



Corporate report

Single departmental plan: 2015 to 2020

Updated 24 August 2016

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1. Safety and wellbeing: all children and young people are protected from harm and vulnerable children are supported to succeed with opportunities as good as those for any other child
2. Educational excellence everywhere: every child and young person can access high-quality provision, achieving to the best of his or her ability regardless of location, attainment and background
3. Prepared for adult life: all 19-year-olds complete school or college with the skills and character to contribute to the UK's society and economy and are able to access high-quality work or study options

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Government Equalities Office

£58.2bn

Total departmental expenditure limit (DEL) in financial year 2015 to 2016

This includes £53.6bn resource DEL and £4.6bn capital DEL.

Source: [Spending Review and Autumn Statement, 2015](#)

Vision

The work of the Department for Education lies at the heart of this one nation government's drive to extend opportunity and deliver real social justice. Our goal is to provide world-class education and care that allows every child and young person to reach his or her potential, regardless of background.

Education is the best investment that we can make in the future security of our country, and because of the difficult decisions we've taken elsewhere to drive down our borrowing, we have been able to protect pupil funding in schools and colleges for the duration of this Parliament.

That investment will allow us to continue our ambitious programme of education reforms started in the last Parliament – expanding the academies and free school programme to empower professionals on the frontline, reforming the curriculum and qualifications so that they represent an international gold standard, and ensuring that young people leave school

with the knowledge, skills and resilience to succeed in modern Britain.

At the same time we will reform adoption, fostering and children's services so that they work quickly and effectively to transform the life chances of the most vulnerable and disadvantaged young people.

We have 3 overarching objectives to meet our vision described above. All our activity over this Parliament will support the achievement of 1 or more of these objectives, based on the ambitious programme for government outlined in our manifesto.

[Our ministers and management](#)

Objectives

1. [Safety and wellbeing: all children and young people are protected from harm and vulnerable children are supported to succeed with opportunities as good as those for any other child.](#)
2. [Educational excellence everywhere: every child and young person can access high-quality provision, achieving to the best of his or her ability regardless of location, prior attainment and background.](#)
3. [Prepared for adult life: all 19-year-olds complete school or college with the skills and character to contribute to the UK's society and economy and are able to access high-quality work or study options.](#)

1.

Safety and wellbeing: all children and young people are protected from harm and vulnerable children are supported to succeed with opportunities as good as those for any other

child

Lead ministers: [Edward Timpson MP, Minister of State for Vulnerable Children and Families](#); and [Lord Nash, Parliamentary Under Secretary of State for the School System](#)

Lead officials: [Paul Kissack, Director General, Children's Services, Equalities and Communications](#); and [Andrew McCully, Director General, Infrastructure and Funding](#)

1.1 What DfE is doing

Every child deserves to grow up free from harm and in a stable and nurturing home environment, but that isn't yet a reality for many children. To change that we will undertake an ambitious programme to reform adoption, fostering and children's services, ensuring they work quickly and effectively to support vulnerable young people.

We will work to transform the life chances of young people who for too long have been written off, by insisting that we have the same high expectations for young people inside the care system as outside it.

At the same time we will ensure that young people are protected online, particularly from the growing threat of extremism and radicalisation.

In line with our manifesto commitments we are:

- protecting vulnerable children through strengthening children's social care, for instance by:
 - creating a stronger social work profession, including through expanding training programmes such as Frontline and creating new opportunities to develop the next generation of leaders in the

field

- building a culture of excellence in children's services
- promoting opportunities for vulnerable children, for example by:
 - helping to find them loving homes through reformed adoption services and rolling-out regional adoption agencies, working across local authority boundaries to match children with the best parents for them
 - supporting schools to help children and young people build good mental health
- working with the Home Office and other agencies to protect children from radicalisation and develop a strategy to tackle the infiltration of extremists into our schools and public services

We will also continue to tackle all forms of bullying in schools.

1.2 How DfE is doing

Percentage of local authority children's services Ofsted has rated 'good' or 'outstanding'

37%

Data at November 2015

Since November 2013 local authority (LA) children's services have been inspected under a new single inspection framework (SIF). The figure above includes the 74 LAs who have been inspected under the SIF. We have used Ofsted judgements for child protection from previous inspection frameworks for other LAs.

