



House of Commons
Education Committee

Governance and leadership of the Department for Education

Third Report of Session 2012–13



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Report, together with formal minutes

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The Education Committee

The Education Committee is appointed by the House of Commons to examine the expenditure, administration and policy of the Department for Education and its associated public bodies.

Membership at time Report agreed:

Mr Graham Stuart MP (*Conservative, Beverley & Holderness*) (Chair)
Neil Carmichael MP (*Conservative, Stroud*)
Alex Cunningham MP (*Labour, Stockton North*)
Bill Esterson MP (*Labour, Sefton Central*)
Pat Glass MP (*Labour, North West Durham*)
Damian Hinds MP (*Conservative, East Hampshire*)
Charlotte Leslie MP (*Conservative, Bristol North West*)
Siobhan McDonagh MP (*Labour, Mitcham and Morden*)
Ian Mearns MP (*Labour, Gateshead*)
David Ward MP (*Liberal Democrat, Bradford East*)
Craig Whittaker MP (*Conservative, Calder Valley*)

Nic Dakin MP (*Labour, Scunthorpe*), Tessa Munt MP (*Liberal Democrat, Wells*) and Lisa Nandy MP (*Labour, Wigan*) were also members of the Committee during the inquiry.

Powers

The Committee is one of the departmental select committees, the powers of which are set out in House of Commons Standing Orders, principally in SO No 152. These are available on the Internet via www.parliament.uk

Publications

The Reports and evidence of the Committee are published by The Stationery Office by Order of the House. All publications of the Committee (including press notices) are on the Internet at www.parliament.uk/education-committee

Committee staff

The current staff of the Committee are Dr Lynn Gardner (Clerk), Geraldine Alexander (Second Clerk), Penny Crouzet (Committee Specialist), Emma Gordon (Committee Specialist), Benjamin Nicholls (Committee Specialist), Ameet Chudasama (Senior Committee Assistant), Caroline McElwee (Committee Assistant), and Paul Hampson (Committee Support Assistant)

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1 Introduction

1. The change of Government in May 2010 brought with it a number of reforms to the governance and leadership of Whitehall Departments, particularly with regard to the composition and role of Departmental Boards. Where these had previously been largely ‘executive’ entities, consisting of officials and chaired by Permanent Secretaries, the Coalition Government stated a clear intention that boards “should be balanced, with approximately equal numbers of ministers, senior officials and NEBMs”—the latter being the new non-executive Board members brought in largely “from the commercial private sector, with experience of managing complex organisations”.¹

2. This shift in personnel has resulted in Boards with a dramatically more ‘political’ membership than has previously been the case. Alongside this, Boards have been given a clear mission statement, laid out in the “living document” on governance produced by the Treasury and Cabinet Office,² and have benefited, in their design, from significant work by the Institute for Government and others.

3. Alongside these changes, common across Whitehall, the Department for Education (DfE) has experienced a number of other shifts in its senior team since the May 2010 Election. Within two years of the new Government’s formation, four of the Department’s most senior officials—representing 80% of the executive board—had left the Department (and in three cases the Civil Service). Furthermore, the recent Government reshuffle has seen a similar 80% change in the Department’s Commons Ministerial team, with only the Secretary of State remaining in place. Effectively, therefore, the DfE Board of today bears little resemblance, in general or individual terms, to its predecessor of two years ago.

4. These changes have taken place against a broader backdrop of policy and administrative reforms which, between them, have significantly altered the wider working and structure of the Department as well. The Government’s ‘bonfire of the quangos’ led to a significant reduction in the number of DfE’s arm’s-length bodies,³ the creation of four new ‘executive agencies’ within the Department’s own walls, and a subsequent increase in the Department’s staffing, budget and office locations. Coupled with the leadership and management challenges of such an organisational change, the DfE has also undergone a significant restructuring, largely in response to changes in Government policy, and particularly the increased focus on the schools system, including the development of Academies and Free Schools.

5. Many changes were arguably necessary; others were inevitable; others still could even be said to have been overdue. Doubtless a number will prove to have a very positive benefit on the working of the Department, and indeed are doing so already. Regardless of this,

1 HM Government, *Corporate governance in central government departments: Code of good practice 2011* (HMT/Cabinet Office, July 2011), hereafter ‘Code of good practice 2011’, p. 17

2 Code of good practice 2011, p. 3

3 Ten agencies affiliated to the DfE were closed, and replaced with four Executive Agencies within the Department. Further details are offered in Chapter 3 of this report.

though, all of them have significantly altered the make-up of the Department and have made their impact felt on its staff.

6. Our remit includes scrutinising the administration and expenditure of the DfE, alongside its policy agenda, and we publish this report in the hope of contributing to the successful management and leadership of this critical Government Department.

The evidence base for our inquiry

7. We took evidence from four panels of expert witnesses over the course of a year, including the current Permanent Secretary at the DfE and his predecessor, the four new non-executive Board members, a former Director General at the Department, and two outside experts who have examined the Department's corporate governance arrangements. We also made two visits to the DfE, hosted by successive Permanent Secretaries, where we met a number of senior officials. On the first visit, in September 2011, we also enjoyed a 'walkabout' in Sanctuary Buildings, the DfE's London office, meeting staff across all grades and from a wide range of policy and corporate functions.

8. As ever, our inquiry benefited from a range of published research in the field, and particularly from the work of the Institute for Government, some of which is referred to in this report. We also benefited from the expertise and knowledge of Professor Alan Smithers and Professor Geoff Whitty CBE, our two standing advisers on education issues during the course of the inquiry, to whom we express our thanks.⁴

Background information on the Department for Education

9. The Department for Education (DfE) was created in May 2010 following the General Election and the arrival of Secretary of State for Education, Michael Gove MP. Its remit is broadly similar to that of its predecessor, the Department for Children, Schools and Families (DCSF), although certain functions and policy areas have moved around Government. Broadly speaking, the DfE is the Government department responsible for 0–19 education, children's and youth services and care.

10. The Department currently has five Ministers, headed by the Secretary of State, and a joint Minister with the Department for Business, Innovation and Skills:

Rt Hon. Michael Gove MP, Secretary of State for Education;

[with the Cabinet Office] Rt Hon. David Laws MP, Minister of State (schools);

Lord Hill of Oareford CBE, Parliamentary Under Secretary of State (schools);

Edward Timpson MP, Parliamentary Under Secretary of State (children and families);

⁴ Professor Smithers, Director of the Centre for Education and Employment Research at the University of Buckingham, declared no interests. Professor Whitty, Director Emeritus of the Institute of Education, University of London, and Professor of Public Policy and Management, University of Bath, who was an adviser for the 2010-12 Parliamentary session, declared interests as a Trustee, IF5 School of Finance, and Board member, Ofsted.

Elizabeth Truss MP, Parliamentary Under Secretary of State (education and childcare); and

[with BIS] Matthew Hancock MP, Parliamentary Under Secretary of State (skills).⁵

With the exception of Mr Laws, who is a Liberal Democrat, the Ministers are all Conservatives, reflecting the Coalition Government and the balance of Ministers across Whitehall.

