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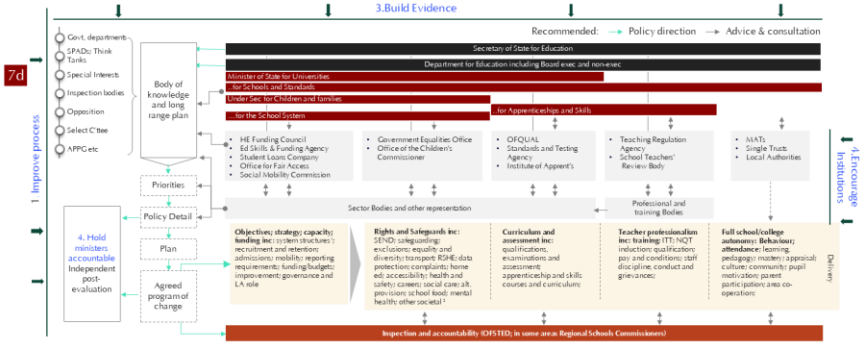
The need for stability: Conclusions and recommendations



1. including but not limited to EYS, Primary, Secondary, FE, vocational and skills, apprenticeships, University, adult education, Trust and Grouped Schools, LA role; 2. The representation of professionals, sectors, "stakeholders", "customers" and local areas

Overview: Damaging policy churn and how to correct it

The English education system operates significantly below its potential. For a number of decades it has been damaged by “policy churn”: disruptive for classroom teaching, leadership and governance. In 40 years there have been over 80 major acts and on average, in each year, over 80 statutory instruments. Looking back over time, regardless of how achievements or failings might be viewed, success could have been far greater.

Unintentionally, the extent of policy churn has undermined the most critical success factor for a leading education system: to recruit, retain and develop the best teachers (inc. college lecturers). At great cost to the country and with huge frustration for those involved, teachers have been leaving the profession in alarming numbers. Policy churn has restricted teachers’ ability to master their subjects and where policy has been imposed, it has led to alienation. Compliance has been encouraged rather than initiative and mastery.

Many existing problems in education are the consequences of cumulative policy change. The best intentions have been negated by a revolving door of over ambitious secretaries of states (20 in 40 years) and many ministers (some 104 in 40 years), who have disregarded what has come before and overlooked the capacity of schools and colleges to absorb more change. The education landscape is littered with discontinued programmes and closed institutions. At the same time, the frequently changing inspection and accountability regime has discouraged strong, school led leadership.

In this report, we aim to explain why this malaise exists; we look at the consequences of continuous change and we show that the UK contrasts strongly with other countries that are deemed successful*. For these, stability, consensus, a long term view, and rigorous, highly qualified teachers are the norm.

A new policy framework is proposed, based on **improved process**, **a developed evidence base, strengthened professional institutions** and **holding policy makers to account**. Most importantly, this report emphasises the need for a **long range plan** (ten years minimum) in part to resolve some of the most intractable issues in education. This requires not only a longer time horizon, but also a formal and transparent engagement with education’s professionals, practitioners and wider interests. The abiding benefit would be policy initiatives that stand the test of time.

This report does not take any view on government funding or take any view on needs. It emphasises that initiatives must be placed in the right order. Our wasteful and unproductive circle must be broken, by first fixing the policy and implementation process.

*Note: At least as defined by PISA

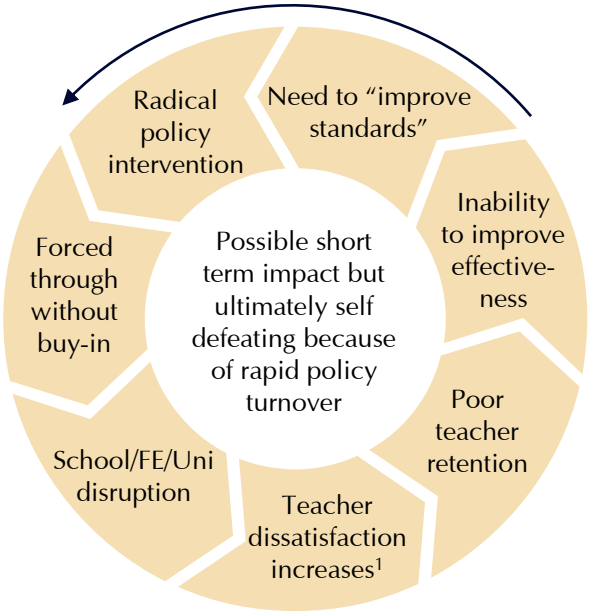
The need for policy stability in education: Extract- Long term reform

1. Extent of policy change in education
2. Examples of policy change and churn
3. Problems created by constant change
4. Institutional enablers of change
5. Factors driving so much change and churn
6. Lessons from overseas
7. Conclusions and recommendations

Appendices

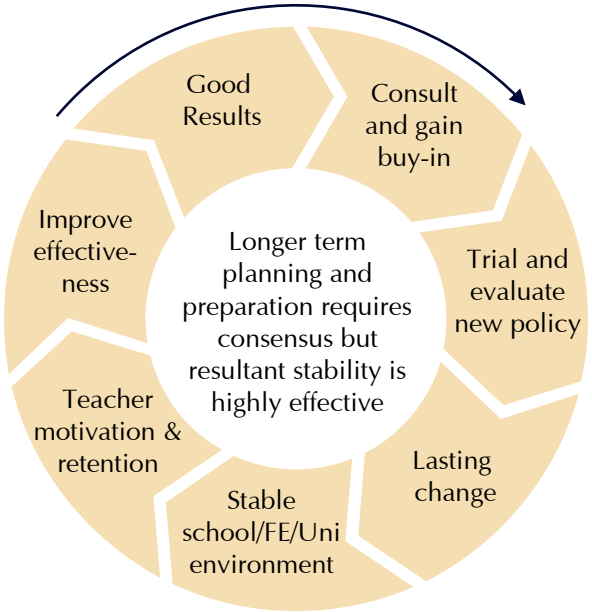
7c UK needs to move from a rapid, vicious policy cycle to a slower, virtuous cycle

Vicious Circle: Policy Churn



Government view: "It was wrong before, but it will be right now"

Virtuous Circle: Policy Stability



Practitioner view: "Minimise change and disruption so teachers can perfect classroom delivery and build outstanding organisations"

1. Reduced autonomy, lower intrinsic motivation, re-setting practices, no opportunity to "master" subject

Wall, Warriner, Luck 2019 and 2020

7 Conclusions and recommendations (2020)

a. Conclusion: The extent of policy churn and its damaging consequences

b. Recommendations: new policy framework and a long-term plan

c. From issues to desired outcomes

d. Five recommendations

1. Improve process
2. Hold policy makers to account
3. Build evidence base
4. Build institutions
5. Create a Long-term plan

e. Planning forums for issue resolution

f. Policy Boards with cross-party sponsorship can create consensus, long term planning and stability

7a Conclusions: The extent of policy churn and its damaging consequences

Schools and colleges in England cannot operate effectively because they are hindered and disrupted by continuous policy change

- This study provides a significant amount of new, quantitative research, measuring educational policy change in England over the last 40 years. During this period there have been 20 Secretaries of State for education and a further 104 Junior Ministers. There has been more than three times as much primary legislation for education than there has been for health, and five times more than for defense. There has also been thirteen times as many statutory instruments in the same period, averaging 88 a year, (largely without parliamentary scrutiny). There is little institutional memory of what has gone before and little post-evaluation of what has been introduced.
- There has been insufficient consideration of practitioners' capacity to absorb new initiatives. Most resistance is regarded as self-serving rather than well informed. Consequently, problems driven by policy velocity abound: curriculum modifications leave teachers in continual "catch up"; changing exam formats undermine teacher confidence; 'teaching to the test' is a regrettable but logical response. Compliance rather than mastery is rewarded. There has been a particularly poor deal for those in FEs and on vocational studies.
- While secondary student numbers are rising, 22% of new teachers leave the profession within their first 2 years of teaching, and 33% leave within their first 5 years (DfE 2017b, table 8). The 2017 Department of Education survey of former teachers found that "Government Initiatives" was the second highest reason given for them leaving their jobs. All top seven reasons can be seen as direct consequences of legislative churn and institutional change.
- Overseas countries with the most successful school education[1] operate in a policy environment that starkly contrasts with England. There is no belief in policy "silver bullets". Policy does not alternate between competing ideologies.
  - In all countries, there is consensus on curriculum and in all countries, there is a coordinated effort to attract and retain the most able students as teachers
  - Most significantly, according to our correlation analysis, successful countries share "public confidence in Government effectiveness". Effective policy is built on stability and collaboration; insists upon long-term planning; benefits from societal buy-in; and trusts and allows teachers to succeed

1. At least as defined by PISA

7b

Recommendations: An improved policy process and the importance of a long term plan

Education in England has been trapped in a vicious circle, where a laudable determination to "drive up standards" has engendered many counter-productive outcomes. There is a need for stability and more gradual change (or reform), built around knowledge, expertise, evaluation and a long-term plan. Changes to process and institutions can achieve this.