Source: [Local authority and children's homes in England inspection outcomes](#)

Percentage of children's homes Ofsted has rated 'good' or

'outstanding'

70%

Data at 31 March 2015

Source: [Children's social care in England 2015](#)

Time between a child's entry into care and their placement with adoptive parents

547 days

in financial year 2014 to 2015

Source: [SSDA903 Looked-after children statistics](#)

Percentage of care leavers aged 19 to 21 in education, employment or training

55%

in financial year 2014 to 2015

Figures exclude care leavers with 'no information' from the analysis and therefore differ from the percentages published in the children looked after statistical first release.

Source: [SSDA903 Looked-after children statistics](#)

Percentage of re-referrals to children's social care within 12 months of the previous referral

24%

in financial year 2014 to 2015

It is important that children referred to children's social care get the right assessment and help as soon as possible. If they do not, they are likely to be re-referred into social care and may suffer further harm in the meantime. We want to ensure that all local authorities assess their initial referral appropriately and proportionately. There will always be a need for re-referral as additional information comes to light but large discrepancies between rates in local authorities need to be examined and practice challenged. We therefore want to see the re-referral rate fall over the course of the Parliament.

Source: [SSDA903 Looked-after children statistics](#)

2.

Educational excellence everywhere: every child and young person can access high-quality provision, achieving to the best of his or her ability regardless of location, attainment and background

Lead ministers: [Nick Gibb MP, Minister of State for School Standards](#), [Robert Halfon MP, Minister of State for Apprenticeships and Skills](#); and [Lord Nash, Parliamentary Under Secretary of State for the School System](#)

Lead officials: [Andrew McCully, Director General, Infrastructure and Funding](#); and [Juliet Chua, Director General, Education Standards](#)

2.1 What DfE is doing

Every child deserves to receive the best education possible. The reforms of the last Parliament empowered heads and teachers, restored rigour and insisted on high expectations for every child. As a result, there are now more than a million more pupils being taught in good or outstanding schools compared to 2010.

Now we want to see that educational excellence extended to every corner of the country. To do that we will ensure that all schools are fairly funded and where they are failing or coasting and not pushing every child to reach their potential, we will step in to turn the school around. We'll open 500 more free schools allowing parents who aren't happy with the quality of education on offer to set up their own schools. We'll ensure our curriculum and qualifications are regarded as the gold standard internationally and properly prepare young people to succeed in life. At the same time we'll deliver the biggest expansion of childcare for working parents in this country's history, meaning that no mother or father has to choose between caring for their children or their career.

In line with our government commitments, we are:

- ensuring all children and young people have access to high-quality places where they're needed, for instance by:
 - investing £12 billion over the Parliament to provide good school places
 - opening 500 free schools and a University Technical College (UTC) within reach of every city
 - extending free childcare to 30 hours per week for working parents of 3- and 4-year-olds and continuing to fund 15 hours per week of early education for the most disadvantaged 2-year-olds
 - reforming school, high needs and disadvantage funding, by introducing fair national funding formulae and continuing to provide the pupil premium and universal infant free school meals
 - increasing the pace of academisation, allowing all good schools to expand whether they are maintained schools, academies, free schools or grammar schools

growing the Northern Powerhouse by investing £10 million in 2015/16 to help the best academy sponsors turn around underperforming schools across the region

- introducing new powers to force coasting schools to accept new leadership; any school that falls within our 3-year coasting definition will be taken over by the best headteachers (by expanding the National Leaders of Education programme), backed by expert sponsors or high-performing neighbouring schools, unless it can demonstrate that it has a plan to improve rapidly
- developing and supporting the education workforce, from early years to post-16, for example by:
 - attracting enough talented people to teach where they are needed, focussing on challenging areas, including maths and physics teachers, through programmes such as Teach First
 - training an extra 17,500 maths and physics teachers over the next 5 years
 - strengthening university and school-led teacher training
 - extending the reach of high-performing schools and leaders to support other schools and prevent failure
 - reducing bureaucracy
 - reducing the burden of inspection
 - establishing a college of teaching
- embedding rigorous standards, curriculum and assessment, for instance by:
 - encouraging schools to focus on the progress and attainment of all pupils, particularly in literacy and numeracy, and introducing tough new standards for these in primary schools
 - creating more opportunities to stretch the most able
 - increasing the take up of the English Baccalaureate (EBacc)