11. The day-to-day management and leadership of the Department are the responsibility of the Permanent Secretary, a civil servant, who is also the Department's accounting officer. Since March 2012 this has been Chris Wormald, formerly Director General in the Deputy Prime Minister's Office. The Permanent Secretary leads an Executive Board of Directors General and Directors who, with the Ministers and four non-executives, form the Departmental Board.⁶

5 Biographies of Ministers are available at <http://education.gov.uk/aboutdfe/departmentalinformation/ministerialteam>

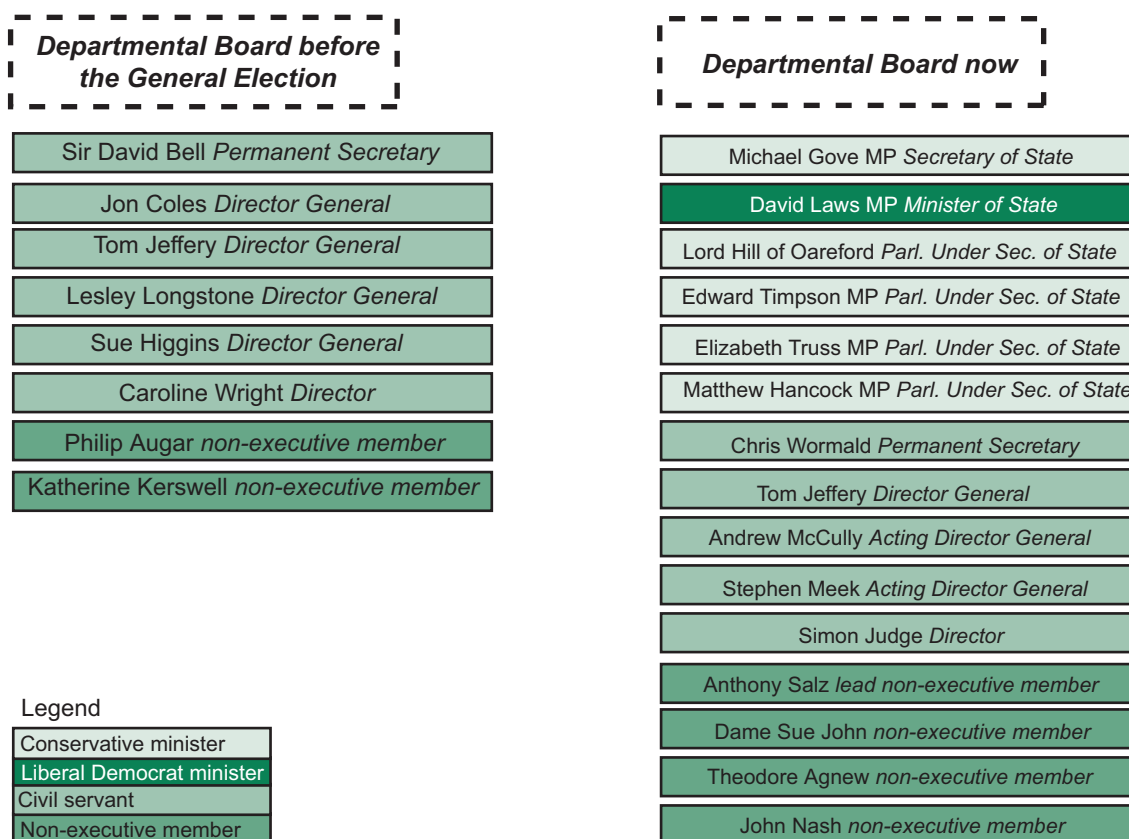
6 Names of civil service Board members are available at <https://education.gov.uk/aboutdfe/departmentalinformation/boardmembers> and at Annex B, which offers a top-level organisation chart of the Department.

2 Changes to the Departmental Board

Political involvement in the management of the Department

12. The DfE Board of 2012 has a significantly different appearance to its 2010 predecessor, and a significantly more political membership. This is largely due to the cross-Government addition of Secretaries of State and junior Ministers to Departmental Boards, a policy of the Coalition Government, but also because of the non-executives' known political affiliations, which is discussed in further detail below. This, coupled with Boards' new power to recommend the removal of a Permanent Secretary,⁷ a feature of some systems abroad,⁸ indicates significantly more political involvement in Civil Service leadership than has previously been the case.

Fig 1: Composition of the DfE Board before and after the 2010 General Election⁹



7 Code of good practice 2011, p. 18: "If the NEBMs believe the permanent secretary is a barrier to effective delivery, in extremis, they can recommend that the Prime Minister, lead minister and Head of the Home Civil Service, should remove him or her from post."

8 See, for example, Jackson, Robert J., and Jackson, Doreen, *Politics in Canada: Culture, Institutions, Behaviour and Public Policy* (Prentice Hall, 1998 fourth edition), p. 351: "Deputy ministers [permanent secretaries] [...] can be dismissed or transferred at any time without assigned cause and that they are not protected by the provisions of the *Public Service Employment Act* [...] deputies who are perceived as successful in administering certain government policies may [...] risk losing their jobs when the reins of government change hands."

9 Diagram produced by Committee staff on the basis of publicly available information at www.education.gov.uk. A similar table, but showing key responsibilities, is available at Annex B.

13. There are some clear advantages to such a move. Following the 2010 General Election, the policy priorities of the Department for Education changed significantly, and Ministerial involvement in the driving and implementation of those policies could bring some advantages, particularly given the unusual political hue of the current Government. This has been emphasised by recent UK research: the Institute for Government, following a major research project, concluded that “departments should create a strategy board comprising the ministerial team and full management board [...which...] would allow the ministerial team to engage where most appropriate”.¹⁰ Furthermore, the IfG concluded that “immediately following elections and reshuffles, it is recommended that these joint meetings with ministers be more frequent”.¹¹

14. However, witnesses who gave evidence to the Committee, including other members of the Board, expressed some concerns about the precise role of Ministers. Zoe Gruhn, director of leadership development at the Institute for Government, argued that there is “a real challenge about what is the role of the Minister on those Boards”,¹² and that Ministers “have really got to understand what their role is”,¹³ whilst acknowledging that “they should have something to offer”.¹⁴ Anthony Salz, lead non-executive member on the DfE Board, agreed:

In honesty, I think the challenge for us as a Board is to build a sense of what we are trying to achieve together. Clearly, our role is that we are Non-Executive Board Members and we are accountable to the Board and to the Secretary of State as Chair of that Board. I think what is more difficult is to persuade Ministers, in truth, who are very busy people, that the Board is useful to them [...] I am a novice at this game, but my impression is that Ministers have particular portfolios and have not been used to operating in a Board context as a common group of people responsible for the vision of the Department as a whole.¹⁵

Despite these concerns, Ms Gruhn commented that the Secretary of State for Education was “very comfortable in the role” of Board Chair,¹⁶ and the non-executives confirmed that “generally all six [Ministers] attend” Board meetings, at least up to the time of their evidence.¹⁷ Sir Michael Barber, meanwhile, suggested that the Institute for Government (which Ms Gruhn represented in evidence) might be well-placed to provide training for Secretaries of State, Permanent Secretaries and Lead NEBMs—the relationship between

10 Parker, S., Paun, A., McClory, J., and Blatchford, K., *Shaping Up: a Whitehall for the Future* (Institute for Government, 2010), p. 69

11 *Idem.*

12 Evidence taken before the Education Committee, 14 September 2011, HC1489-i, Session 2010–12, Q 63

13 *Ibid.*, Q 64

14 *Ibid.*, Q 63

15 *Ibid.*, Q 16

16 *Ibid.*, Q 61

17 *Ibid.*, Q 15 (Anthony Salz)

whom he regarded as “crucial”—in “working together as a team”,¹⁸ alongside the training for non-executives which Ms Gruhn explained had already taken place.¹⁹

15. However, research by the Institute of Government found that management boards—the civil service leaders of the Department—should remain able “to focus regular monthly meetings on performance management and operational issues”.²⁰ This appears to be reflected in the DfE’s new arrangements: whilst the overarching strategy board (the Departmental Board) includes ministers and non-executives, the Department continues to operate an ‘executive management board’, sitting underneath that and consisting only of civil servants, which oversees the day-to-day management of the Department. The Department also has a number of other sub-boards: the Performance Committee, the Delivery Assurance, Risk and Audit Committee, and the Nominations and Governance Committee.²¹

16. We believe that regular Ministerial involvement in Departmental Board meetings is a sound feature of the new system, but caution against political involvement in fundamentally Civil Service management decisions. We therefore equally support the retention of an executive management board. We recommend that the Department pursue Sir Michael Barber’s suggestion of further training from the Institute for Government. We return to the issue of evaluation below.