Recommendations

- The development of education policy in England should be guided by a **long-range plan** (10 years minimum) - in order to make policy change as effective as possible and to avoid policy churn disruption. These recommendations highlight how different categories of issues can be examined and resolved in different forums, including national versus local and regional.
- While a long-range plan is being formulated, government should provide **policy stability** to allow recent changes to bed-in (in schools: e.g. the latest OFSTED framework, T Levels, 2015 curriculum, new GCSE grades, RSE etc).
- There should be a new framework for policy formulation and implementation. The following are required:
  1. **Improve process** (The government's legislative and executive processes and the policy design process)
  2. **Hold policy makers to account** (Post-evaluation of effectiveness)
  3. **Develop an evidence base** (Authorative knowledge and expertise that should exist between the DfE, research institutions, sectors and professions)
  4. **Build Institutions** (Organisations to represent professionals, sectors, "stakeholders", "customers" and local areas)
- The planning and implementation process must be gated and professional in all areas and critically, it must take account of schools' and colleges' capacity to absorb more change. Ministerial action should be informed by a growing "body of knowledge" and a formal and transparent network of practitioners and professionals. Institutional memory can then build in all three areas, process, knowledge and institutions.
- Government should maintain its right to specify the purpose and outcomes of education, but **in certain areas should withdraw from detailed policy prescription,** including some local and regional matters. This would mean accepting policy recommendations or otherwise formally justifying the Government's position.

Moving from issues to desired outcomes

7c

40 years of change

Enablers of change

- Centralisation of control
- Revolving Secretary of States (20)
- Churn of Junior Ministers (104)
- Low or no parliamentary scrutiny
- The strengthened power of OFSTED

Factors driving change

- Disagreement on fundamentals
- Lack of research and evaluation
- Poor institutional memory

- Broken relationships
- Adversarial party politics
- Multiple organisations influencing policy
- The swinging electoral pendulum

Consequences of change

National policy has churned rapidly, exceeding the capacity for schools and colleges to absorb change. Local initiative has been stifled. Teachers have been disillusioned and are leaving the profession.

Many initiatives have been poorly thought through and poorly supported. Policy formation has often lacked the very rigour that is looked-for in schools.

Policy has been imposed (sometimes because of mistrust). Unintentionally this has rewarded compliant behaviour rather than teaching mastery.

Recommendations and outcomes

1. Improve process

To provide greater stability for practitioners, many aspects of current policy formulation must change, both in the legislative and execution domains

2. Hold policy makers to account

To counter the effects of the "revolving door" attach the ministerial name to each new policy and require independent post-evaluation of effectiveness

3. Develop evidence base

To achieve "quality formulation and implementation" of policy there must be a shared body of knowledge and understanding between the DfE, research institutions, sectors and professions.

4. Encourage Institutions

Mistrust should be replaced with an effort to support a reputable architecture of professionals, sectors, "stakeholders", "customers" and local areas. Trust can then allow desired autonomy for schools, colleges and teachers

5. Create a long range plan

Providing necessary stability for the recruitment, retention, development, of the best teacher talent

Wall, Warriner, Luck 2019 and 2020

7d Five recommendations (to improve policy formation and implementation)

1. Improve process
The government's legislative and executive processes

- Pass Primary legislation in the context of a long-range plan
- Introduce gate-keeping and limitations on secondary legislation
- Manage OFSTED policy interpretation and bring stability to inspection framework
- Understand the capacity of target organizations to absorb additional change
- Build and maintain DfE institutional memory
- Government and DfE to abide by their own quality frameworks
- Operate within a professional process for planning and implementation of new policy
- Clarify "accountability for key outcomes"
- Delegate wherever effective

Government/DfE and….

2. Hold policy makers to account
Require independent post-evaluation of effectiveness

- Policy makers explicitly attached to all legislation
- Policy evaluation criteria to be made clear in legislation
- OBR or providers (EEF, EPI, NEFR etc) undertake quantitative/RCT post-evaluation
- Collect time-series data for attitudinal impact on practitioners
- Minister accountable to Parliament and Select committee in post-evaluation assessment

…research, sectors and professionals,

3. Develop evidence base
Knowledge and expertise that should exist between the DfE, research institutions, sectors and professions

- Curate knowledge and evidence between an agreed coalition of informed and specialist parties
- Openly provide quantitative learning to ministers, SPADs, policy advisors, think tanks and professional bodies
- Provide metrics for post-evaluation of policy
- Advise (and run) pilots for new policy
- Thoroughly understand overseas practices and draw useful learning
- Permit local, consenting coalitions, to be agile and creative

4. Encourage institutions
Organisations representing professionals, sectors, "stakeholders", "customers" and local areas

- DfE to openly recognise leading representative and professional groups to create a single "education policy architecture"
- Encourage and use this grouping to help formulate, plan and prioritise new policy
- Build national and local representation from private and public employers and self-employed
- Welcome professional input into standards and accreditation
- Widen DfE board and examine statutory advisory structure
- Support Mayoral response to locally driven needs
- Build governance and co-operation at a local/regional level

…employers, private and public

5. Create a long-range plan
A long-range plan that tackles the most intractable challenges in education

- Develop a long-term plan, providing clear vision for the next ten years
- Operate within a 3 year program for national implementation
- Include opposition views to ensure "irreversibility"
- For the most intractable challenges:
- Consult widely, include all key stakeholders and consider "Policy Boards"
- Use imaginative processes like Citizens' Assemblies
- Ministers present to parliament policy proposals consistent with long range plan

….and other stakeholders

Wall, Warriner, Luck 2019 and 2020

7e

Planning forums for short, long term and regional issues resolution

= issues for national longer range resolution and planning

Short term / Long range plan process / Longer term

	National strategy, capacity, funding	National curriculum	Teacher professionalism	Local/regional responsibility
Govt and sector/prof bodies	• A plan to attract, train and retain the best teachers • How to manage Primary sector • How to formalise the role of the LA • How is social mobility best ensured • Agree capital funding to build capacity	• How far to reintroduce curriculum knowledge into ITT • How to build evidence informed professional qualification	• Who owns standards for practitioners • Devise career long learning connected to the knowledge base	• Clarify accountability lines (LA v MAT v Mayoral etc) • How to best achieve local co-operation (btwn schools) • How are best teaching resources balanced to local/regional needs
…plus employers, public self employed	• Agree 10 year funding plan • Apply national funding formula • How should school/institution success be judged (OFSTED, 4+ -9, Progress 8, Ebacc etc) • What are the education needs for the future • What is the cost/benefit of permanently excluding children; is there a better strategy to current	• Create evidence informed consensus on curriculum • How can the KS4 curriculum better meet the needs of lower attaining 25%? • How are minimum standards best achieved • What is the importance of problem solving and team work	• What is the role of technology • Does the current policy framework allow teachers/lecturers to best use their time • How much training should be based on curriculum knowledge -what is correct balance between "generic skills method and deliberate practice method"	• What are the local skills needs of the future • How is integrated choice and service provided at a local level • Define national v local development of vocational/skills curriculum • How to achieve local co-op. (btwn schls, colls & empls)
Policy Boards	• What is the correct resource balance between sectors[1] • What is the cost/benefit of early intervention • Are there better ways to consult and devise policy to address societal issues[2] • Is there a trade off between equality and excellence	• What are the costs and benefits of the exam centered system • Should the timings and form of assessment/examination change • What is the legitimate role for rote/method learning	• How are the best teaching resources balanced to society's needs • Should inspection really be "improvement"	• What is the strategy for adult education
Citizens assemblies	• Agreed definition of "what is education for?" (what is narrative and measure of success?) • How is parental choice managed v balanced intake? (Choice v equity)		• How do we best balance child rights with teacher rights and effectiveness?	• How to better engage parents and the community?

