



Corporate report

Department for education single departmental plan

Updated 27 June 2019

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Our single departmental plan sets out key priorities of our Secretary of State.

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Secretary of State for Education

Permanent Secretary

[Jonathan Slater](#)

The Department for Education is responsible for children's services and education, including early years, schools and academies, further and higher education policy, apprenticeships and wider skills in England.

Our vision is: world-class education, training and care for everyone, whatever their background. It will make sure that everyone has the chance to reach their potential, and live a more fulfilled life. It will also create a more productive economy, so that our country is fit for the future.

Our principles

As we strive to achieve our vision, 7 principles will guide our work. These principles will help guide our reforms and plans. The principles are cross-cutting and will shape everything we do as a department, from strategy development through to delivery.

World-class education:

- ensure our academic standards match and keep pace with key comparator nations
- strive to bring our technical education standards in line with leading international systems
- ensure that education builds character, resilience and well-being

To achieve this we will:

- remember that in education and care, by far the most important factor is the people delivering it – so we will strive to recruit, develop and retain the best
- prioritise in all we do the people and places left behind, the most disadvantaged
- protect the autonomy of institutions by intervening only where clear boundaries are crossed
- make every pound of our funding count

Our main delivery areas

1. Children's services, early years and well-being

2. Schools
3. Post-16 and skills
4. Corporate transformation
5. EU Exit

1. Children's services, early years and well-being

Lead minister

[Nadhim Zahawi MP](#), Parliamentary Under Secretary of State for Children and Families

Lead officials

[Indra Morris](#) Director General, Social Care, Mobility and Disadvantage

[Andrew McCully](#) Director General, Early Years and Schools

Our priorities

Support local authorities to deliver high performing children's services everywhere - aiming to reduce the number of inadequate local authorities below 10% by 2022

Working with health partners to deliver high-quality services for children and young people with special educational needs and disability

Secure a highly capable, highly-skilled social work workforce (including through the national assessment and accreditation system and Social Work England)

Ensure that children in need of help and protection are supported by a national system of excellent and innovative practice (including through a new What Works Centre)

Continue to deliver and embed our offer of 30 hours of free childcare for working parents (supports SDG 4)

Improve our understanding of how best to support parents to develop their children's learning at home

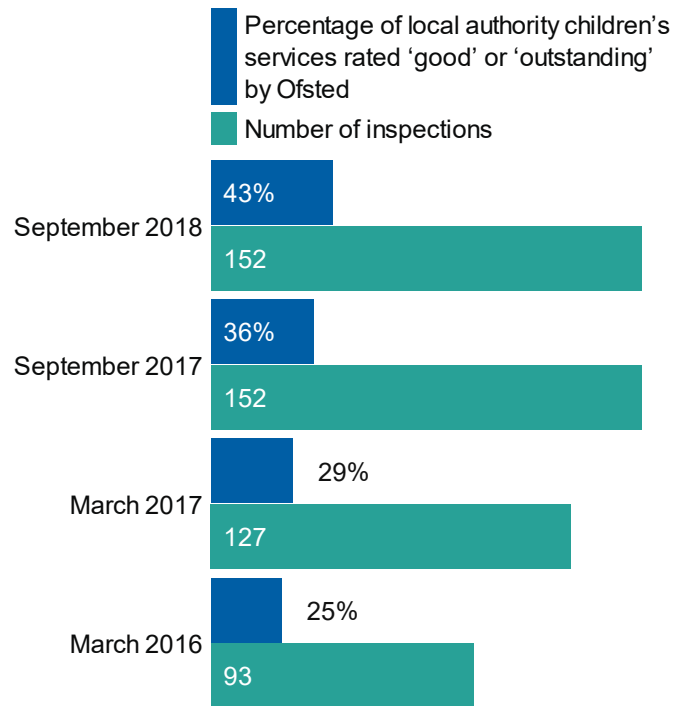
Improve our understanding of child wellbeing and happiness (supports SDG 3)

Provide targeted, place-based support, across the department's remit from early years through to post-16 and skills, in the areas that need it, including through our opportunity areas (supports SDG 4 and 10)

Our performance

Local authority children's services, inspected under the single inspection framework, rated 'good' or 'outstanding' by Ofsted