Non-Executive Board members

17. As a further result of the cross-Whitehall changes to Board composition, the number of non-executive members at the DfE doubled during 2010. Government guidance established that non-executives should number “at least four” per Department, and should primarily be “senior people from the commercial private sector, with experience of managing complex organisations”,²² and the DfE’s appointments followed this almost to the letter. The three new male NEBMs have primarily private sector backgrounds: Anthony Salz is the Executive Vice-Chairman of Rothschild; Theodore Agnew the non-executive Director of the Jubilee Managing Agency; and John Nash non-executive partner at Sovereign Capital. They are joined on the Board by Dame Sue John DBE, headteacher of Lampton School in Hounslow, an Ofsted ‘outstanding’ Academy and one of the first Teaching Schools.²³

18. Government guidance is similarly clear on the role of NEBMs, noting that they should exercise their role through “supporting as well as challenging the executive”,²⁴ and that

18 *Ibid.*, Q 52

19 *Ibid.*, Q 53

20 Parker & al. 2010, p. 69

21 More information on this structure, and the roles of different groups, can be found at pp. 3-4 of the 2011-12 Departmental Report.

22 Code of good practice 2011, p. 17

23 Full biographies of NEBMs are offered at Annex A to this report.

24 Code of good practice 2011, p. 17

“one of the NEBMs should be designated as the lead NEBM”,²⁵ responsible for supporting the Board chair, for liaising with the cross-Government ‘lead NEBM’,²⁶ and for marshalling the work of the NEBMs collectively. In the DfE, this is Anthony Salz. In oral evidence before the Committee in September 2011, Mr Salz was clear about his own role, and the role of NEBMs collectively.²⁷ The DfE NEBMs also explained that they had experienced a “quite intensive” induction process, including meetings with officials from across the Department’s remit.²⁸

19. Asked about the appointment process for non-executives, Dame Sue John explained:

I was approached by and had a meeting with the Permanent Secretary. I think I was approached because of my experience [...] ²⁹

Asked if she went through an interview process, Dame Sue said she had “what I would call a meeting with the Permanent Secretary about what I could offer”.³⁰ Mr Agnew confirmed, though, that appointments are finalised by the Secretary of State.³¹ Sir Michael Barber, a former senior official in the Department and currently Chief Education Adviser at Pearson, argued that “as the roles become established”, a “very open process” should be the norm, in line with the transparency rightly accorded to public appointments.³²

20. Some concern has been expressed around Mr Agnew’s and Mr Nash’s closeness to the Conservative Party and to organisations such as the New Schools Network and Policy Exchange.³³ When asked about this, Mr Agnew explained that his donations to the Conservative Party were “all disclosed” during the appointment process, and that Departmental grants to the NSN, of which he is a Trustee, took place before his Board appointment.³⁴

21. Sir Michael Barber argued that “if somebody is barred from public service because they sit on a charitable, not-for-profit organisation, or they fund a political party, I think that is

25 *Ibid.*, p. 18

26 The Government Lead Non-Executive Board Member will, according to the Code of good practice 2011, “meet regularly with Departmental Lead Non-Executive Board Members, individually and as a collective, and feed their views back to the Prime Minister, Head of the Home Civil Service and Efficiency and Reform Board, and to Parliament through an annual report to the Public Administration Select Committee” (p. 7). Since 2010, this post has been filled by Lord Browne of Madingley, who is the Lead Non-Executive Board Member at the Cabinet Office.

27 See, for example, HC 1489-I, Session 2010–12 Qq. 16, 18 and 20, and throughout.

28 *Ibid.*, Q 24 (Dame Sue John DBE)

29 *Ibid.*, Q 11

30 *Ibid.*, Q 12

31 *Ibid.*, Q 13

32 *Ibid.*, Q 56

33 The New Schools Network (www.newschoolsnetwork.org) is an independent charity, set up in 2009, which provides advice and guidance on the establishment of Free Schools. It is run by Rachel Wolf, a former education adviser to the Conservative Party, but it is an independent organisation and not part of the DfE or any political party. Mr Agnew is a Trustee. Policy Exchange describes itself as “the UK’s leading think tank” (www.policyexchange.org.uk). It was founded by Nick Boles (with Michael Gove and Francis Maude) in 2002; all three are now Conservative MPs but, like the NSN, Policy Exchange is independent and shares its ideas “with policy makers from all sides of the political spectrum”. Mr Agnew is a Trustee. Both Mr Agnew and Mr Nash have made donations to the Conservative Party.

34 HC 1489-i, Session 2010–12, Qq 8–10

a bad thing”, a view shared by a former permanent secretary at the DfE. Sir David Bell, giving evidence to us in June 2012, after his departure to Reading University, said:

I personally think it would be a shame if people’s political affiliations debarred them from taking on roles as non-executives in Government Departments, non-departmental public bodies or public agencies. To be honest, the non-executive directors were there to add a kind of challenge and to press hard on implementation, and I do not think it is unreasonable for the Government to expect that its non-executive directors will be broadly sympathetic to its policies.³⁵

Sir David went on to suggest that a change of Government might inevitably lead to a change of non-executives, with existing members stepping down,³⁶ and to explain that, in practice, the new NEBMs provided strong challenge to the entire Board:

I think that the non-executives—and I am not just thinking of the two with identified political affiliations, but all four non-executives—were just very keen to press really, really hard on implementation. [...] What would be really damaging is if you had people with party affiliations who were on boards and then felt they had to sit there as uncritical cheerleaders, unable either to challenge the Secretary of State or the Ministers, or reluctant to challenge the executives. We got a lot of challenge, so I think, to that extent, it was working well.³⁷

22. We believe the increased number of NEBMs could bring significant advantages to the workings of the DfE Board, and applaud the appointment of four skilled and experienced candidates.

23. We agree with Sir Michael Barber and Sir David Bell that political affiliations, including donations to political parties, should not debar an individual from public service. However, we believe that a more open appointment process for NEBMs would have put paid to any accusations of conflicts of interests, and recommend this take place in the future. We recommend, too, that the appointment process be better structured in future: headhunting, whilst clearly appropriate for such high-level posts, should take place as part of a formal interview process, rather than the slightly informal-sounding meetings which were reported to us.

The Executive Board

24. Since the 2010 General Election, the DfE has experienced very significant levels of change across the executive board—the group of senior civil servants leading and

35 Evidence taken before the Education Committee, 13 June 2012, HC 179-i, Session 2012–13, Q 17

36 *Idem*.

37 HC 179-i, Session 2012–13, Q 18

managing the Department. Only one civil servant who sat on the Departmental Board before May 2010 is still there today (Tom Jeffery).³⁸

25. Sir David Bell, who had become the then DCSF's Permanent Secretary in 2006 after a spell as Chief Inspector at Ofsted, announced his departure in 2011, to become Vice-Chancellor of Reading University. At a similar time, Jon Coles announced his resignation, to become Chief Executive of UCST/ULT, and Lesley Longstone left to become Chief Executive of the New Zealand Ministry of Education. Neither Mr Coles nor Mrs Longstone has yet been replaced with a substantive appointment; instead, existing Directors within the Department have been 'acting up'. Sue Higgins left as Director General for Corporate Services in 2011, and has not been replaced by a substantive successor. However, the Director of Finance and Commercial Group now sits on the Departmental Board; this post has also changed hands recently, with Simon Judge replacing Simon Parkes.³⁹

26. The press reported, following the resignations of Sir David, Mr Coles and Mrs Longstone, that the change was because of tensions within the Department. A "senior figure" was quoted in the *Daily Telegraph* as saying, "Jon and David knew they (ministers) wanted them out [...] and that the current regime has no faith in them."⁴⁰ Sir David responded that it was "simply not true to suggest I have ever been marginalised in key decision-making during the past 17 months—or before"⁴¹ and, in oral evidence to the Committee, he emphasised that it was simply "really unfortunate" and "a complete coincidence" that several senior staff "had new opportunities at the same time".⁴² Jon Coles explained:

I appreciate that it looks like there ought to be an interesting story here, but there isn't [...] I was in the Department for more than 18 months after the election, and I think we probably all feel that it was not ideal that it turned out that we went at very similar times. I think that is not what we would have chosen, had it been a plan, but as it happened, those jobs all came up at that moment, so that is what happened.⁴³

27. The new Permanent Secretary, Chris Wormald, explained his deliberate decision not to replace the departing Directors General too swiftly:

Jon [Coles] and Sir David [Bell] [...] left me a very good inheritance, and so, in particular, did the interim team that was in place when I arrived. One of the very first decisions that I took was that I was going to make no changes to those arrangements in the short term, partly due to the need for stability [...] but partly because they are

38 Mr Jeffery was previously Director General, Children and Families, and now heads the expanded Children, Young People and Families Directorate. Mr Jeffery was Acting Permanent Secretary after Sir David's departure and before the arrival of Chris Wormald in March 2012.