1. Including but not limited to EYS, Primary, Secondary, FE, vocational and skills, apprenticeships, University, adult education, Trust and Grouped Schools, LA role 2. such as knife crime, drugs, radicalisation

Note: First row partly based on policy suggestions from CST

7f Cross-party sponsored Policy Boards: addressing deep seated issues

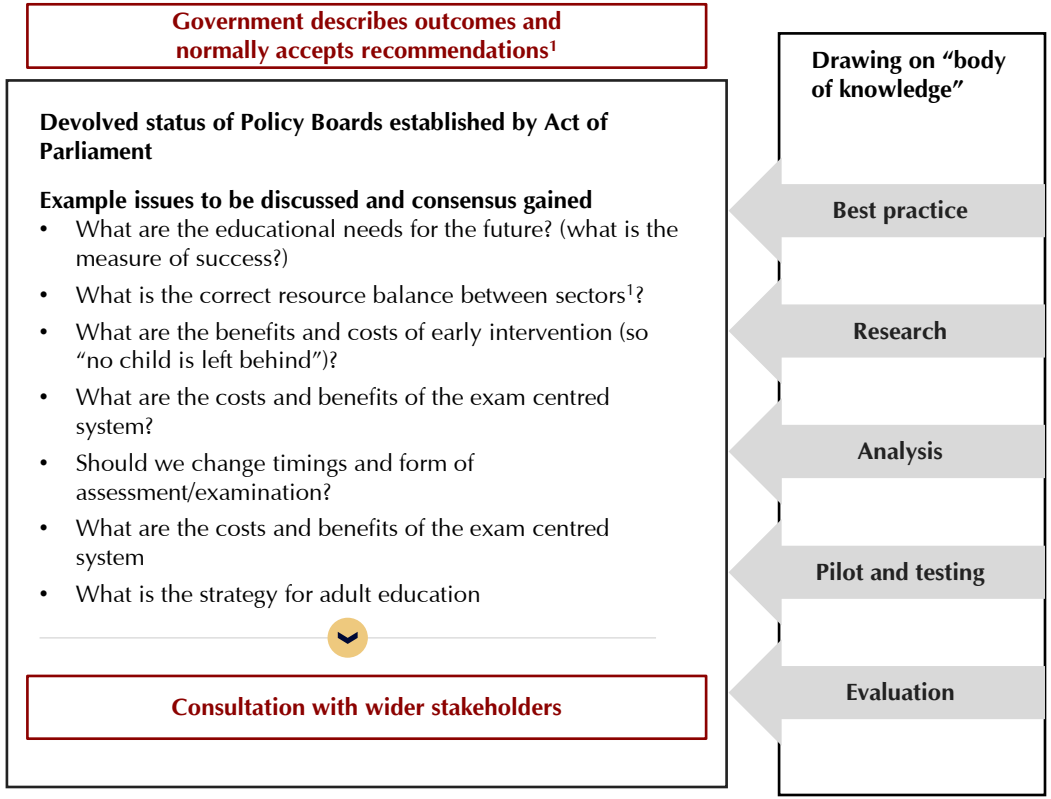
Principles
Need to be established through cross party consensus, to ensure buy-in. There is a need to position these delegated bodies in the minds of the public through clear, transparent term of references (see Bank of England mandate letters)

Independence
If the Policy Boards have direct political representation, a formula must be established to balance opinions of parties. This could relate to governmental years in office or share of vote (also see appendix restrictions on Monetary Committee membership).

Constitution/membership
The representation of practitioners, professional and sector bodies, trade union and other stakeholders (business and public sector) should be included. These should be appointed, through an open and transparent process, as and when they are vacated

Transparency
All minutes, votes, reports, curriculum changes, results, and research should be automatically published in an online archive.

Duration
The Boards should be time limited to work on a specific mandate



1. Where recommendations not accepted evidenced based justification should be provided

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7d

1. Improve process: Recommendation detail

The government's legislative and executive processes	Justification, detail and support material
Pass Primary legislation in the context of a long range plan	See first section of this report: "Extent of policy change". There have been over 80 primary education acts in 40 years. They repeat, repeal and replace. 12 acts relate to school systems alone. Taken as a whole these Acts lack cohesion and consistency, in part because there is no agreed long term plan. Strategy is central to the plan and identifies priorities - without this much is lost.
Introduce gate keeping and limitations on secondary legislation	Over the last 30 years, Statutory Instruments relating to education averaged 88 per yea (see "Extent of policy change"). This was criticised by the House of Lords 2008/9. More than 80% of SIs follow the negative route, i.e. they receive no scrutiny. School Governors are now asked by DfE to follow 2,500 pages of policy. SI's should be controlled within Parliament.
Manage OFSTED policy interpretation and bring stability to inspection framework	There should be less change to the OFSTED policy framework (5 changes in 8 years[1]) and OFSTED should agree policy interpretation with professional and sector bodies (e.g. are schools required to abide by a "broad and balanced curriculum" (Education Act 2011) or "comparable breadth and ambition" to the National Curriculum (OFSTED))[1]. Is a three year KS4 permissible or not?
Understand the capacity of target organizations to absorb additional change	See third section of this report: "Problems created by constant change". DfE's own surveys measure the discontent amongst teachers whereby constant policy change creates extraneous workload. First, there must be a breathing space to accept and establish recent changes e.g.T levels, new OFSTED framework, curriculum, Progress 8 etc; second, there should be a concerted effort to identify and clear out redundant initiatives i.e. what should we not be doing-old policies have a long "half life"; third, there should be an objective measurement of sector change load.
Build and maintain DfE institutional memory	By popular consent, the tenure of Civil Servants in Departments has reduced (compare to Anthony King's view of the pre-1980s civil service). See section five in this report "Factors driving change.." and Iof G 2017 report by Norris and Adams recommending longer tenure for Civil Servants. If this is not possible, it is even more vital to build a "body of knowledge" in professional circles.
Government and DfE to abide by their own (and advisors') quality frameworks	In 2013 the DfE announced policy tests: **"**What's the point? What's it got to do with us? Who made me the expert? Is my advice predictable? Will it actually work?" Most subsequent legislation fails on at least the last three points. Guidance for good policy formation and implementation has also been given by House of Lords 2009 review on "Cumulative Impact" and Institute of Government 2017 - All Change
Operate within a professional process for prioritization, planning and implementation of new policy	"Policy without strategy is rarely transformative and policy without implementation is worthless" (M.Barber). A key lesson from recent decades is that it is important to do less so that the highest priority activity is implemented professionally, with support, training and time provided to practitioners.
Clarify "accountability for key outcomes"	Government must provide a clear definition of desired outcomes (e.g. should schools be judged on OFSTED ratings, % 4+to 9 GCSEs, Progress 9, Ebacc scores, ALPS, SEND, Pupil Premium performance)? How is accountability channelled e.g. through Trusts, schools heads or directly to teachers? And in all of this, where is the defined space for responsibility and autonomy?.
Delegate wherever effective	A coherent and sustainable policy framework can extend autonomy to practitioners and their sector leadership. There is prima-facie case to provide more place based responsibility, particularly in the skills and vocational area, but potentially further.