We will also ensure that:

- every 11-year-old knows their times tables off by heart and is able to perform long division and complex multiplication, and that they are able to read a book and write a short story with accurate punctuation, spelling and grammar; if they do not reach the required standard, they will resit

their exams at the start of secondary school

- the core schools budget is protected in real terms, enabling the per pupil rate for the Dedicated Schools Grant to be protected in cash terms, including £390 million of additional funding given to the least fairly funded areas in the financial year 2015 to 2016
- schools are not allowed to make a profit
- every new teacher is trained in how to tackle serious behaviour issues and low-level disruption that stops children from learning properly
- the best teachers are recruited and kept by reducing the time they spend on paperwork, with bursaries for the most in-demand subjects, the ability for schools to pay good teachers more, further reducing the burden of Ofsted inspections and continuing to encourage the growth of Teach First
- the number of teachers able to teach Mandarin in schools in England increases

2.2 How DfE is doing

Number and percentage of pupils in settings that Ofsted has rated 'good' or 'outstanding'

| Phase | Number of pupils, as at end August 2015 | Percentage of pupils, as at end August 2015 |
|-------------------|---|---|
| Early years | 968,864 | 87 |
| Primary | 3,672,645 | 84 |
| Secondary | 2,392,440 | 77 |
| Further education | 561,363 | 81 |

Early years includes 3- and 4-year-olds benefiting from some funded early

education at a setting rated 'good' or 'outstanding' by Ofsted.

Secondary includes pupils studying in school sixth forms.

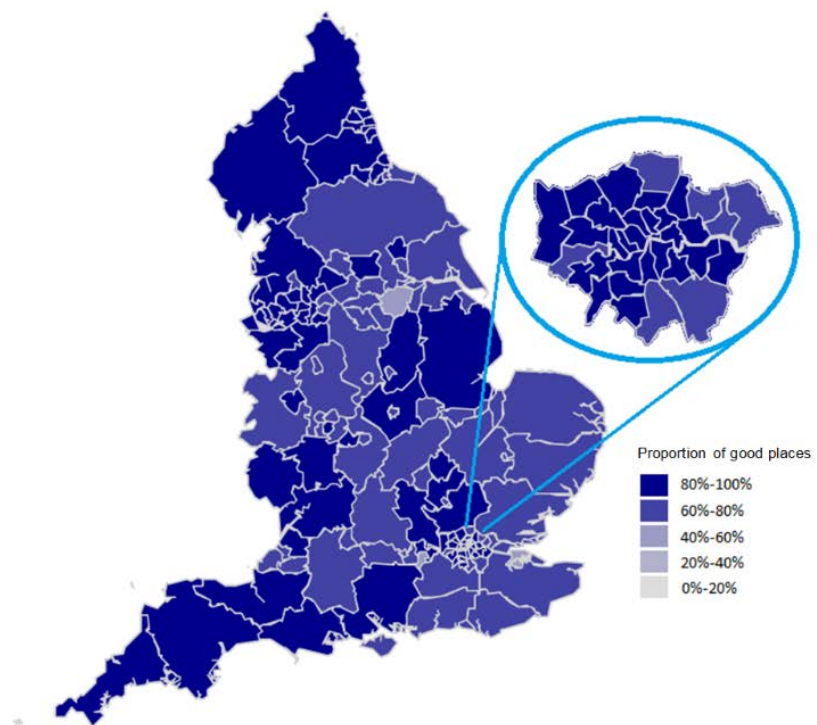
Further education covers 16- to 18-year-olds (academic age) studying in institutions included in the key stage 5 performance tables. These include general further education colleges, sixth-form colleges, 16 to 19 academies, 16 to 19 free schools, specialist designated colleges and tertiary colleges, agricultural and horticultural colleges, and art design and performing arts colleges. Ofsted also inspects community learning and skills, employer, independent specialist colleges and independent learning providers which are excluded from the above as they are not included in the KS5 performance tables. This definition may change over the course of this Parliament as we will include training providers and apprenticeship provision in the 2018 key stage 5 performance tables.