39 Names of existing Board members, including Acting Directors General, can be found at <http://education.gov.uk/aboutdfe/departementalinformation/boardmembers>. An organisation chart, showing the responsibilities of Ministers, non-executive and executive Board members can be seen at Annex B.

40 Duffin, C., 'Four top civil servants quit Michael Gove's department', *Daily Telegraph*, 16 October 2011

41 *Idem*.

42 HC 179-i, Session 2012–13, Q 2

43 *Ibid.*, Q 3

doing a very good job, and the Department, I found, was strong and stable and delivering for Ministers, and therefore, until I was clear exactly what changes I wanted to make, I would do nothing.⁴⁴

Mr Wormald also noted, however, that he expected “to reach the autumn [of 2012] with permanent appointments made to all of those posts”.⁴⁵ The Departmental website, at the time of writing this report,⁴⁶ still listed the Acting Directors General.

28. Asked specifically about the post of Director General for Corporate Services, Mr Wormald explained the current situation and his plans:

At the moment, the corporate services functions of the Department are split between the three Policy Directors-General; there are some advantages to that system, actually. It means everyone in the senior team has to worry about not only their policy area but the corporate functioning of the Department, and, actually, that is quite a healthy thing for people to do [...] So, I think it is quite unlikely I would be recreating the previous corporate services role exactly as it was [...]⁴⁷

29. Whilst the DfE continues to perform well in staff satisfaction surveys compared to the Whitehall average, results in autumn 2011 suggested that staff lacked confidence in the Department’s leadership, highlighting possible concerns about the number of changes made at the organisation’s senior levels. We will return to this important area in Chapter 4.

30. We accept the explanations offered to us concerning the significant number of changes to the Department’s Executive Board. We applaud the Permanent Secretary’s decision to maintain stability with interim Directors General, but would encourage him to make substantive appointments soon, as he suggested he would do.

31. We understand the Permanent Secretary’s rationale for changing the way in which corporate services functions are managed, but recommend that the Department evaluate fully the likely impact of any structural changes before they are made, considering the number it has already undergone in recent years.

Evaluating the Board’s performance

32. The Institute for Government recommended, in its 2010 report *Shaping Up*, that Whitehall Boards “should be required to undertake an annual evaluation, assessing the performance of individuals and the collective board”, and advised that, “in the future, these evaluations could be carried out externally”.⁴⁸ The report further recommended that

44 HC 179-i, Session 2012–13, Q 35

45 *Ibid.*, Q 36

46 23 October 2012

47 HC 179-i, Session 2012–13, Q 36

48 Parker & al. 2010, p. 71

performance management of executive Board members “should incorporate 360-degree feedback from all board members”.⁴⁹

33. Government corporate governance guidance, published a year later, agreed that “a formal and rigorous annual evaluation of the board’s performance and that of its committees, and of individual board members” represented good practice, and would enable a Board better to “discharge its responsibilities effectively”.⁵⁰

34. We support the Institute for Government’s recommendation that Boards should be subject to annual, external evaluation of their performance, and recommend that the DfE implement this.

35. Publication of ‘summary minutes’ of Board meetings allows a level of public scrutiny. However, these minutes are extremely brief, recording little more than the key topics discussed; furthermore, since September 2011, not even summary minutes have been available on the DfE website, despite a commitment on the same web page that they “will be published here following each meeting”.⁵¹

36. We understand that full Departmental Board minutes cannot be published because of confidentiality and, in the DfE’s words, “the need to preserve the candidness of discussion in a free and frank environment”.⁵² However, we believe that, in the spirit of the Government’s drive for increased transparency, minutes ought to provide the public with as much information as possible. Furthermore, we regret the Department’s failure to publish minutes in a timely fashion, as it has promised to do, and urge it to rectify this: summary minutes of the last thirteen months’ meetings should be made available immediately.

49 *Idem*.

50 Code of good practice 2011, p. 21

51 <https://education.gov.uk/aboutdfe/departmentalinformation/transparency/meetings/a0059076/senior-management-meetings-summaries-of-meetings-from-january-2009>

52 Memorandum from the DfE following oral evidence on 14 September 2011, and published as a footnote to Q 18 (HC 1489-i, Session 2010–12).

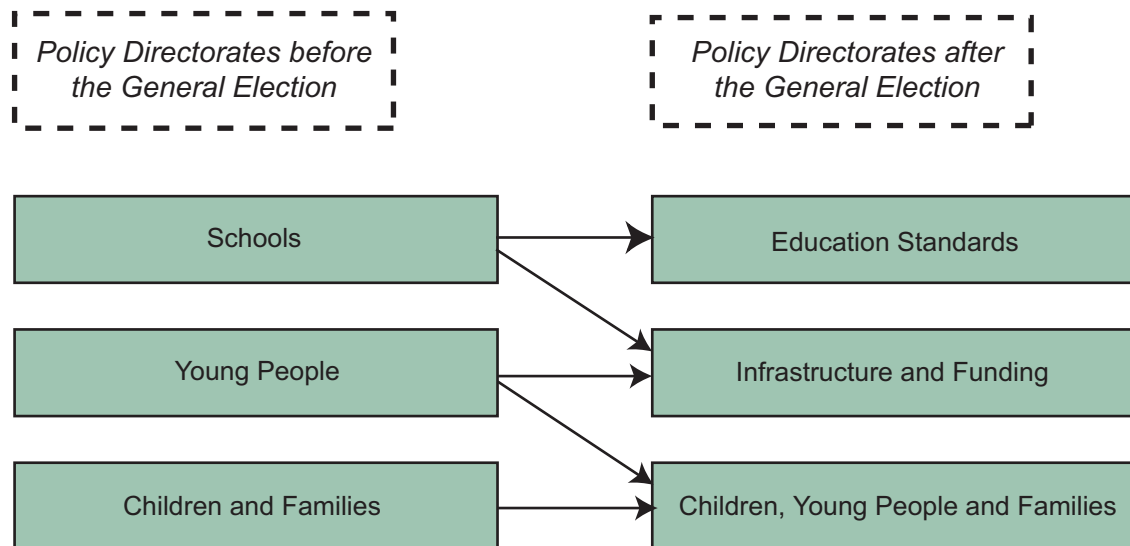
3 Restructuring the Department for Education and its associated bodies

The new-look DfE

37. Since the 2010 General Election the Department for Education’s structure, as well as its senior leadership teams, has undergone significant transformation. This has partly been due to administrative savings targets, but also because of shifts in both policy priorities and political ideology.

38. Changes in policy priorities following inevitably from a change of Government resulted in a renaming of the three major policy directorates in the DfE, represented by the diagram below:

Fig. 2: Policy Directorates in the DfE before and after the 2010 General Election⁵³



A wider political imperative, across Government, to reduce the number of non-departmental public bodies, has also meant change for the DfE. As a result of the closures of several such bodies, the Department now ‘owns’ four new Executive Agencies, the Chief Executives of which fit into the central DfE reporting structure in a way their predecessors did not.