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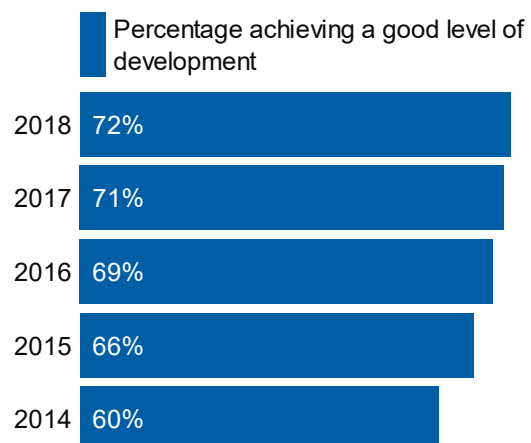


'Single inspection framework' inspections were published for all 152 local authorities responsible for children's social care in England by 13 December 2017. The single inspection framework was replaced by the inspections of local authority children's services (ILACS) programme in January 2018.

Source: [Local authority and children's homes in England inspections and outcomes autumn 2018: main findings](#); release schedule: bi-annually

Percentage of children reaching a good level of development in the early years foundation stage profile assessment

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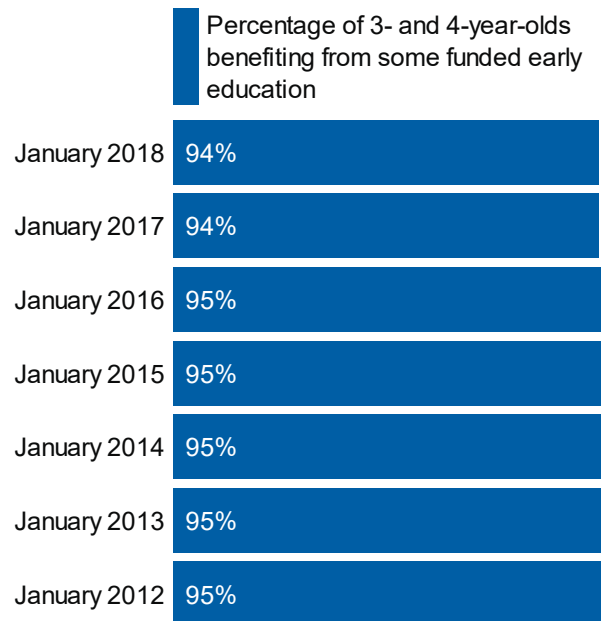


Children achieving a good level of development are those achieving at least the expected level within the following areas of learning: communication and language; physical development; personal, social and emotional development; literacy; and mathematics.

Source: [Early years foundation stage profile results: 2017 to 2018](#); release schedule: annually

Take up of funded early education for 3- and 4-year-olds

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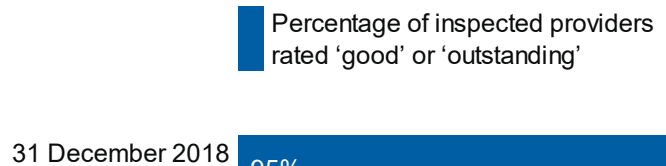


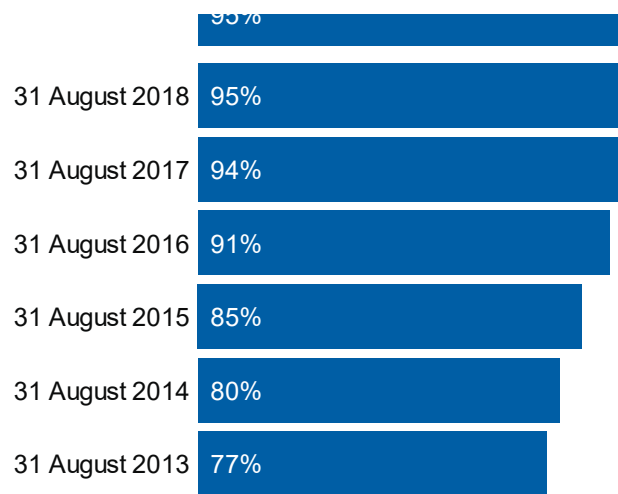
All 4-year-olds have been entitled to government-funded early education since 1998 and in 2004 this was extended to all 3-year-olds. Since September 2010, all 3- and 4-year-olds have been entitled to 570 hours a year of funded early education over no fewer than 38 weeks of the year (which equates to 15 hours a week for 38 weeks of the year).