[Source: Ofsted](#)

Geographical differences in access to good school places

Map showing the percentage of places in primary schools Ofsted has rated 'good' or 'outstanding', by local authority (LA)

| Proportion of good places | Number of LAs in this category | Comments |
|---------------------------|--------------------------------|---|
| 80 to 100% | 83 | |
| 60 to 80% | 65 | |
| 40 to 60% | 3 | |
| 20 to 40% | 0 | |
| 0 to 20% | 0 | |
| Total | 151 | No primary schools in the Isles of Scilly |



The map sets out the percentage of places available in ‘good’ and ‘outstanding’ primary schools in each local authority. The figures will differ from the percentage of pupils in ‘good’ and ‘outstanding’ schools.

The figures are calculated on the basis of Ofsted judgements of schools as of August 2014 and pupil places as of August 2014.

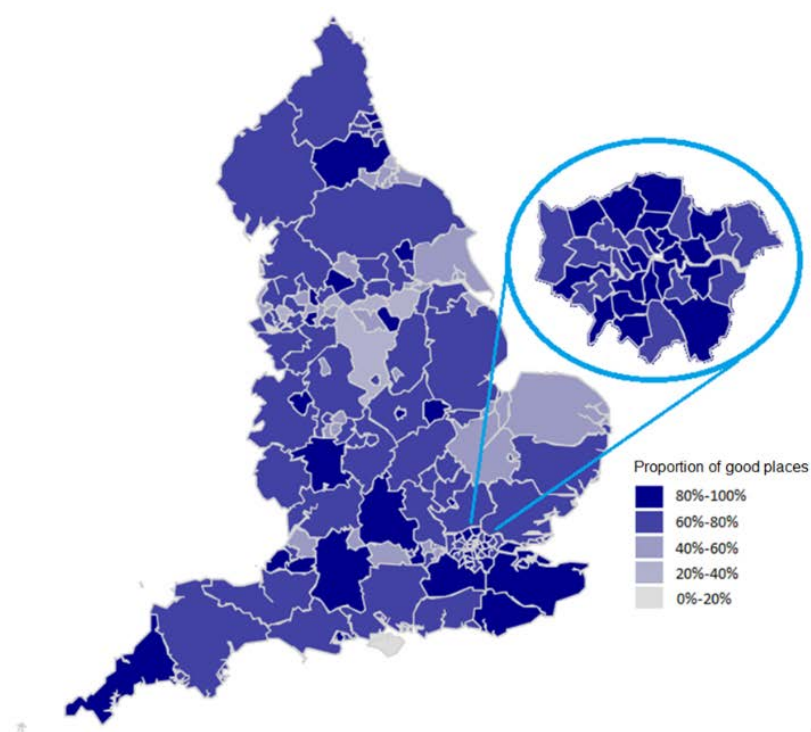
Source: [Ofsted inspection data](#) and [school capacity returns data submitted by local authorities](#).

The map will be updated in April 2016 when pupil places data is available for 2015.

Map showing the percentage of places in secondary schools which Ofsted has rated ‘good’ or ‘outstanding’, by local authority

| Proportion of good places | Number of LAs in this category | Comments |
|---------------------------|--------------------------------|----------|
|---------------------------|--------------------------------|----------|

| | | |
|------------|-----|--|
| 80 to 100% | 46 | |
| 60 to 80% | 70 | |
| 40 to 60% | 26 | |
| 20 to 40% | 7 | |
| 0 to 20% | 2 | |
| Total | 151 | No secondary schools in the city of London |



The map sets out the percentage of places available in 'good' and 'outstanding' secondary schools in each local authority. The figures will differ from the percentage of pupils in 'good' and 'outstanding' schools.