Changes in policy priorities

39. Both of these key structural shifts have resulted in change, both of focus and for staff and the sector. To an extent, as Sir David Bell has implied, this is “in essence” an

⁵³ Diagram produced by Committee staff on the basis of publicly available information at www.education.gov.uk. The arrows, showing the movement of policy themes since 2010, are assumed based on the names and key responsibilities of groups within each Directorate, but are not a complete representation of precisely which policies have moved where. Some policies have, since the General Election, left the DfE altogether, as a result of wider Government changes.

inevitability of a change of Government, albeit on this occasion with a “very substantial change of focus”:⁵⁴

There was quite a substantial movement of staff within the Department. I make no apology for that, because it seems to me entirely reasonable that any Secretary of State would expect staff to be deployed behind his or her priorities.⁵⁵

Sir David acknowledged, however, that this had meant “quite a bit of turbulence” and some “uncertainty” amongst staff.⁵⁶

To give you a very specific example, the new Government decided it did not want to proceed with the ContactPoint children’s database. A lot of colleagues in the Department had been working on that for about four or five years. I think as a matter of professional pride, people were thinking, ‘I am now not going to be doing that.’[...] There will always be that turbulence, but I was always very concerned about it and we spent quite a lot of time, as a senior leadership team, trying to understand it and trying to work better with staff.⁵⁷

Jon Coles, who served on the Departmental Board with Sir David, agreed that this change of policy happened “inevitably, rightly and naturally”, although he accepted that such a change—where “precisely the same staff who have been pursuing one policy [then] have the job of pursuing the opposite policy”—was “unusual in any organisation” outside the Civil Service.⁵⁸

40. The change of structures and indeed name of the Department—from ‘Children, Schools and Families’ to ‘Education’—gave rise to some concerns that the Government was shifting policy focus away from the children’s agenda.⁵⁹ Despite reassurances from non-executive directors that they had “no specific concern about the draining of resource” from the children’s policy areas in the DfE,⁶⁰ our own visit to the Department made clear the significantly different staffing levels between, for example, Academies development and family policy. Non-schools areas of the Department’s remit are also revealed, by an organisation chart to us sent by the Permanent Secretary’s office, to benefit from less senior staff input than their schools counterparts⁶¹ and, following the recent Ministerial reshuffle,

54 HC 179-i, Session 2012–13, Q 8

55 *Ibid.*, Q 7

56 *Idem.*

57 *Idem.*

58 *Ibid.*, Q 9

59 See, for example, <http://www.guardian.co.uk/education/2010/may/13/dcsf-new-name-department-education>, <http://www.communitycare.co.uk/Articles/28/05/2010/114603/loughton-assures-childrens-workers-over-dfe-name-change.htm>, and—specifically around inspection policy—paragraphs 112 to 114 of *The role and performance of Ofsted: Second Report of the Education Committee, Session 2010-11, HC 570-I*.

60 HC 1489-i, Session 2010–12, Q 39

61 A DfE organisation chart, marked ‘for internal use only’ but shared with Committee staff on 5th September 2012, reveals that the Children, Young People and Families Directorate includes seven Director-level posts (including one with a corporate services function). The Education Standards Directorate and Infrastructure and Funding Directorate, which deal primarily with schools policy, have seventeen Director-level posts between them. (Director-level posts includes Chief Executives of Executive Agencies.)

they also have less Ministerial input as well: children’s policy is now the focus of one Parliamentary Under Secretary, and the partial focus of another, where previously, it accounted for the remit of one Minister of State and one Parliamentary Under Secretary.⁶²

41. Particularly in light of the recent reshuffle, we urge the Department to maintain focus on the critical children’s policy agenda, and to ensure these areas receive adequate Ministerial and senior official attention. The DfE should consider appointing a non-executive Board member with specific knowledge of such issues, as it has done for schools policy.

Executive Agencies

42. In the Department’s own words, alongside the changes in senior responsibilities and policy structure, it has “implemented a huge change programme, with several of its arm’s length bodies closing and others becoming part of the Department”.⁶³ In essence, ten non-departmental public bodies were closed as a result of the reforms: some, like BECTA and the Teenage Pregnancy Independent Advisory Group, ceased operating, but in most cases functions were transferred to the four new Executive Agencies opened and enveloped within the DfE’s own structure: the Standards and Testing Agency; the Teaching Agency; the National College for School Leadership; and the Education Funding Agency.⁶⁴

43. As the new Permanent Secretary told us, these changes, whilst they have brought many advantages to the Department’s working, have also created “quite a series of questions and challenges” concerning the Department’s future operation.⁶⁵ Although some concerns were expressed that the closure of NDPBs would lead to critical functions being lost,⁶⁶ Mr Wormald explained that these losses were only “by conscious decision”.⁶⁷ However, the changes *have* made a major difference to the Department’s geographical presence and spread. Before the General Election, the Department operated on four sites (London, Darlington, Sheffield and Runcorn); as a result of bringing so many NDPB functions in-house, it now operates on twelve.⁶⁸ Jon Coles argued that this was a “profoundly significant” change:

You could characterise the Department of the past as a fundamentally London-centred, though on four sites. A great deal of the focus was policy-led. Senior people had to have serious contact with Ministers to do their job and it forced the centre of

62 See Annex B.

63 <http://education.gov.uk/aboutdfe/armslengthbodies>

64 Further information on these agencies is provided at <http://education.gov.uk/aboutdfe/executiveagencies>. A table showing which NDPBs were enveloped within which agency, and which closed or continued, is provided by the DfE at <http://media.education.gov.uk/assets/files/pdf/c/current%20status%20of%20ndpbs%20and%20albs.pdf>.

65 HC 179-i, Session 2012–13, Q 35

66 See, for example, Rory Cellan-Jones’ article on the closure of BECTA at http://www.bbc.co.uk/blogs/thereporters/rorycellanjones/2010/05/becta_does_it_deserve_to_die.html, and the views of teacher and school leader unions expressed in oral evidence before the Committee, of its inquiry *Great teachers: attracting, training and retaining the best* (Ninth Report of Session 2010-12, HC 1515-II, Q 226).

67 HC 179-i, Session 2012–13, Q 41

68 A full list is available at <http://education.gov.uk/aboutdfe/departmentalinformation/locationdetails/a0022/where-to-find-us>.

gravity to be London. Now there is a move from policy to delivery. The vast majority of the Department's staff now are outside London, and they are focused outwards. I think it is a very different organisation and quite a different management challenge.⁶⁹

Part of that challenge, Sir David Bell suggested, was simply finding the time “to work a bit harder in getting out and about”,⁷⁰ with which Mr Wormald has already made significant progress;⁷¹ another, to which Mr Coles and Mr Wormald both referred, is ensuring that the Department is “properly staff and resourced” for its new role,⁷² including in such seemingly simple areas as technology and improving communication challenges.⁷³

44. Despite this encouraging understanding, however, the result of the change programme is very different from Anthony Salz's prediction that the DfE would “end up operating from fewer sites”.⁷⁴ Furthermore, the creation of the Executive Agencies, and the wider restructuring of the Department, have also impacted on the management responsibilities of some senior officials: for example, the Director General for Education Standards directly manages twice as many officials as his predecessor.⁷⁵ We consider it important that this does not impact negatively on the vital involvement of senior officials in policy development, and in the strategic, and risk, management of the DfE.

45. Considering the scale of change, and the possible impacts of this, **we recommend that the Department carry out a full evaluation of the impact of its structural changes, both as a result of shifts in policy priority and of creating new Executive Agencies, after a suitable interval. This evaluation should, critically, have input from staff at all grades and across all DfE sites, and should consider, amongst other issues, the impact of the changes on policy development, on Departmental efficiency (financial, technological and communicatory), on staff morale and workloads, on provision of front-line delivery and customer service (including input from the front line where appropriate), and on the roles and responsibilities of senior managers.**

Working across Government

46. Additional to the internal challenges of running a Government Department, ensuring joined-up policy and delivery across Government remains essential, especially given the inter-disciplinary nature of policies such as further education, youth crime and justice, child health and safeguarding. Zoe Gruhn suggested that lead non-executive Board members (Anthony Salz for the DfE) might play a valuable role in “ensuring that better cross-cutting discussions on issues take place”,⁷⁶ and Mr Salz agreed that his cross-

69 HC 179-i, Session 2012–13, Q 33

70 *Idem.*

71 See HC 179-i, Session 2012-13, Q 35

72 *Ibid.*, Q 33 (Jon Coles)

73 *Ibid.*, Q 59 (Chris Wormald)