1. System structures applying but not limited to: EYS; Primary; Secondary; Apprenticeship and Skills; FE; Sixth form; Uni; Adult education

7d 2. Hold policy makers to account – post evaluation

What is required and advised:

National Audit office:

- Ex-post evaluation is required by various government publications e.g. Managing Public Money; The Treasury Green Book; The Magenta Book; The impact Assessment Guide.
- When new policies are announced, departments should explain how they intend to evaluate reliably those policy impacts, and to use the findings in decision-making

IforG Oct. 2018 recommendations:

- Break down the Whitehall decision making culture of secrecy
- Require ministers who made decisions to initiate major projects, in spite of warnings, to answer for their consequences if they flounder or fail
- Appoint a Head of Policy Effectiveness who should take a significant role in post evaluation (2011)

What actually happens:

- Evaluations are produced by in-house analysts or tendered out to external researchers. "Departments have incentives and opportunities to tone down critical evaluation findings, or to influence those they have commissioned to do the evaluation" (NAO from IforG)
- PAC*, 2012, "the DfE cannot focus resources on the most effective measures for recruiting teachers because it does not have the evidence from evaluation." -July 2018 investigated academy trust failures but follow up to recommendations not clear.
- The Department for Education established the Education Endowment Foundation (EEF), but "It is not clear why these models have been developed for some areas of spending but not for others" (NAO).
- Apprenticeship Program (2009) requires annual updates on progress. The 2017 benefits strategy articulated measurement of success. The latest internal report (April 20) does not readily link to the historic measures.

Examples of good practice:

- Since 1995 New Zealand has annually run the National Evaluation and Monitoring product (with longitudinal control sample). NEMP identifies and reports trends in educational performance, "to provide information for policy makers, curriculum specialists and educators for planning purposes"((OECD 2013 report in Portuguese post-evaluation).
- Since 2003 Australia has run a triennial sample test across major subject areas to evaluate and report on educational progress(ibid)
- In 2013 the Pearson Group set up its "Efficacy Framework" (party based on Barber/Rizvi). It uses a third party and reports annually on "audited learning outcomes"
- "Rigorous, independent evaluation is essential to the EEF's mission.
- an impact evaluation, normally using a robust design such as a randomised controlled trial (RCT)
- an implementation and process evaluation is undertaken
- developmental pilots using qualitative and quantitative methods to test the feasibility of an approach before

Institutional precedent and learning:

- The Office for Budget Responsibility is an effective, high profile and independent body built on objectivity. It legislation gives it "complete discretion in the performance of its duties; accountable to treasury Select Committee; it has an Oversight Board and Advisory Panel
- NHS has an Improvement Board headed by ex- business and senior practitioners to understand impact, best practice and training
- The Institute for Fiscal Studies is privately and government funded and aims "to promote effective economic and social policies"
- The PAC scrutinises the value for money—the economy, efficiency and effectiveness—of public spending and generally holds the government and its civil servants to account for the delivery of public services
- EPI, NFER and Iof Ed provide independent research for evaluating education initiatives
- EEF: "every project funded is independently evaluated"

* Public Accounts Committee

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7d

3. Develop evidence base: Recommendation detail

The authorative knowledge and expertise that should exist between the DfE, research institutions, sectors and professions	Justification, detail and support material
Accumulate knowledge and evidence between an agreed coalition of informed and specialist parties	Formalise a trusted, consistent group, committed to thorough and rigorous knowledge accumulation. This should augment DfE capabilities, rely more on professional bodies and Trusts and include the research, academics and institutes that have a reputation for objectivity. Such deference to expertise is common in many other countries, particularly the Nordics. The recent Early Career Framework has been held up as an example of building a "body of knowledge" and indicates there is an opportunity to codify success.
Pilot, evaluate and support post-implementation review and assessment	Good examples in this area are the government piloting of pay incentives to attract teachers in certain short supply areas and EPI working with Gatsby. There is some current effort (but inadequate) to review post-implementation, but with so many initiatives and variables much is left open to interpretation. High quality review and assessment would be feasible and effective when initiatives are reduced to the most important.
Fully understand efficacy and impact and abide by results	Abiding by evaluation results is essential to minimise: a) classroom disruption b) extraneous work c) undermining of teacher intrinsic motivation. In 2019 City and Guilds called for a 'A Skills Policy Institute to demonstrate best practice in skills policy' and collect relevant evidence to inform policy-making, in conjunction with more thorough use of existing assessment methods such as pilots, comparison groups and longitudinal impact studies.
Thoroughly understand overseas practices and draw useful learning	Appreciation of overseas systems tend to focus around PISA results in a simplistic way. There is a rich body of data and insight available through PISA (showing the nuance and complexity of education systems) that should be rigorously and consistently interpreted for the UK's benefit. Much can also be gained by looking deeply into county-by-country experiences. (See this reports section on Lessons from Overseas)
Permit local, consenting coalitions, to be agile and creative	A more evidenced based approach to the great questions and initiatives in education should still allow space to promote local initiatives and creativity. Again, this is relevant in the vocational/skills arena but also possible in school groupings (regardless of their organisational system).

7d

4. Encourage institutions: Recommendation detail

Organisations representing professionals, sectors, "stakeholders", "customers" and local areas	Justification, detail and support material
Formalise representative groups into single "education policy architecture"	See Section five of this report and in particular, "Multiple statutory bodies impact policy formation" and "Advice and consultation is ad-hoc and practitioners easily excluded from consultation". The existing informal and favoured access to government should be replaced with a formal and transparent process that ensures balanced representation and contributions (professional, sectors, thinks tanks and trade unions). This should become part of a confirmed "educational policy architecture".
Strengthen and use architecture of respected professional and sector bodies to help build policy, plan and prioritise	Professional and sector bodies are already mediating between Ministers and the DfE on the one hand and practitioners on the other but the approach is informal. These are a critical part of an effective policy formation process, to form priorities and to advise on the detail of policy where it is needed. In successful overseas countries and should be formalised and transparent for the UK.
Build national and local representation from private and public employers and self-employed	The Federation for Industry Sector Skills and Standards provides an effective conduit for the needs of multiple small businesses and self-employed, but again, much other private and public sector representation and contribution is ad-hoc and informal. Again, there is a need for a transparent, regular and recorded consultation process.
Welcome professional input into standards and accreditation	A formalised educational architecture can reach into the organisations that provide training and improvement. This adds to the "specialist body of knowledge" and can contribute to national programs and qualifications to support educators.
Widen DfE Board representation	The Board and management structure of DfE should be broadened; practitioner and a varied non-exec representation could assist planning, insight and management. The DfE structure is contrasted with the NHS in Appendix 2.
Examine statutory advisory structure	The DfE should consider its Advisory and Executive non-departmental structure. There is strong precedent for this looking at other departments. A detailed analysis shows there is opportunity to fortify a weak policy process with strategic and long standing input. Appendix 3-6. An equivalent educational body to the OBR for example.
Support Mayoral response to locally driven needs	There are 9 multi-authority mayors (including "Metro Mayors") and 15 single authority. Metro Mayors are asked to create development plans for EYS and Education in general. These should be incorporated into the overall "education policy architecture," particularly so that locally driven vocational and skill needs can be met.
Build governance and co-operation at a local and regional level	A coherent and sustainable policy framework can also extend autonomy to practitioners and their sector leadership. This is made more tenable with a strong governance structure that supports co-operation between local schools and colleges.