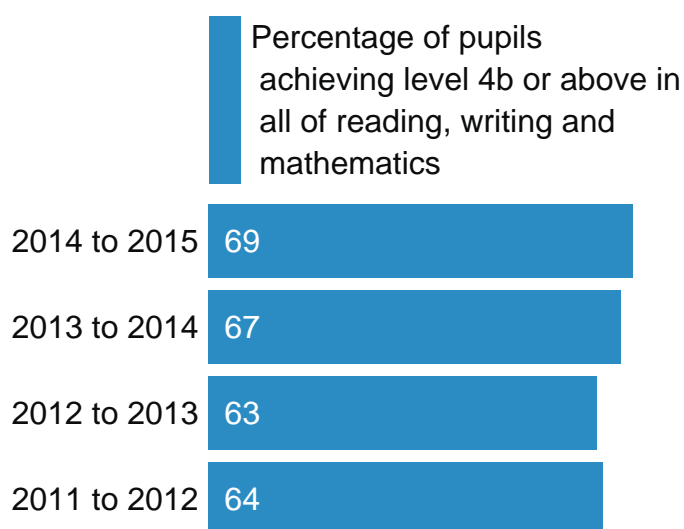
The figures are calculated on the basis of Ofsted judgements of schools as of August 2014 and pupil places as of August 2014.

Source: [Ofsted inspection data](#) and [school capacity returns data submitted by local authorities](#).

The map will be updated in April 2016 when pupil places data is available for 2015.

Percentage of pupils achieving expected standard at the end of key stage 2 in reading, writing and maths

[Change between chart and table](#)



Data will be available in 2016 when the first cohort of pupils take new end-of-key-stage-2 (KS2) tests that assess pupils against the new national curriculum introduced in 2014.

The old national curriculum levels are not relevant to the new national curriculum. However, in order to provide schools with some indication of the new standards, we have tried to indicate equivalence in a broad sense. At key stage 1 (KS1) the national standard will approximately equate to an old level 2b. At KS2 this will approximately equate to an old level 4b. Otherwise levels and scaled scores will not be comparable. The table above provides an indication of changes over the last 4 years on level 4b.

Attainment 8 average point score

Data will be available in 2016 when Attainment 8 will be published for all secondary schools. Attainment 8 measures pupils' achievement across 8 subjects including maths, English, 3 further qualifications that count in the English Baccalaureate measure and 3 further high-quality qualifications. These can either be GCSE or non-GCSE qualifications.

Caution should be applied to interpreting attainment data at key stage 4 between 2015 and 2018 for 3 reasons:

1. Changes to qualifications means that we will be comparing legacy and reformed GCSEs.
2. The introduction of reformed GCSEs with a 9-point grading scale from 2017 to 2019 means that as each subject is reformed it moves from an 8-point to a 9-point scale. This means that pupils scoring the same mark across 8 subjects will get a different point score in each of the years.
3. Changes in the combination of subjects taken. As schools adjust to Progress 8 and, subsequently to EBacc, schools may change their offer of subjects which may result in changes in attainment. This will be particularly true if schools value breadth over a narrower range of subjects a pupil may excel in.

We will therefore publish comparative information based on the Attainment 8 measure, in order to help the public make meaningful comparisons of the performance of the secondary school system until 2019.

Percentage of pupils in state-funded schools entering and achieving the English Baccalaureate

| | |
|--|------|
| Percentage of pupils entered for the components of the English Baccalaureate in 2014 to 2015 academic year | 38.7 |
| <hr/> | |
| Percentage of pupils who achieved the English Baccalaureate in 2014 to 2015 academic year | 24.3 |
| <hr/> | |

Source: [GCSE and equivalent results in England: 2014 to 2015](#)

Percentage of pupils in state-funded schools getting a 'good pass' in English and maths at the end of key stage 4 and for disadvantaged pupils

| | |
|--|------|
| Percentage of pupils in state-funded schools getting a 'good pass' in English and maths at the end of key stage 4, in the 2014 to 2015 academic year | 59.2 |
|--|------|

| | |
|--|------|
| Percentage of disadvantaged pupils in state-funded schools getting a 'good pass' in English and maths at the end of key stage 4, in the 2014 to 2015 academic year | 39.4 |
|--|------|

A 'good pass' is currently a C grade or above. In summer 2017, pupils will sit the first exams for the new English and maths GCSEs. The 'good pass' for the new GCSE will become a 5 on a 1-to-9 scale. This is a higher benchmark, which will be awarded to around the top third of students gaining the equivalent of a current grade C and the bottom third of a current grade B.