74 HC 1489-i, Session 2010–12, Q 4

75 Source: Departmental organisation chart, shared with Committee staff on 5th September 2012

76 HC 1489-i, Session 2010–12, Q 60

Government meetings could contribute to that.⁷⁷ **We agree with Zoe Gruhn and Anthony Salz that lead non-executive Board members might play a valuable role in improving cross-Government working, and encourage the Department to pursue innovative ways of improving this at senior and operational levels.**

Engaging with the front line

47. Jon Coles spoke to us of the importance of front-line expertise in the Department:

A strength of the Department for Education over recent years —at some times more than others— has been its ability and willingness to bring in very senior practitioners from outside and to have civil servants going outside [...] so that there is a proper understanding of life in the education system in the Department [...]⁷⁸

Sir David Bell—Permanent Secretary during Mr Coles’ time on the Departmental Board—agreed, arguing that “at the more senior levels at the very least it is good to have traffic in and out”, although emphasising that relying “exclusively on outsiders” would create “a very weak position”.⁷⁹ Sir David Bell exemplifies that ‘traffic’, as a former Chief Inspector at Ofsted and local authority Chief Executive and Director of Education; he told us that he sees himself as “an educationalist first and a temporary civil servant second”.⁸⁰ Mr Coles, meanwhile, expressed similar sentiments, and their contribution to his departure:

The reality is that the view of the Civil Service is that somebody in my position [as Director General] ought to do four years and then move elsewhere [...] That has never been my view, really. I have wanted to be in education, so I wanted to find the right next job in education.⁸¹

Both Sir David and Mr Coles, by contrast, have been replaced by officials with experience almost entirely within the Civil Service.⁸²

48. Sir David’s and Mr Coles’ comments touch on a wider theme: the balance between specialists and generalists in Government work, not just at senior levels but throughout organisations. In a 2012 interview, Sir David said that his advice to “younger civil servants in policymaking roles” would be “get out and interact with the system”. To be an “effective education reformer”, Sir David argued, “you need to meet people from a variety of backgrounds who are affected by the policies you develop.”⁸³ In oral evidence, though, Sir

77 See HC 1489-i, Session 2010–12, Q 23

78 HC 179-i, Session 2012–13, Q 5

79 *Idem.*

80 *Idem.*

81 *Ibid.*, Q 3

82 Both Mr Wormald and Stephen Meek, the Acting Director General for Education Standards, have biographies in *Who’s Who*.

83 Sir David Bell in conversation with Barry Brooks: ‘Reflections on Reform’, available at <http://www.tribalgroup.com/aboutus/events/Documents/Reflections%20on%20Reform.pdf>

David acknowledged that “the vast majority of civil servants will be generalists, and I think our system requires that”.⁸⁴

49. In recent months, we have made a number of recommendations designed to improve the relationships between the front line and Government in the fields of education and children’s services, including:

appointing two new senior advisers within the Department—a Chief Education Officer and a Chief Children’s Care Officer—along the lines of the chief professional officers of other Government departments;⁸⁵

[the] need to increase dramatically the percentage of [Ofsted] inspectors who are serving senior practitioners on secondment from the front-line;⁸⁶

A National Teacher Sabbatical Scholarship scheme to allow outstanding teachers to undertake education-related research, teach in a different school, refresh themselves in their subjects, or work in an educational organisation or Government department;⁸⁷

the Government should aim to give appropriate notice of, and undertake consultation with key stakeholders and the wider public on, any new performance or curriculum measures.⁸⁸

At best, these have been partially adopted by Government, despite being based on a wide evidence base and our own significant engagement with the sector.

50. We agree with Sir David Bell and Jon Coles that the Department needs and benefits keenly from front-line input, particularly at senior levels, and believe that more could be done to ensure this, particularly in light of the bringing in-house of so many delivery functions. As a starting point, we recommend that the Government return to our own previous recommendations in this field, including the appointment of chief professional officers and widening opportunities for secondments in and out of the Department.

84 HC 179-i, Session 2012–13, Q 5

85 *The role and performance of Ofsted: Second Report of the Education Committee, Session 2010-11, HC 570-I, p. 19*

86 *Ibid.*, p. 28

87 *Great teachers: attracting, training and retaining the best: Ninth Report of the Education Committee, Session 2010-12, HC 1515-I, pp. 40-41*

88 *The English Baccalaureate: Fifth Report of the Education Committee, Session 2010-12, HC 851, p. 12*

4 Personnel issues

Staff satisfaction

51. The changes at the DfE since the 2010 General Election appear to have had an adverse effect on staff morale. The results of the 2011 Civil Service People Survey⁸⁹ reveal that, whilst the DfE continues to perform better than many other Departments in its staff members' view, the majority of civil servants there have concerns about its leadership and change management. For example, 43% believe the Departmental Board has a clear vision for the Department's future; 37% feel they have the opportunity to contribute views on decisions that affect them; 32% feel that change is managed well at the DfE; and just 21% believe that changes made in the Department are usually for the better.⁹⁰

52. Perhaps more worryingly, several of the DfE's results represent a decrease on the previous year's. For example, whilst 58% of staff believe they are kept informed about decisions which affect them, that is six points lower than the 2010 results; the same decrease is observed in answer to the statement "senior civil servants in DfE are sufficiently visible". The 32% who believe change to be well managed represent a drop of nine points from 2010.⁹¹

53. Sir David Bell told us that a permanent secretary would be "derelict in your duty if you were not concerned about staff attitudes" and admitted he was "very concerned" about the turbulence staff appeared to feel after the 2010 Election.⁹² However, he did argue that he considered that, "in essence", the results were inevitably affected by the change of Government, and Jon Coles pointed out that "the staff survey results are overwhelmingly better on almost all indicators than the average across the Civil Service [...] it is not a disaster".⁹³

54. Asked for his own thoughts on the staff survey results, incoming permanent secretary Chris Wormald said:

I have not found a low-morale organisation [at the DfE]. As was said a couple of times, those same staff survey results still have the DfE outperforming most Whitehall Departments, and I think, actually, David and Jon were a bit hard on themselves on that and ought to be taking more credit for the fact that they were part of leading an organisation that is towards the top end of Civil Service morale. That is not to say, as they said, that there are not some challenges going forward.⁹⁴

89 The survey results for the DfE and across Government are available publicly; those concerning leadership and change management are published as an appendix to *A summary of the NAO's work on the Department for Education 2011-12* (National Audit Office, September 2012), hereafter 'NAO summary report'.

90 NAO summary report, pp. 22-23

91 Full results for the DfE, and a comparison with the previous year, are available at <http://media.education.gov.uk/assets/files/pdf/d/2011%20dfe%20people%20survey%20results.pdf>.

92 HC 179-i, Session 2012-13, Q 7

93 *Ibid.*, Q 9

94 *Ibid.*, Q 58

Mr Wormald added that, as well as the Department's structural and policy changes, survey results may have been affected by "recruitment freezes, pay freezes and staff reductions", common across Whitehall, which are "not the things that drive intense happiness".⁹⁵ He repeated Mr Coles' view that "we are not dealing with a disaster situation here".⁹⁶

55. We acknowledge that the current economic climate and the inevitable change following the General Election may have impacted on staff survey results in 2011, and we similarly recognise that the DfE has continued to outperform many Whitehall Departments in those results. However, we are concerned at the Permanent Secretary's view that he is "not dealing with a disaster situation"; with 4 in 5 staff believing change to be managed poorly, and only half believing the Department itself to be well run, this looks complacent. We recommend that the Department adopt a little more urgency in dealing with staff morale, especially given that results have dropped significantly from the 2010 survey. Particularly in straitened times, a Government Department's people are its most valuable resource. They deserve to be managed effectively and have their views taken seriously.