7d

5. Create a Long-Range Plan: Recommendation detail (1/2)

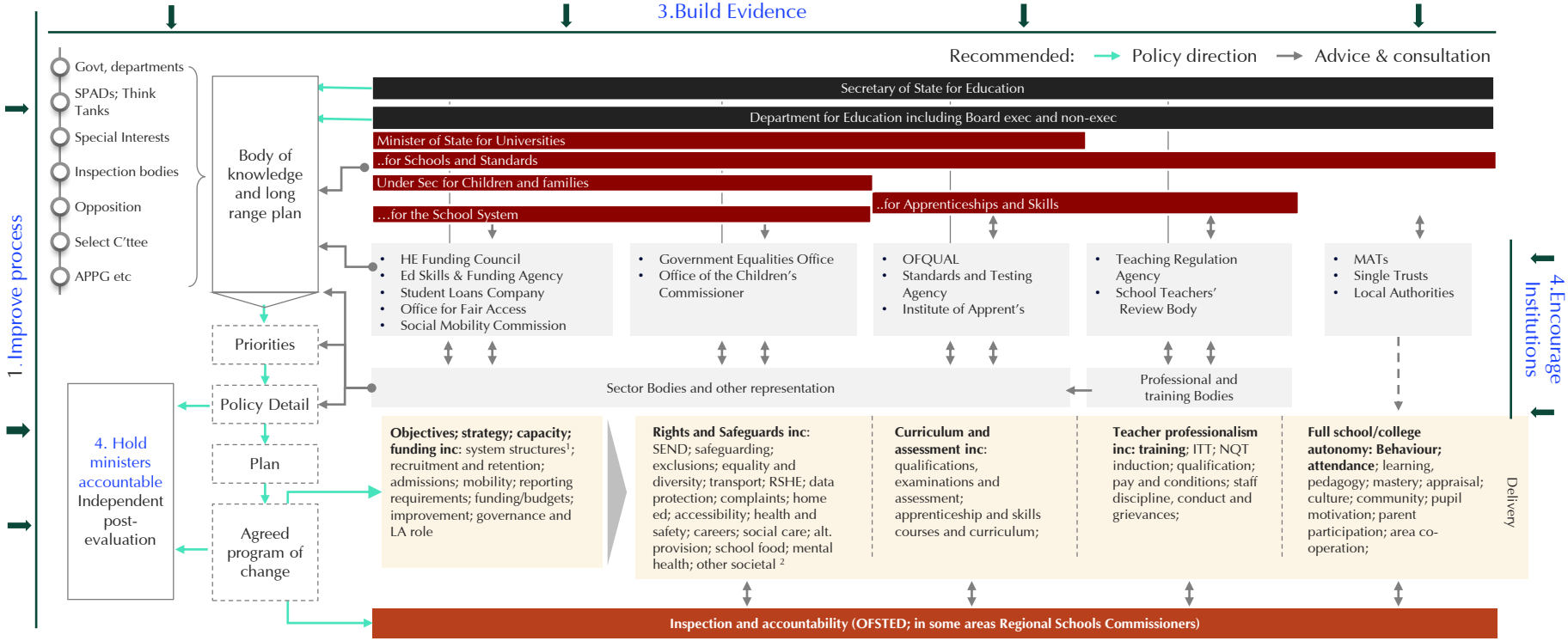
Providing necessary stability for the recruitment, development, performance and retention of the best teacher talent	Justification, detail and support material
Develop a long term plan, providing clear priorities	The development of a long range plan (at least ten years) should have different working streams and deliverables in order to: • Minimise the prevalent policy churn and disruption (in part documented in this study). The resultant stability will make a significant contribution to reducing teacher resignations, with a significant financial benefit. See appendix: Education Select Committee July 2019. • Confirm shorter term priorities from longer term strategic vision (see earlier). This is critical for change to be implemented professionally and absorbed by practitioners. • Join up areas of legitimate local and regional interest with national policy. • Gain consensus and thereby make policy change irreversible. This has to take place within parties (cf May's government overturning Nicky Morgan's plans with grammar schools) as well as cross-party (see below) • Resolve seemingly intractable questions in education (see below) • Reduce cost of wasteful initiatives and to target investment that will have benefits in other departments (see select c'tte July 2019) Examples of deep seated issues are shown on the next page and the value of the NHS long term plan is illustrated in the Appendix
Operate within a 3 year program for national implementation	As part of a reformed planning process, Minsters must accept that national implementation often (unavoidably) takes three years from policy approval. The policy cannot be introduced until the beginning of the new academic year, training material must be produced and training carrier out; the initiative must be established into the school/college program. Corrections may need to be made (Cf latest OFSTED and T levels) and for curriculum and assessment changes four years is more realistic. For this reason alone, new policy would ideally have a minimum life-span.
Include opposition views to ensure "irreversibility"	Successful countries in education operate on consensus (see "Lessons from Overseas"). The work of one government is not undone by the next. Stability ensues. Budgets and outcomes can be prescribed by any government but the means of success is already based on cross party consensus in many other areas (e.g. infrastructure, pensions reform, NHS delegation, BoF independence, minimum wage)

7d

5. Create a Long-Range Plan: Recommendation detail (2/2)

Providing necessary stability for the recruitment, development, performance and retention of the best teacher talent	Justification, detail and support material
For the most intractable challenges:	For examples see Section 5 Fundamental questions and Appendix: Key issues for long range plan
• Consult widely, include all key stakeholders and consider "Policy Boards"	The objective is to draw the debate from extremes to points of compromise. This should be based on rigorous, fact based examination and discussion (see recommendations 2 and 3 re knowledge and institutions) and can avoid consensus driven by "group think". To tackle particular areas "Policy Boards" could be convened (on a time limited basis). See Gonski D (2018) Australian Schools Review
• Use imaginative processes like Citizens' Assemblies	As the long term policy questions become more broad (e.g. what is education for?) the participant pool should become wider and include parents and the general public. There is a "Right to be heard" that should be satisfied.
• Ministers present to parliament policy proposals consistent with long range plan	It is important that a LRP process sits in the centre of decision making, so standard practice should be to accept and adopt the recommendations from the LRP process; evidence and explanation should be provided if recommendations are not accepted;

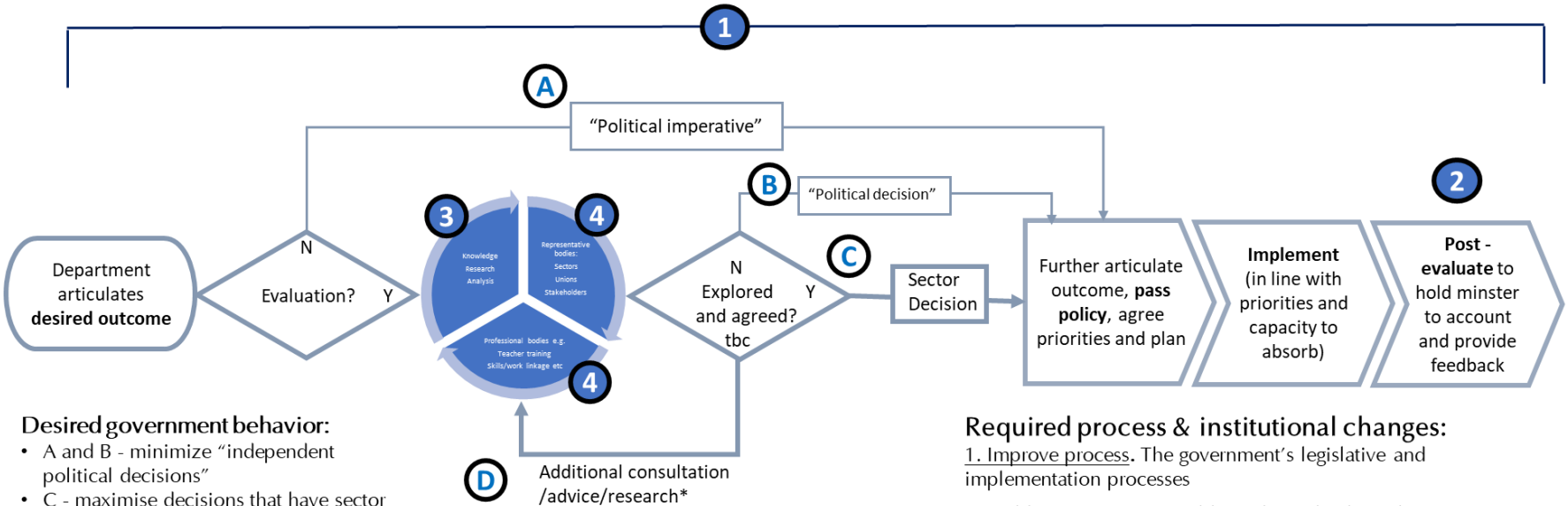
Recommendations: In the schema of government and education



1. including but not limited to EYS, Primary, Secondary, FE, vocational and skills, apprenticeships, University, adult education, Trust and Grouped Schools, LA role; 2. The representation of professionals, sectors, "stakeholders", "customers" and local areas

Appendix

3c Recommendations: earlier use of expertise and then post-evaluation



Desired government behavior:

- A and B - minimize "independent political decisions"
- C - maximise decisions that have sector input and buy-in
- D - accept need for longer term evaluation and planning