Source: [GCSE and equivalent results in England: 2014 to 2015](#)

3.

Prepared for adult life: all 19-year-olds complete school or college with the skills and character to contribute to the UK's society and economy and are able to access high-quality work or study options

Lead ministers: [Robert Halfon MP, Minister of State for Apprenticeships and Skills](#); and [Edward Timpson MP, Minister of State for Vulnerable Children and Families](#)

Lead officials: [Juliet Chua, Director General, Education Standards](#); and [Peter Lauener, Chief Executive, Education Funding Agency](#)

3.1 What DfE is doing

We want young people to leave school ready to succeed in modern Britain, to be able to get a great job and to contribute to the security of our country's economy.

To make sure young people get the skills they need, we'll transform professional and technical education, ensuring that it is a high-quality prestigious alternative to academic study post-16. We'll enable 3 million apprenticeship starts by 2020 and require schools to promote apprenticeships on a par with university or sixth-form studies.

We'll end the travesty of young people leaving school without having mastered the basics of literacy and numeracy, and where young people don't meet the expected standard at 11 or 16, we'll make them resit the year later - meaning that no young person is left behind.

Alongside this we'll continue to promote the importance of character education, encouraging schools to develop young people's resilience and grit so that they leave school better able to persevere, bounce back from failure and better able to deal with mental ill health.

In line with our government commitments, we are:

- working with the Department for Business, Innovation and Skills to enable 3 million apprenticeship starts by 2020, ensuring that they deliver the skills employers need
- creating clear, high-quality technical and professional routes to employment and supporting 16- and 17-year-olds not in education,

employment or training (NEET) and to those who risk becoming so

- working with the Department for Business Innovation and Skills to enable Jobcentre Plus advisers to work with schools and colleges to supplement careers advice and provide routes into work experience and apprenticeships
- ensuring pupils are offered more stretching programmes of study, including by encouraging the take-up of science, technology, engineering and maths (STEM) study
- making sure young people leave school or college with English and maths skills to get on in life
- supporting schools to help develop character in pupils through initiatives such as increasing the number of cadet units in schools
- working with Department of Health to support primary school sport with £150 million a year, paid directly to headteachers, until 2020; we expect that all primary schoolchildren should be able to benefit from a minimum of two hours high-class sport and PE each week
- facilitating access to high-quality careers support
- working with the Department for Business, Innovation and Skills to continue to replace lower-level, classroom-based further education courses with quality apprenticeships that combine training with experience of work and a wage
- encouraging schools to promote the opportunities offered by the National Citizens Service to support the government in their commitment to reach 60% participation by 16-year-olds in 2020

3.2 How DfE is doing

Percentage of 18-year-olds in education, employment or training

86.9%

of 18-year-olds were in education, employment or training, as at December 2014

Source: [Participation in education, training and employment: 2014](#)

Under-19 apprenticeship starts

82,000

under-19 apprenticeships starts, May to October 2015

Data starts from May 2015, to show how under-19 apprenticeship starts are contributing to the government's overall commitment to 3 million apprenticeship starts by 2020.

Source: [FE data library: apprenticeships](#)

Number of young people entering science, technology, engineering and maths (STEM) subjects at post-16

67,821

A level students entered 2 or more STEM subjects, 2014 to 2015 academic year

Science and maths subjects: covers mathematics, further mathematics, biological sciences, chemistry, physics and computing A level entries made in the final 2 years of advanced level study. A level students are pupils entered for at least 1 A level or applied single/double award at A level at state-funded schools in England. STEM A level subjects included are biology, chemistry, physics, computing, maths and further maths.