Source: [Education provision: children under 5 years of age, January 2018](#); release schedule: annually

Percentage of providers on the Early Years Register rated 'good' or 'outstanding' by Ofsted

[Change between chart and table](#)





On 31 December 2018, 51,000 (82%) providers on the Early Years Register had received a full inspection. Most of the providers that have not yet been inspected joined the Early Years Register within the last 2 years.

Source: [Childcare providers and inspections as at 31 December 2018](#); release schedule: termly

2. Schools

Lead ministers

[The Rt Hon Nick Gibb MP](#), Minister of State for School Standards

[Lord Theodore Agnew](#), Parliamentary Under Secretary of State for the School System

Lead officials

[Andrew McCully](#) Director General, Early Years and Schools

[Eileen Milner](#) Chief Executive Officer, Education and Skills Funding Agency (ESFA)

Our priorities

Ensure there are sufficient high-quality teachers in our schools for the long term, by delivering our teacher recruitment and retention strategy which includes our Early Career Framework (supports SDG 4)

Support schools to get the best out of their budgets, improving school resource management, providing more advice, support and deals for schools

Maintain our focus on ensuring all children can access a place at a 'good' or 'outstanding' school

Support schools and colleges in developing character, resilience and well-being in young people (supports SDG 3)

Elevate the status of our teaching profession; including by: strengthening qualified teacher status, reducing unnecessary workload, and supporting the Chartered College of Teaching

Continue to build school-led system capacity across the country, giving our academies and maintained schools the space and support to thrive, and helping schools to make the positive choice of grouping together in successful multi-academy trusts

Promote the educational outcomes of disadvantaged children and young people including through implementing the commitments made in response to the Timpson review to ensure schools can support children at risk of exclusion, and ensure they have access to high-quality education after exclusion (supports SDG 4 and 8)

Design and deliver the new curriculum fund to provide excellent curriculum plans and content (supports SDG 4)

Drive forward our focus on key subjects within the curriculum, including through the English Baccalaureate (EBacc), and strengthening the teaching of phonics and computer science (supports SDG 4)

Our performance

Pupils in 'good' or 'outstanding' schools

6.7 million

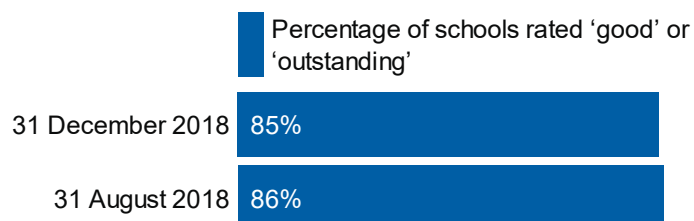
children are now in schools rated 'good' or 'outstanding', 85% of children compared to 66% in 2010

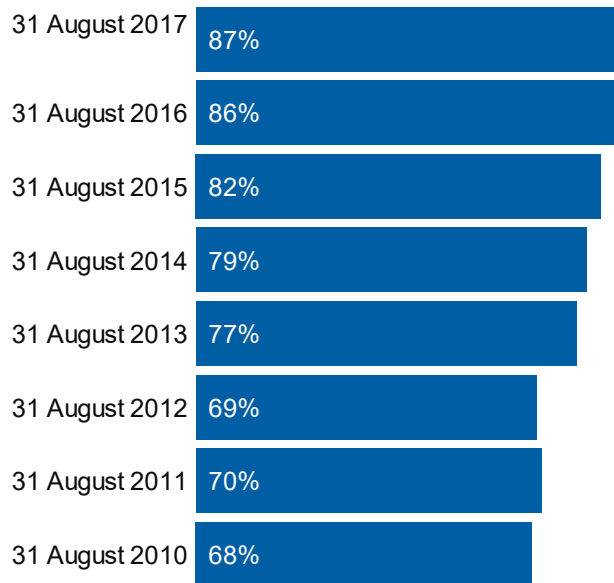
Source: [Ofsted Data View](#); Ofsted inspection data; release schedule: annually

Following a consultation, we changed the way we report on inspection outcomes in our statistical datasets; our data is now more comprehensive and transparent. We have also backdated the changes for previous years, so that we can still compare the quality of the sector over time.