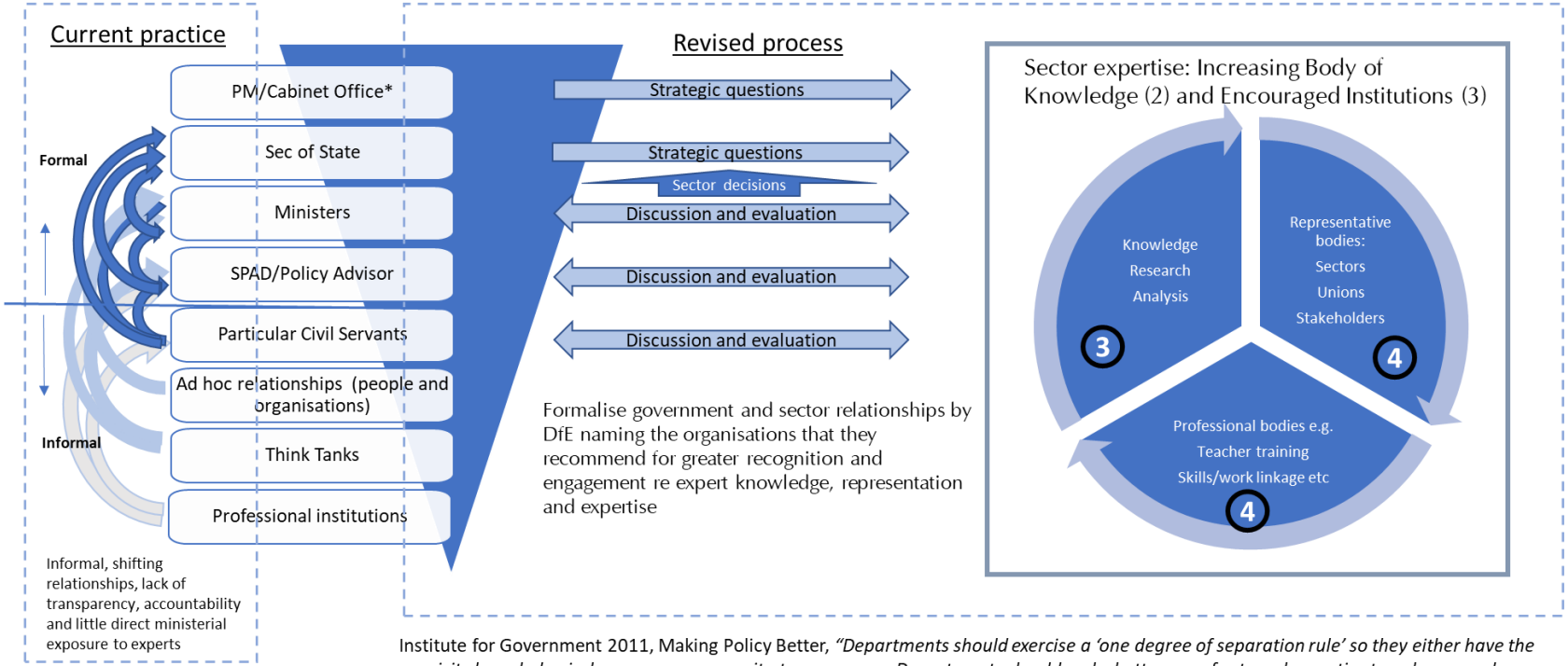
5 * Including for exceptional intractable issues, Policy Boards or Citizen Assemblies, include in long range plan

Required process & institutional changes:

1. Improve process. The government's legislative and implementation processes
2. Hold ministers accountable. Independently evaluate efficacy of policy (and feedback to (3/4 "knowledge and expertise")
3. Develop knowledge. Knowledge and expertise that should exist between the DfE, research institutions, sectors and professions
4. Encourage institutions. Representative bodies: sector, practitioner; "stakeholder"; local; and professional bodies .e.g. training
5. Create a long range plan/vision. Providing consistency and necessary stability for effective teaching and retention

Recommendations: formal discussion and evaluation

Institute for Government, Making Policy Better 2011. *"Policy making should be seen as a more open and transparent activity. Analysis and evidence should, where possible, be produced and discussed in advance of option decisions to enable better external engagement with the problem. Ministers should be asked to make decisions from a shared analytic base".*



Institute for Government 2011, Making Policy Better, *"Departments should exercise a 'one degree of separation rule' so they either have the requisite knowledge in-house or can access it at one remove. Departments should make better use of external expertise to enhance and challenge in-house policy making. Ministers should also be able to call on external experts to help challenge civil service advice".*

*potential relationships at any level

1. House of Commons Education Select Committee July 2019

Towards a solution - a ten-year plan (EXTRACTS)

Long-term strategy

116.Throughout our inquiry we consistently saw a need for the Department to take a more strategic, long term approach to school and college funding. This appeared to be driven in part by wider questions over the future of the school and college system itself. Over the past decade there have been commitments to a 'self-improving school-led system' to make schools more autonomous and accountable for their own improvement,237 only to be followed by an increased role for regional schools commissioners, tighter regulation, and increasing pressure to produce good outcomes or face being taken over by a MAT.238

117.When we explored the issue of long-term planning in our inquiry, there were concerns that 'initiative-itis' was standing in for long-term vision.240 Indeed, we were not always able to discern overarching strategic objectives or funding prioritisation behind the Department's policy announcements, which have in recent months included offline activity passports encouraging outdoor pursuits; free learning apps; tackling plastic waste; academisation; reducing teacher workload; life-saving classes in all schools; and improving teacher productivity through better technology use.241

119.Taking the NHS's recent Long Term Plan as an example of matching funding to long-term objectives,244 we examined the merits of a ten-year strategic plan for education funding. One of the primary benefits would be greater long-term consistency and a de-politicisation of education policy–a theme that has featured across a range of our inquiries.245

120.Substantial long-term benefits in savings and efficiencies could also be achieved. To take but one example, Jules White highlighted the 1.3 billion spend on supply figures and 600 million on agency fees that could be reduced by addressing underlying problems in the system.247 A long-term plan would also help overcome silos and support the Department's case for funding allocations to reflect the balance of inter-dependencies and cross-departmental responsibility areas, for example taking into account the benefits of education keeping people in physical and mental health, or ensuring adequate pastoral provision which reduces the rate of costly exclusions.

121. …involve conducting a wide-ranging assessment of what the school and college curriculum should look like; what outcomes these institutions should be delivering;..

Funding settlement: 131.A more promising approach would be to secure agreement from the Treasury to fund a ten-year plan, following the example of the NHS Long Term Plan.272 This would have the benefit of enabling the Department to develop a properly-costed bottom-up assessment of the school and college education system requirements, and engage in detailed negotiations with the Treasury on securing a commensurate funding settlement.

Government position: 133.The Ministers seemed sympathetic to our proposal for a ten-year plan. The Minister for School Standards Nick Gibb was clear that there was "a case for having a longer-term strategic plan in education as they have in health".273 When asked further about emulating the NHS in terms of securing funding, the Minister said the Department was very serious about how we present our case to the Treasury. We are working extremely hard in all these areas: early years, schools, post-16, and high needs. We are presenting the best case possible in this spending review, as we did in the last two spending reviews, to make sure that first we are protected, but secondly that they address some of these very serious challenges.274

Conclusions (extracts): 136.**A ten-year plan for education funding is essential. It would provide schools, colleges and the Department with much needed strategic direction and financial certainty. The short-termism and initiative-itis that characterises the Department's current approach cannot afford to continue. We are pleased that Ministers recognise the value of our proposal.**
137.***The Department needs to take political short-termism out of school and college funding by developing an ambitious ten-year plan.***

SEE PAPER FOR NUMBERED REFERENCES
https://publications.parliament.uk/pa/cm201719/cmselect/cmeduc/969/96910.htm

2. DfE strategy 2015-2020 World-class education and care March 2016

Nicky Morgan – extracts and our headings

Ambition
Three system goals that the education and children's social care systems will pursue; twelve strategic priorities on which my Department will focus; five policy principles that summarise the approach my Department will take

Local initiative
Set stretching, well-measured outcomes and empower professionals to determine how to achieve them, through innovative local solutions

Regional needs – the left behind
Re-prioritisation of the government's focus to tackle more intensively those areas of the country that have lagged behind for too long, the so-called 'cold spots' of educational provision. This goal seeks to deliver real social justice by ensuring that irrespective of location, prior attainment or economic or social background, children and young people have access to high-quality provision.