Source: [A level and other level 3 results: 2014 to 2015 revised](#)

Number of young people taking level 3 STEM technical levels

We will provide data on numbers of young people taking level 3 STEM technical levels in 2016.

| Academic year | Advanced level under-19 STEM apprenticeship starts | Advanced level STEM apprenticeships starts as a percentage of overall under 19 apprenticeship starts |
|---------------|--|--|
| 2014 to 2015 | 17,040 | 14 |

STEM apprenticeships are defined as those in the following sector subject areas: engineering and manufacturing technologies, information and communication technology, and science and mathematics. BIS will review this definition of STEM as new apprenticeship standards are developed.

Source: [FE data library: apprenticeships](#)

Percentage of young people at 19 with a 'good pass' in English and maths GCSEs

62.1%

Percentage of young people at 19 with a 'good pass' in English and maths GCSEs, 2014

A 'good pass' is currently a C grade or above. In summer 2017, pupils will sit the first exams for new maths and English GCSEs. The 'good pass' for the new GCSE will become a 5 on a 1-to-9 scale. This is a higher benchmark, which will be awarded to around the top third of students gaining the equivalent of a current grade C and the bottom third of a current grade B.

Source: [Level 2 and 3 attainment by young people aged 19 in 2014 SFR](#)

Number and percentage of young people achieving a technical level (tech level) by age 19

62,785 (11%)

Number and percentage of young people achieving a technical level by age 19, 2014

Technical levels will be reported separately in 16 to 19 performance tables from 2016 alongside applied general and academic qualifications. Even though the first tech level courses didn't start until September 2014, some of the qualifications that make up these courses started earlier than this, therefore we are able to report on tech level attainment by age within the [Level 2 and 3 attainment by young people aged 19 in 2014 SFR](#). This data can be used as a provisional indicator until tech levels are included in the 2016 16 to 19 performance tables.

It is important to bear in mind that the qualification type is new when looking at the increase in tech level attainment in the above table.

Source: [Level 2 and 3 attainment by young people aged 19 in 2014 SFR](#)

Number and percentage of young people achieving the technical baccalaureate

Data will be available from 2016 when the technical baccalaureate measure is included in performance tables.

Attainment of 16- to 19-year-olds

Average points scores will be provided for:

- level 3 academic programmes
- level 3 applied general
- tech levels
- technical certificates

Data is available from 2016 when these become accountability measures for post-16 educational institutions. Data on technical certificates will be included in performance tables from 2017.

Government Equalities Office

Lead ministers: [Rt Hon Justine Greening MP, Minister for Women and Equalities](#) and [Caroline Dinenage MP, Parliamentary Under Secretary of State for Women, Equalities and Early Years](#)

Lead official: [Hilary Spencer, Director, Government Equalities Office](#)

We are committed to ending discrimination and finishing the fight for real equality in our country today. The Government Equalities Office will lead that fight for women and lesbian, gay, bisexual and transgender (LGBT) people. This will include our flagship commitment to force larger employers to publish pay and bonus differentials for men and women, and our efforts to eliminate homophobic and transphobic bullying in our schools.

Three key objectives will inform our work to overcome the barriers which hold women and LGBT people back:

- extending opportunity
- improving engagement and representation
- ending isolation, segregation and violence

What DfE is doing

In line with our manifesto commitments, we are:

- working towards reducing the gender pay gap and pushing employers to do so, by:
 - implementing regulations requiring employers with at least 250 employees to publish the difference between the average pay and

bonuses of their male and female employees

- extending these reporting requirements to larger public sector employers
- stimulating debate and action on women's economic inequality through strong communication and leadership
- delivering support, guidance and best practice to support businesses to report, analyse and act on their pay data.
- working with BIS to build on the achievement of meeting Lord Davies' target of 25% FTSE 100 board positions being filled by women by increasing female representation on FTSE 350 boards to 33% by 2020, which will include:
 - working with business to ensure a third of FTSE 350 board positions are held by women
 - helping women progress through management to senior positions
 - promoting female leadership in the media, charitable and education sectors
- working with other departments to champion equality for lesbian, gay, bisexual and transgender people, for example by:
 - helping schools to build their capacity to prevent homophobic, biphobic and transphobic bullying
 - removing discrimination and progressing positive social attitudes towards transgender people, for example by providing advice to employers on recruiting and employing transgender employees as well as advice to service providers on transgender service users