Schools rated 'good' or 'outstanding' at their most recent inspection

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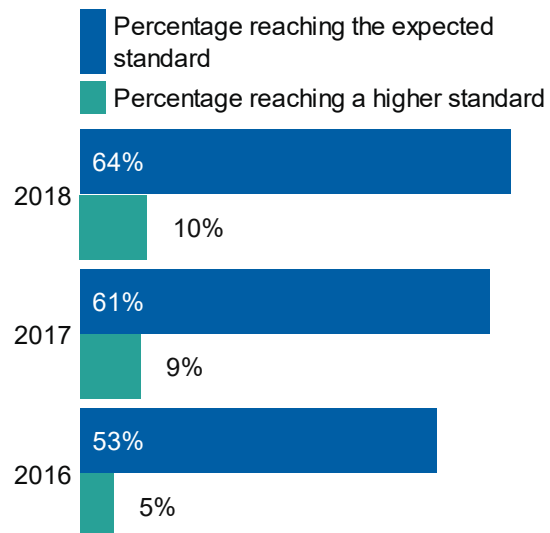




Source: [Ofsted: State-funded schools inspections and outcomes as at 31 December 2018: main findings](#); release schedule: annually

Pupils reaching the expected standard in reading, writing and maths at the end of key stage 2

[Change between chart and table](#)



Figures for 2018 are not directly comparable to previous years due to changes in the writing teacher assessment frameworks.

Source: [National curriculum assessments at key stage 2 in England, 2018 \(provisional\)](#); release schedule: annually

This is the third year of operation for the new assessments of students through the new, more challenging national curriculum in primary schools.

Average Attainment 8 score of all state-funded schools

46.5

at key stage 4 during the 2017 to 2018 academic year

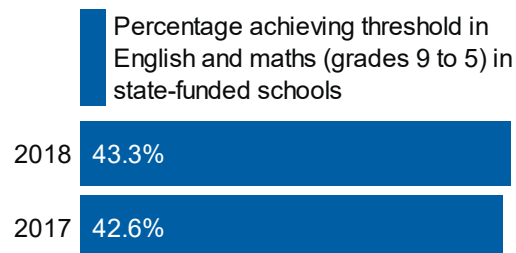
In secondary schools, the new, more challenging main national indicator of pupil performance is the Attainment 8 score per pupil.

Attainment 8 measures the average achievement of pupils in up to 8 qualifications including English (double weighted if the combined English qualification or both language and literature are taken), maths (double weighted), 3 further qualifications that count in the English Baccalaureate (EBacc) and 3 further qualifications that can be GCSE qualifications (including EBacc subjects) or any other non-GCSE qualifications on the DfE approved list.

Source: [Key stage 4 and multi-academy trust performance 2018 \(revised\)](#);
release schedule: annually

Pupils achieving the threshold of a grade 5 or above in English and maths in state-funded schools

[Change between chart and table](#)



In summer 2015 students began studying new GCSEs in English language, English literature and maths. The new GCSEs are graded 1 to 9, with 9 being the top grade.

The headline threshold measure has changed in 2017, to set a higher standard for schools. As the threshold is now higher, these figures should not be compared to the English and maths attainment figures shown against grade 4 in the 2018 plan.

Source: [Key stage 4 and multi-academy trust performance 2018 \(revised\)](#);
release schedule: annually

3. Post-16 and skills

Lead ministers

[The Rt Hon Anne Milton MP](#), Minister for State and Apprenticeships and Skills

[Chris Skidmore MP](#), Minister of State for Universities, Science, Research and Innovation

Lead officials

[Paul Kett](#) Director General, Higher and Further Education

[Eileen Milner](#) Chief Executive Officer, Education and Skills Funding Agency (ESFA)

Our priorities

Deliver T Levels as a gold standard for technical and professional excellence, ensuring our young people can access a world-class education whichever route they choose (supports SDG 4 and 8)

Continue our ground-breaking reforms to apprenticeships, with quality at the core (supports SDG 4 and 8)