Evidenced based and empowerment
Our strategy is based on the notion that society is complicated and subtle; that there are few areas in which there is a single, standardised solution waiting to be imposed from the top. Our priorities encourage everyone to use evidence to innovate, in the belief that, whilst some will lead the pack, their progress will help the rest. So bespoke approaches are encouraged and our best leaders are empowered to make high-quality local decisions, held to account locally and nationally for rigorous, well-measured outcomes, not methods.

Self improvement and empowerment
The international evidence suggests this approach works in schools. NFER concluded 'the structures used in successful systems share a number of characteristics and behaviours which…are consistent with a schools-led model of support in which systems, leaders and the workforce contribute to a self-improving culture', 21 whilst the OECD said in 2012 'school systems that grant more autonomy to schools to define and elaborate their curricula and assessments tend to perform better than systems that don't grant such autonomy'. 22 To be effective, this autonomy must be coupled with a strong accountability system, as set out in principle 5.

Primacy: enough teachers of high quality
If there is one uncontested fact in education, it's that the quality of teaching is the single most important school-level determinant of educational outcomes.24 This first priority is all about making sure our teachers are the best they can be and that there are enough teachers, in the right places with the capability and confidence to deliver an excellent education.

But at the heart of all this is schools being able to recruit, develop, support and retain great teachers. To support headteachers in that endeavour, our first priority has four parts:

1. Recruit, develop, support and retain teachers a. Attract enough talented individuals to teach where they're needed b. Strengthen university and school-led training and accreditation, including increasing the rigour of ITT content and the proportion of ITT that is school-led c. Ensure teachers can access sufficient, high-quality CPD and teaching materials d. Foster a world-leading teaching profession, including by reducing bureaucracy, establishing a College of Teaching and increasing teachers' access to and use of high-quality evidence

4. Embed clear and intelligent accountability a. Reform inspection to improve its reliability and utility for parents, schools and staff, and the wider education system – while reducing burdens and perverse incentives b. Implement new accountability measures across schools and post-16 that are driven by the progress and attainment of all pupils c. Provide parents and governors with clear, accessible information to support school choice and help them to hold schools to account

5. Embed rigorous standards, curriculum and assessment a. Embed reforms to GCSEs and A-levels so that they are recognised as gold standard qualifications, and ensure that schools are able to deliver the National Curriculum where they choose to do so b. Improve literacy and numeracy for all, including through strengthening primary assessment measures and delivering reformed Key Stage 2 tests c. Ensure pupils are offered more stretching programmes of study: increasing the take up of STEM study, the EBacc and facilitating A-levels d. Ensure schools help all pupils progress, particularly stretching the most able pupils and supporting low attainers

6. Ensure access to quality places where they are needed a. Deliver 500 new free schools, with a UTC within reach of every city b. Ensure sufficient supply and maintenance of high-quality school, specialist and post-16 places where they are needed

8. Reform 16-19 skills a. With BIS, deliver 3 million high-quality apprenticeship starts b. Create clear, high-quality technical and professional routes to employment that are accessible for all and aligned with Britain's economic needs c. Reform the provider base to ensure every area is effectively served by a sustainable, resilient and responsive system of schools, Further Education and Sixth Form Colleges

3.NHS ten year plan Jan 2019 – quoting from the document (NHS 2019)

The NHS Long Term Plan, also known as the NHS 10-Year Plan is a document published by NHS England on 7 January 2019, which sets out its priorities for healthcare over the next 10 years and shows how the NHS funding settlement will be used. It was published by NHS England chief executive Simon Stevens and former Prime Minister Theresa May.

10 year time horizon

- As medicine advances, health needs change, and society develops, the Health Service continually has to move forward. This Long Term Plan shows how we will do so. So that looking forward to the NHS' 80th Birthday, in a decade's time, we have a service that is fit for the future
- … Kicked-off after the NHS Five Year Forward View … providing practical experience of how to bring about the changes set out in this Plan. Almost everything in this Plan is already being implemented successfully somewhere in the NHS
- Some improvements in these areas are necessarily framed as 10 year goals, given the timelines needed to expand capacity and grow the workforce

Consultation and consensus

- … 14 working groups ensured our proposals benefited from a breadth of expertise and experience, with membership drawn from a range of organisations including patient groups, staff and clinical representatives and senior doctors, nurses or Allied Health Professionals (AHPs), and local NHS leaders
- … 200 distinct engagement events, and over 2,500 responses to our engagement questions from a range of respondents and organisations together representing a combined total of 3.5 million individuals or organisational members/supporters
- … work in partnership with the Patients Association and Healthwatch England to engage patients and the public, with Healthwatch England submitting evidence from over 85,000 people

Local autonomy and co-operation

- Parliament and the Government have both asked the NHS to make consensus proposals for how primary legislation might be adjusted to better support delivery of the agreed changes set out in this LTP
- Our approach to delivering the Long Term Plan will balance national direction with local autonomy to secure the best outcomes for patients
- Local implementation will be led by the clinicians and leaders who are directly accountable for patient care and making efficient use of public money. This will ensure local health systems have the ability and accountability for shaping how the Plan is implemented

Ensuring long term success

- We will build on the open and consultative process used to develop this Plan and strengthen the ability of patients, professionals and the public to contribute by establishing the new NHS Assembly in early 2019
- The NHS Assembly will bring together a range of organisations and individuals at regular intervals, to advise the boards of NHS England and NHS Improvement as part of the 'guiding coalition' to implement this Long Term Plan
- The Assembly membership will bring insight and frontline experience to the forum where stakeholders discuss and oversee progress on the Long Term Plan
- Its members will be drawn from, among others, national clinical, patient and staff organisations; the Voluntary, Community and Social Enterprise (VCSE) sector; the NHS Arm's Length Bodies (ALBs); and frontline leaders from ICSs, STPs, trusts, CCGs and local authorities

4. Contrasting management and support: Education v NHS

Department of Education Management Board

Department

- Permanent Secretary – Johnathan Slater
- Director-General, Social Care, Mobility and Equalities – Indra Morris
- Director-General, Education Standards – Paul Kett
- Director-General, Infrastructure and Funding – Andrew McCully
- Director-General, Higher and Further Education – Philippa Lloyd
- Chief Financial and Operating Officer, Operations Group – Mike Green
- Chief Executive, Education & Skills Funding Agency – Eileen Milner

Non-executive board members

- Richard Pennycook; Lead non-Exec, Business
- Baroness Ruby McGregor-Smith CBE; Business
- Ian Ferguson CBE; businessman
- Toby Peyton Jones; Army, business, Public Service
- Irene Lucas; Business, Public Service

DofE management board restricted to Department and business non-execs. Mainly perfunctory matters[1]

NHS has rich governance, advice and structure (these groups are not exhaustive). Strong representation from department, practitioners and experts and varied non-execs. Remits are strategic and fundamental to NHS policy, improvement and efficiency

Departmental Board: Sec of State, Minsters, Senior NHS staff and Non-exec Staff

Chief professional officers

- The department has six chief professional officers who provide it with expert knowledge and also advise the Ministers, other government departments and the Prime Minister. The Chief Medical Officer and Chief Nursing Officer are also directors of the department's board

Board NHS England (Lead NHS England)

Chair	Lord David Prior – Business, NHS, politics
Non Executives	David Roberts CBE – Business, Finance; Noel Gordon – NHS Banking, Consultancy; Joanne Shaw – Accountancy, Health; Sir Munir Pirmohamed – Health, Academia; Professor Ara Darzi of Denham – Academia, Research, Medicine and Surgery
Exec. Directors	Sir Simon Stevens - NHS Chief Executive; Amanda Pritchard-NHS Chief Operating Officer; Professor Stephen Powis - National Medical Director; Ruth May- Chief Nursing Officer; Julian Kelly- Chief Financial Officer; Emily Lawson - Chief Commercial Officer; Ian Dodge- National Director of Strategy and Innovation

Board NHS Improvement (Improvement, training, best practice, local autonomy)

