performance will be objectively assessed.
Total Standard Spending (TSS)	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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