Targets for under-represented groups

56. The DfE has set itself targets for the percentage of women, black and minority ethnic staff, LGBT staff and disabled staff in the senior civil service (SCS). By March 2011, the Department had already achieved or exceeded its 2013 targets for women in the SCS (50% target, 56% actual).⁹⁷ However, the Department's annual report for 2011–12 revealed a decrease in that figure (to 54%) and, furthermore, that on other targets—for black and minority ethnic, disabled, and lesbian, gay, bisexual and transgender representation in the SCS—little or no progress had been made since 2011, and all were still significantly below the 2013 targets.⁹⁸ The Departmental report notes that the arm's-length bodies reform programme, and the recruitment freeze, mean "that we may not fully achieve the targets", promising that "the position will be reassessed when the departmental restructuring has fully bedded in".⁹⁹

57. Discussing the picture painted by the 2011 report, Mr Wormald again iterated that it was "pretty common across Civil Service Departments", and argued that there was "no magic bullet or rocket science" to improving the situation; rather, that it was about "doing the simple things well [...] valuing people for their skills [and] recognising the barriers that some people face".¹⁰⁰ We agree with the Permanent Secretary.

95 *Ibid.*, Q 59

96 *Idem.*

97 See Departmental Annual Report and Accounts 2010-11, p. 18

98 See Departmental Annual Report and Accounts 2011-12, p. 13

99 *Idem.*

100 HC 179-i, Session 2012–13, Q 51

5 Concluding remarks

58. Any Department of State is a large and complex organisation to run, and it is vital that leadership is accountable, transparent and effective. We have been impressed by the commitment of officials we have met, at all levels, and by the executive and non-executive Board members we have taken evidence from; however, in light of the number and pace of organisational and policy changes, we believe that processes and decision-making need to be increasingly open. We also urge the Board to make use of independent evaluation of its own effectiveness, as well as of the impact changes are having on the front line.

59. As Zoe Gruhn noted in her evidence, scrutiny of Departmental administration is critical, and we are pleased that we have been able to set a new trend in the especial scrutiny of non-executive Board members and with evidence from outside experts, which Ms Gruhn considered “a very positive thing”.¹⁰¹ We agree with Ms Gruhn that such sessions ought to be held “on a fairly regular basis”. We will look forward to revisiting the important issues raised in this report in future inquiries.

Conclusions and recommendations

Changes to the Departmental Board

1. We believe that regular Ministerial involvement in Departmental Board meetings is a sound feature of the new system, but caution against political involvement in fundamentally Civil Service management decisions. We therefore equally support the retention of an executive management board. We recommend that the Department pursue Sir Michael Barber's suggestion of further training from the Institute for Government. (Paragraph 16)
2. We believe the increased number of NEBMs could bring significant advantages to the workings of the DfE Board, and applaud the appointment of four skilled and experienced candidates. (Paragraph 22)
3. We agree with Sir Michael Barber and Sir David Bell that political affiliations, including donations to political parties, should not debar an individual from public service. However, we believe that a more open appointment process for NEBMs would have put paid to any accusations of conflicts of interests, and recommend this take place in the future. We recommend, too, that the appointment process be better structured in future: headhunting, whilst clearly appropriate for such high-level posts, should take place as part of a formal interview process, rather than the slightly informal-sounding meetings which were reported to us. (Paragraph 23)

The Executive Board

4. We accept the explanations offered to us concerning the significant number of changes to the Department's Executive Board. We applaud the Permanent Secretary's decision to maintain stability with interim Directors General, but would encourage him to make substantive appointments soon, as he suggested he would do. (Paragraph 30)
5. We understand the Permanent Secretary's rationale for changing the way in which corporate services functions are managed, but recommend that the Department evaluate fully the likely impact of any structural changes before they are made, considering the number it has already undergone in recent years. (Paragraph 31)

Evaluating the Board's performance

6. We support the Institute for Government's recommendation that Boards should be subject to annual, external evaluation of their performance, and recommend that the DfE implement this. (Paragraph 34)
7. We understand that full Departmental Board minutes cannot be published because of confidentiality and, in the DfE's words, "the need to preserve the candidness of discussion in a free and frank environment". However, we believe that, in the spirit of the Government's drive for increased transparency, minutes ought to provide the public with as much information as possible. Furthermore, we regret the

Department's failure to publish minutes in a timely fashion, as it has promised to do, and urge it to rectify this: summary minutes of the last thirteen months' meetings should be made available immediately. (Paragraph 36)

Restructuring the Department for Education and its associated bodies

8. Particularly in light of the recent reshuffle, we urge the Department to maintain focus on the critical children's policy agenda, and to ensure these areas receive adequate Ministerial and senior official attention. The DfE should consider appointing a non-executive Board member with specific knowledge of such issues, as it has done for schools policy. (Paragraph 41)

Executive Agencies

9. We recommend that the Department carry out a full evaluation of the impact of its structural changes, both as a result of shifts in policy priority and of creating new Executive Agencies, after a suitable interval. This evaluation should, critically, have input from staff at all grades and across all DfE sites, and should consider, amongst other issues, the impact of the changes on policy development, on Departmental efficiency (financial, technological and communicatory), on staff morale and workloads, on provision of front-line delivery and customer service (including input from the front line where appropriate), and on the roles and responsibilities of senior managers. (Paragraph 45)

Working across Government

10. We agree with Zoe Gruhn and Anthony Salz that lead non-executive Board members might play a valuable role in improving cross-Government working, and encourage the Department to pursue innovative ways of improving this at senior and operational levels. (Paragraph 46)

Engaging with the front line

11. We agree with Sir David Bell and Jon Coles that the Department needs and benefits keenly from front-line input, particularly at senior levels, and believe that more could be done to ensure this, particularly in light of the bringing in-house of so many delivery functions. As a starting point, we recommend that the Government return to our own previous recommendations in this field, including the appointment of chief professional officers and widening opportunities for secondments in and out of the Department. (Paragraph 50)

Personnel issues

12. We acknowledge that the current economic climate and the inevitable change following the General Election may have impacted on staff survey results in 2011, and we similarly recognise that the DfE has continued to outperform many Whitehall Departments in those results. However, we are concerned at the Permanent Secretary's view that he is "not dealing with a disaster situation"; with 4 in

5 staff believing change to be managed poorly, and only half believing the Department itself to be well run, this looks complacent. We recommend that the Department adopt a little more urgency in dealing with staff morale, especially given that results have dropped significantly from the 2010 survey. Particularly in straitened times, a Government Department's people are its most valuable resource. They deserve to be managed effectively and have their views taken seriously. (Paragraph 55)

Annex A: Biographies of Non-Executive Board Members

Anthony Salz is an Executive Vice-Chairman of Rothschild. He joined Rothschild in 2006 after more than 30 years with the international law firm Freshfields, including ten as the Senior Partner.

He was Vice Chairman of the BBC from 2004 to 2006. He is a Trustee of the Royal Opera House, The Scott Trust (owner of the Guardian and the Observer), the Tate Foundation, SHINE: Support and Help IN Education, the Paul Hamlyn Foundation, the Conran Foundation and the Media Standards Trust. He is Chair of The Eden Trust (owner of the Eden Project in Cornwall) and is a member of the Advisory Panel for Swiss Re. He is a governor of the Wellington Academy, a maintained secondary school in Wiltshire.

Anthony recently chaired an Independent Commission on Youth Crime and Antisocial Behaviour in England and Wales. And until recently he was Co-Chair of the Education and Employers Taskforce.

Theodore Agnew is Non Executive Director of Jubilee Managing Agency Limited; he was formerly the CEO from 2004 to 2008. He founded Somerton Capital LLP in 2007 and co-founded the WNS Group (a US listed company) in 1990.

Theodore is Trustee of Policy Exchange and the New Schools Network. Theodore is also chairman of the Norfolk Community Foundation.

Dame Sue John DBE has been Headteacher at Lampton School, a large multi-ethnic mixed school in the centre of Hounslow, since 1997. The school has moved from being a low performing, unpopular school to a school that is now oversubscribed and has achieved an outstanding grading by Ofsted, in all categories. The school features in Ofsted's publication of *Twelve outstanding secondary schools—excelling against the odds*.

Lampton is a Training School and as part of City Challenge a pilot National Teaching School. In 2000 Sue was awarded an honorary fellowship from Brunel University in recognition of her contribution to the university.

Sue is the City Challenge Director of the London Leadership Strategy, secondary. She has worked as a National Leader of Education and as project manager for some of the intensive support packages provided for schools in challenging circumstances.