How DfE is doing

Percentage difference between the average earnings of men and women

19.2%

Percentage difference between the average earnings of men and women, 2015

The overall gender pay gap, which includes full-time and part-time employees is measured using data from the Annual Survey of Hours and Earnings (ASHE). ASHE is based on a 1% sample of employee jobs taken from HM Revenue & Customs Pay As You Earn (PAYE) records. The data taken is a snapshot on a chosen date in April. It does not cover the self-employed or employees not paid during the reference period. The gender pay gap is calculated using the median hourly earnings, excluding overtime.


Source: [ONS Annual Survey of Hours and Earnings](#) 

Number of same-sex marriages

15,098

Data at June 2015

The first marriages of same-sex couples could take place on 29 March 2014. Civil partners have been able to convert their civil partnership into a marriage, from 10 December 2014. The figure above is the total number of marriages and civil partnership conversions from March 2014 to June 2015.

Source: [ONS Marriages in England and Wales \(provisional\), for same-sex couples, 2014](#) 

Percentage of FTSE 350 board positions being held by women

17.4%

in 2014

Data is a snapshot in February or March each year.

The FTSE 350 is a combination of the FTSE 100 Index of the largest 100

companies and the FTSE 250 Index of the next 250 largest companies with their primary listing on the London Stock Exchange.

Source: [Improving the gender balance on British boards: Women on boards Davies review 5-year summary 2015](#)

Delivering Efficiently in DfE

What DfE is doing

As a department we are committed to reducing our operating costs over the Parliament, while continuing to improve the efficiency and effectiveness of services through:

- introducing 3 national funding formulae (NFF) for schools, high needs and early years so that funding is transparently and fairly matched to need, meaning a more efficient and effective use of the core schools, high needs and early years budgets
- helping schools to make savings on procurement, including by exploiting economies of scale; in 2016 the government will publish a set of specific actions to support school leaders target over £1 billion a year in procurement savings by the end of the Parliament through benchmarking, guidance and improved framework contracts
- reforming the 16 to 19 sector so it is better configured to local needs and institutions are financially sustainable; by restructuring the post-16 sector and institutions, rationalisation of the curriculum and benchmarking (amongst other things) we expect to generate efficiency savings ie the same learning (both quality and quantity) can be delivered at a lower cost per learner
- developing options for establishing a new body to buy and develop sites for free schools; if established, this will facilitate more effective market

engagement and better balance the ease and speed of innovation and delivery associated with commercial organisations, including the ability to recruit specialist staff, with the need to meet legitimate expectations for the conduct of public business

- completing a review of our corporate operating model to remove inefficiency and duplication, and to exploit opportunities for more streamlined and increasingly digital systems; we will also modernise our workplace in a way which seeks to provide increased flexibility at reduced cost

How the DfE is working collaboratively across government

We will work collaboratively with Cabinet Office, HM Treasury and other government departments to deliver transformational change in key areas, including:

- developing digital solutions that meet common standards set by the Government Digital Service and utilise cross-government platforms such as GOV.UK Verify, GOV.UK Pay or GOV.UK Notify as part of departmental digital services wherever this demonstrates the best value money solution for government
- rationalising our estate in a joined-up way, looking to develop 'government hubs' with other government departments, releasing land for housing where possible and participating in the development of the new commercial property model
- delivering savings in our commercial relationships including through spend on common goods and services, delivered in partnership with Crown Commercial Services. Continuing to build our commercial capability and working with Crown Commercial Services to deliver the government's 33% commitment of our spend with small and medium-sized enterprises (SMEs) by 2020
- working in partnership with: the Cabinet Office to deliver arms' length

body transformation plans; Infrastructure and projects authority on major projects programmes and prioritisation; and reducing losses through fraud and error alongside developing a debt management strategy

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