Consider the review of post-18 education and funding to make sure that our system is joined up and promotes access and success in all forms of post-18 education - providing real choice, quality and value for money for everyone, as well as delivering the skills our country needs

Develop a national retraining scheme to drive up adult learning and retraining (supports SDG 4 and 8)

Launch the review of qualifications at level 3 and below with extensive public consultation, and design and implement a T Level transition offer

Scrutinise the quality of technical education at higher levels through a qualifications review, focused on levels 4 and 5 (supports SDG 4)

Improve capacity, quality and resilience of the further education sector

Work with the Department for Business, Energy and Industrial Strategy, to support the implementation of the Industrial Strategy, by reforming the skills system to deliver skills demanded by employers, and needed to boost productivity (supports SDG 9)

Raise the status of our further education teaching profession

Improve the quality of careers advice and guidance for children, young people and adults so that they are aware of the breadth of opportunities available to them (supports SDG 4)

Boost exports by making the most of our international reputation in the provision of higher education and other areas

Put in place the right conditions for a flourishing education technology sector, supporting innovative ideas in online and offline delivery

Our performance

Quality apprenticeships starts

1.7 million

people of all ages started apprenticeships between May 2015 and January 2019

We will report to Parliament on the progress of our work with, and commitment to, employers on achieving 3 million high-quality apprenticeship starts.

Source: [Further education and skills: March 2019](#); release schedule: monthly

Overall effectiveness of further education and skills providers at their most recent inspection

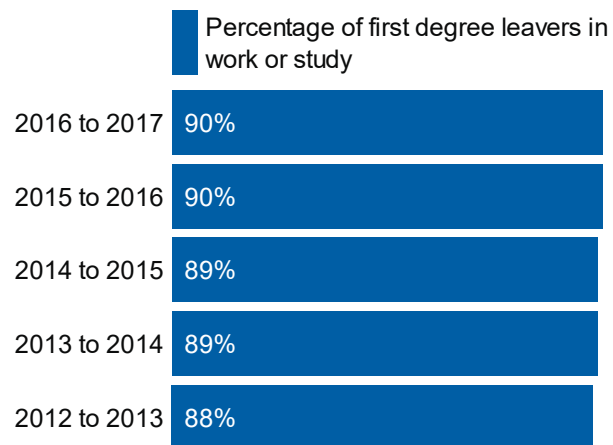
81%

of further education and skills providers have been rated 'good' or 'outstanding' at their most recent inspection, as at 31 August 2018

Source: [Further education and skills: inspection outcomes](#); release schedule: annually

Percentage of first degree leavers in work or study 6 months after graduation from English higher education institutions

[Change between chart and table](#)



Source: Higher Education Statistics Agency [Higher education leavers statistics: UK, 2016 to 2017](#); release schedule: annually

4. Corporate transformation

Permanent Secretary

[Jonathan Slater](#)

Lead officials

[Mike Green](#) Chief Operating Officer, Operations Group

[Emran Mian](#) Director General for Strategy and International

Our transformation aims

Be user-centered: we know who our users are and meet their needs

Deliver end-to-end: we design and deliver around our users' needs

Empower yourself and others: we value teams who take initiative and make improvements

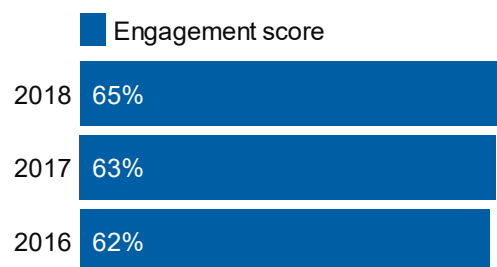
Make evidence-based decisions: we use evidence to make effective decisions

Our transformation aims will help us work together to improve and are underpinned by the 3 Civil Service Leadership Statement values: Inspiring, Confident and Empowering.

As well as working together to achieve our transformation aims and live our values, we also need to improve our ways of working and our workplace to be a brilliant department in 'A Brilliant Civil Service'.