Sue is a member of the Future Leaders' Project Board and is also a member of the DFE Secondary Headteachers' Reference Group. She was made a Dame in the 2011 New Year's Honours List.

John Nash was educated at Corpus Christi College, Oxford. He practised briefly as a barrister and then went into the City. He worked at Lazards and left in 1983 to go into the venture capital business joining Advent Limited, of which he became Managing Director in 1987. In 1988 John set up Sovereign Capital, a venture capital firm which specialises in

investing in service businesses in the UK, of which he is now a non-executive partner. John is a former Chairman of the British Venture Capital Association.

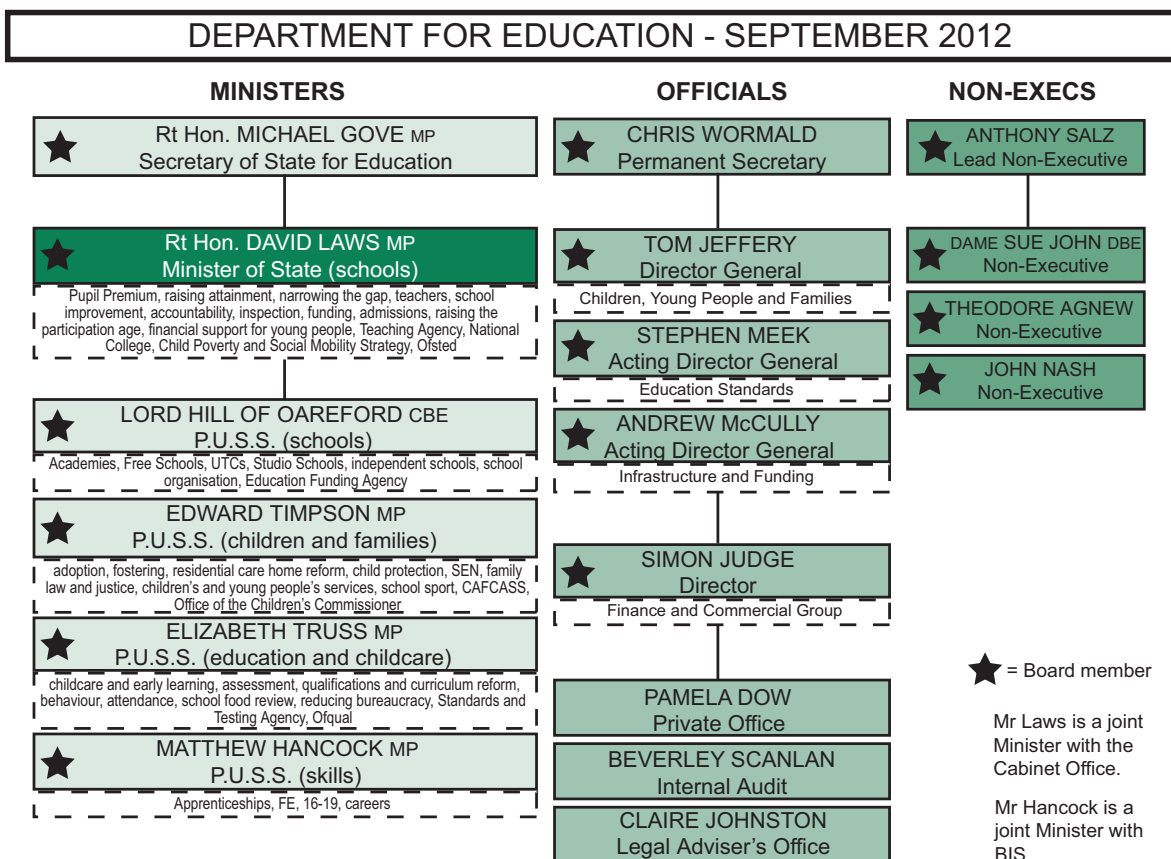
John established with his wife, Caroline, the charity, Future, which focuses on young people and supports a number of inner-city projects and sponsors Pimlico Academy.

He is a foundation fellow of Corpus Christi College, Oxford and a member of its Investment and Development Committees.

He was a member of HM Treasury's Independent Challenge Group in relation to the Comprehensive Spending Review.

These biographies were submitted to the Committee by the Department for Education, in advance of the oral evidence heard from Non-Executive Board Members on 14 September 2011.

Annex B: Responsibilities of Departmental Ministers, Non-Executive Board Members and senior officials



Based on information publicly available at www.education.gov.uk. Vertical lines do not represent line management chains, but delineate levels of the organisational hierarchy.

Formal Minutes

Tuesday 30 October 2012

Members present:

Graham Stuart, in the Chair

Alex Cunningham
Bill Esterson
Charlotte Leslie

Ian Mearns
David Ward
Craig Whittaker

Draft Report (*Governance and leadership of the Department for Education*), proposed by the Chair, brought up and read.

Ordered, That the draft Report be read a second time, paragraph by paragraph.

Paragraphs 1 to 59 read and agreed to.

Annexes A and B agreed to.

Resolved, That the Report be the Third Report of the Committee to the House.

Ordered, That the Chair make the Report to the House.

Ordered, That embargoed copies of the Report be made available, in accordance with the provisions of Standing Order No. 134.

[Adjourned till Wednesday 31 October at 9.00am

Witnesses

14 September 2011

Published as *The Administration of the Department for Education*, HC 1489-i, Session 2010–12

Anthony Salz, Executive Vice Chairman, Rothschild, **Theodore Agnew**, Non-Executive Director, Jubilee Managing Agency LTD, **Dame Sue John DBE**, Headteacher, Lampton School, Hounslow, **John Nash**, Non-Executive Partner, Sovereign Capital

Sir Michael Barber, Chief Education Adviser, Pearson, and **Zoe Gruhn**, Institute for Government

13 June 2012

Published as *The Administration of the Department for Education*, HC 179-i, Session 2012–13

Sir David Bell KCB, Vice Chancellor, University of Reading, formerly Permanent Secretary, DfE (2006–2011) and **Jon Coles**, Group Chief Executive, UCST/ULT, formerly Director General, DfE (2008–2011)

Chris Wormald, Permanent Secretary, Department for Education

List of Reports from the Committee during the current Parliament

The reference number of the Government's response to each Report is printed in brackets after the HC printing number.

Session 2010-12

First Special Report	Young people not in education, employment or training: Government Response to the Children, Schools and Families Committee's Eighth Report of Session 2009-10	HC 416
Second Special Report	The Early Years Single Funding Formula: Government Response to the Seventh Report from the Children, Schools and Families Committee, Session 2009-10	HC 524
Third Special Report	Transforming Education Outside the Classroom: Responses from the Government and Ofsted to the Sixth Report of the Children, Schools and Families Committee, Session 2009-10	HC 525
Fourth Special Report	Sure Start Children's Centres: Government Response to the Fifth Report from the Children, Schools and Families Committee, Session 2009-10	HC 768
First Report	Behaviour and Discipline in Schools	HC 516-I and -II (HC 1316)
Second Report	The role and performance of Ofsted	HC 570-I and II (HC 1317)
Fifth Special Report	Looked-after Children: Further Government Response to the Third Report from the Children, Schools and Families Committee, Session 2008-9	HC 924
Third Report	Services for young people	HC 744-I and -II (HC 1501)
Fourth Report	Participation by 16-19 year olds in education and training	HC 850-I and -II (HC 1572)
Fifth Report	The English Baccalaureate	HC 851 (HC 1577)
Sixth Report	Services for young people: Government Response to the Committee's Third Report of Session 2010-12	HC 1501 (HC 1736)
Seventh Report	Appointment of HM Chief Inspector, Ofsted	HC 1607-I
Eighth Report	Chief Regulator of Qualifications and Examinations	HC 1764-I and -II
Ninth Report	Great teachers: attracting, training and retaining the best	HC 1515-I

Session 2012–13

First Report	The administration of examinations for 15–19 year olds in England	HC 141-I (<i>HC 679</i>)
Second Report	Appointment of Chair, Social Mobility and Child Poverty Commission	HC 461-I