People survey engagement score

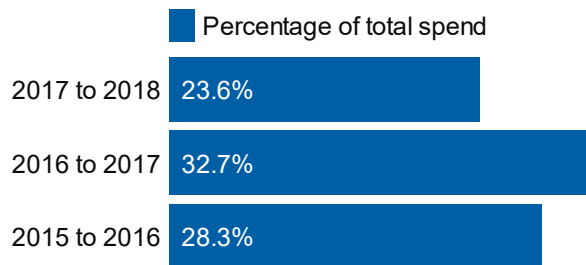
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Source: [Civil Service People Survey](#); release schedule: annually

Percentage of spend that is allocated to small and medium-sized enterprises (SMEs)

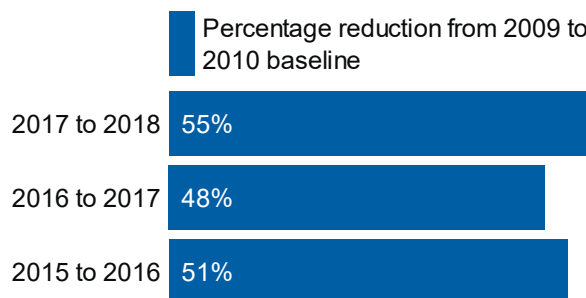
[Change between chart and table](#)



Source: [Central government spend with SMEs data](#); release schedule: annually

Greenhouse gas emissions

[Change between chart and table](#)



Source: [Greening Government Commitments annual reports](#); release schedule: annually

5. EU Exit

Permanent Secretary

[Jonathan Slater](#)

Lead Official

[Emran Mian](#) Director General for Strategy and International

How we will achieve this

We will support the government to deliver on the referendum vote to get control of our money, borders and laws, while building a strong new relationship with Europe

Our equality objectives

We have set objectives to help us advance equality. These are:

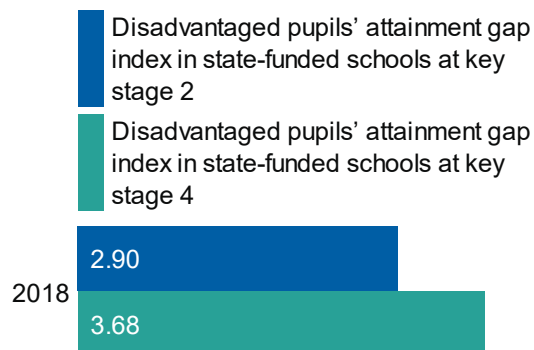
- promote the educational outcomes of disadvantaged children and young people, by delivering a national funding formula for schools, sufficient high-needs funding to support children and young people with special educational needs and disability, and continuing to support disadvantaged young people through the pupil premium (supports SDG 4)
- work with the Ministry of Housing, Communities and Local Government to create a stronger, more integrated Britain (supports SDG 16)
- ensure new relationships and sex education (RSE), and personal, social, health and economic education (PSHE) support young people to stay safe and prepare for life in modern Britain, and work with the Department of Health and Social Care to improve children's mental health through improved support (supports SDG 3)
- work to ensure that public appointments made by the Department for Education contribute to realising the ambition that by 2022, 50% of all public appointees are female and 14% of all public appointments made are from ethnic minorities
- in addition, as part of our drive to improve diversity and inclusion, we have introduced a project that is aimed at empowering all staff to feel comfortable talking about race and tackling race-related issues - learning from similar work at the Ministry of Justice and the Department of Environment, Food and Rural Affairs, Project Race will seek to develop activities and programmes that promote greater equality and opportunity for all staff

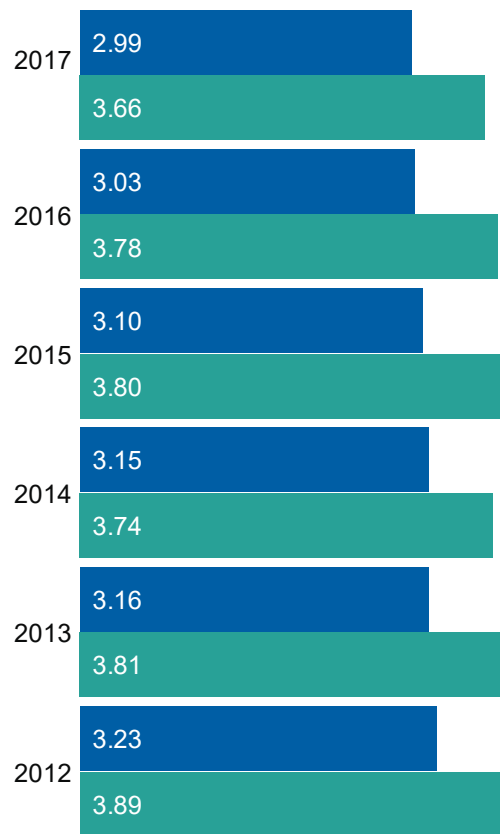
Our performance

Attainment disadvantage gap index

The gap is measured on a scale of -10 to +10 with positive numbers indicating that disadvantaged pupils had scored less than all other pupils on average, and negative scores indicating that disadvantaged pupils have scored higher.

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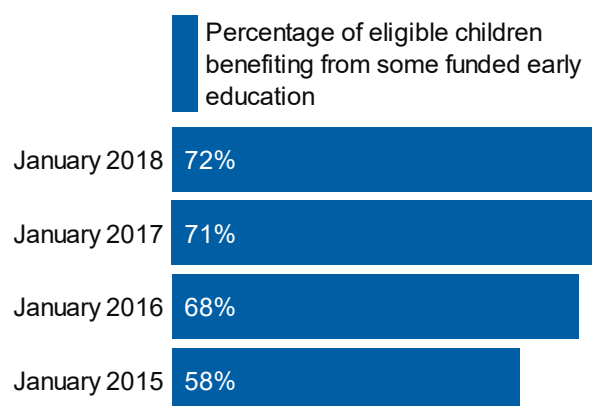




Sources: [Key stage 2 and multi-academy trust performance, 2018 \(revised\)](#) and [Key stage 4 and multi-academy trust performance 2018 \(revised\)](#); release schedule: annually

Take up of free early education for disadvantaged 2-year-olds

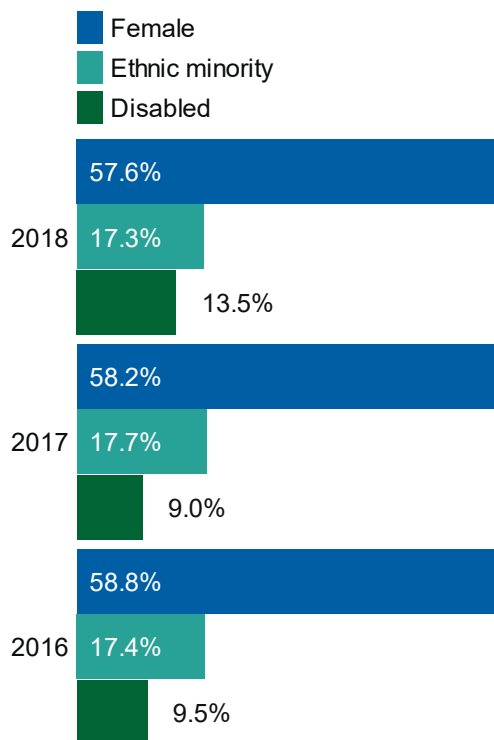
[Change between chart and table](#)



Source: [Education provision: children under 5 years of age, January 2018](#); release schedule: annually

Representation of female staff, ethnic minority staff and disabled staff

[Change between chart and table](#)



Source: [Civil Service Diversity and Inclusion Dashboard](#); release schedule: quarterly

Our finances

Departmental expenditure limit (DEL): £73.5 billion

Resource DEL (including depreciation): £68.5 billion

Capital DEL: £5 billion

Annually managed expenditure (AME): £18 billion

Control totals included in this document are in line with those presented in the Main Supply Estimates 2019 to 2020 and are currently subject to Parliamentary approval. Any changes arising from the Parliamentary approval process will be reflected in due course.

Source: [Main Supply Estimates 2019 to 2020](#); release schedule: annually

Our people

As at 31 March 2019, Department for Education had 4,580 full-time equivalent employees, not including its agencies.

Source: [ONS public sector employment data](#); release schedule: quarterly

Public value framework

To support the delivery of our objectives, we will be improving our performance against the public value framework, which includes the following areas: pursuing goals; managing inputs; engaging users and citizens, and developing system capacity.

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