Chair	Baroness Dido Harding - Business
Deputy Chair	Laura Wade-Gery – Business
Non Executives	Lord Patrick of Coles – Business, Health and Pension Service; Dr Timothy G Ferris – Physician, Healthcare; Sir Andrew Morris – NHS Management; Wol Kolade – Business, Public service; Sir David Behan – Civil Service, Public service
Exec. Directors	Amanda Pritchard - NHS Chief Operating Officer; Julian Kelly- Chief Financial Officer; Ruth May - Chief Nursing Officer; Professor Stephen Powis - National Medical Director

NHS Assembly: Brings together a range of individuals to advise joint boards

1. According to minutes published to 2018, thereafter not available?
Source: NHS scheme of delegation 7.8.19, extracts, gov.uk., Wikipedia

5. Delegation and formal advice by government departments

Amongst the three largest government departments (by employees), the degree of formal delegation and advice is greater in the NHS and Defence. All but the smallest departments have more advisory non-departmental public bodies than the Department of Education

	Cabinet Office	Foreign and Cmlth	Business Energy & Industry Strategy	Defence	Home Office	Communities and Local Govt.	Justice	Digital, Media, Culture and Sport	Education	Treasury	Env, Food and Rural Affairs	Transport	Work and Pensions	Health	Trade
Non-Ministerial Department			3					1	2	1	2/4	1			1
Executive Agency	1	2	5	4		2	5	1	3	2	4	4		2	4
Executive Non-Departmental Public Body	1	4	17	4	5	5	6	31	8	1	9	6	5	11	6
Advisory Non-Departmental Public Body	8		9	8	7	1	11	4	2	1	4	1	3	8	1
Public Corporation		1		1		1		3				2	2		2
Other	4	1	8	12	12	1	10	3	2		13	4	1	6	4
Total[1]	**16[2]**	**9**	**42**	**29**	**24**	**11**	**32**	**43**	**17**	**7**	**33**	**18**	**13**	**27**	**19**

1. Total includes all categories, some excluded from table rows; 2. Two ministerial departments

6. Weak formal advice to the DfE compared to NHS and Defence

	Department for Education	Department of Health	Ministry of Defence (exc museums)	
Advice	**Advisory non-departmental public body** • School Teachers' Review Body • Social Mobility Commission **Other** [edit] • Government Equalities Office • Office of the Schools Adjudicator	**Advisory non-departmental public body** • Administration of Radioactive Substances Advisory Committee • Advisory C'ttee on Clinical Excellence Awards • British Pharmacopoeia Commission • Commission on Human Medicines • Committee on Mutagenicity of Chemicals in Food, Consumer Products and the Environment • Independent Reconfiguration Panel • NHS Pay Review Body • Review Body on Doctors' and Dentists' Rem. **Other** [edit] • Accelerated Access Review • Morecambe Bay Investigation • NHS Improvement • National Data Guardian • National Information Board • Porton Biopharma Limited	**Advisory non-departmental public body [edit]** • Advisory Committee on Conscientious Objectors • Armed Forces' Pay Review Body • Defence Nuclear Safety Committee • Independent Medical Expert Group • National Employer Advisory Board • Nuclear Research Advisory Council • Scientific Advisory Committee on the Medical Implications of Less-Lethal Weapons • Veterans Advisory and Pensions Committees	**Public corporation** [edit] • The Oil and Pipelines Agency **Ad-hoc advisory group** [edit] • Central Advisory Committee on Compensation • **Other** [edit] • Advisory Group on Military Medicine • Defence Academy of the United Kingdom • Defence Sixth Form College • Defence and Security Media Advisory Committee • Reserve Forces' and Cadets' Associations • Service Complaints Ombudsman • Service Prosecuting Authority • United Kingdom Reserve Forces Association • United Kingdom Special Forces Association
Total	4	14	19	

7. Governments' formal advice and delegation (examples 1 of 3)

As well as fewer advisory bodies, the Department of Education has few "substantial" Executive non-departmental bodies i.e. those that exist are very specialised and specific, other than the Institute of Apprenticeships, Equality, Fair Access and Children's Commissioner. This is particularly evident when compared with the NHS (page over) where these bodies are pivotal e.g. NHS England, National Institute for Health Care Excellence and the Human Fertilisation and Embryology Authority

Greater Delegation

Department	Advisory Non-Departmental Body	Executive Agency	'Other'	Executive Non-Departmental Body		Non-Ministerial Department	Public Corporation
Dept. for Business, Energy & Industrial Strategy	• Committee on Fuel Poverty • Committee on Radioactive Waste Management • Industrial Development Advisory Board • Land Registration Rule Committee • Low Pay Commission		• British Business Bank • Government Office for Science • Groceries Code Adjudicator • Independent Complaints Reviewer	• Advisory, Conciliation and Arbitration Service • Civil Nuclear Police Authority • Committee on Climate Change • Economic and Social Research Council	• Innovate UK • Medical Research Council • Nuclear Decommissioning Authority • UK Atomic Energy Authority	• Competition and Markets Authority • HM Land Registry • Ordnance Survey	
Dept. for Digital, Culture, Media & Sport	• The Advisory Council on National Rec's and Archs • The Reviewing Committee on the Export of Works of Art • The Theatres Trust • Treasure Valuation C'ttee	• Royal Parks	• English Institute of Sport • Ofcom • S4C	• Arts Council England • Big Lottery Fund • British Film Institute • British Library	• British Museum • Gambling Commission • UK Anti-Doping • UK Sport	• The National Archives	• BBC • Channel 4 • Historic Royal Palaces
Dept. for Education	• School Teachers' Review Body • Social Mobility Commission	• Education and Skills Funding Agency • Standards and Testing Agency	• Government Equalities Office • Office of the Schools Adjudicator	• Construction Industry Training Board • Engineering Construction Industry Training Board • Equality and Human Rights Commission • Higher Education Funding Council for England	• Institute for Apprenticeships • Office for Fair Access • Office of the Children's Commissioner • Student Loans Company	• Ofqual • Ofsted	

Source: Wikipedia

8. Governments' formal advice and delegation (examples 2 of 3)

Department	Advisory Non-Departmental Body	Executive Agency	'Other'	Executive Non-Departmental Body		Non-Ministerial Department	Public Corporation
Dept. for Environment, Food & Rural Affairs	• Advisory Committee on Releases to the Environment • Independent Agricultural Appeals Panel • Science Advisory Council • Veterinary Products C'ttee	• Animal and Plant Health Agency • Environment, Fisheries and Aquaculture Science • Rural Payments Agency • Veterinary Medicines Directorate	• Drinking Water Inspectorate • Lake District National Park Authority • New Forest National Park Authority • North York Moors National Park Authority	• Agriculture and Horticulture Dev. Board • Royal Botanic Gardens Kew • Consumer Council for Water • Environment Agency	• Joint Nature Conservation Committee • Marine Management Organisation • National Forest Company • Natural England • Sea Fish Industry Authority	• Forestry Commission – Forestry England – Forest Research • The Water Services Regulation Authority	
Dept. of Health	• Administration of Radioactive Substances Advisory Committee • Advisory Committee on Clinical Excellence Awards • British Pharmacopoeia Commission • Commission on Human Medicines	• Medicines and Healthcare products Regulatory Agency • Public Health England	• Accelerated Access Review • NHS Improvement • National Data Guardian • National Information Board	• Health Education England • Health Research Authority • Human Fertilisation and Embryology Authority • Human Tissue Authority • NHS and Blood Transplant	• NHS Business Services Authority • NHS Digital • NHS England • NHS Litigation • National Institute for Health Care and Excellence		
Home Office	• Advisory Council on the Misuse of Drugs • Animals in Science Committee • Biometrics and Forensics Ethics Group • Migration Advisory Committee		• Independent Chief Inspector of Borders and Immigration • Independent Family Returns Panel • Independent Reviewer of Terrorism Legislator • Intelligence Services Commissioner	• Disclosure and Barring Service • Gangmasters Licensing Authority • Independent Police Complaints Commission	• Office of the Immigration Services Commissioner • Security Industry Authority		

Source: Wikipedia

8. Governments' formal advice and delegation (examples 3 of 3)

Department	Advisory Non-Departmental Body	Executive Agency	'Other'	Executive Non-Departmental Body		Non-Ministerial Department	Public Corporation
Ministry of Defence	• Defence Nuclear Safety Committee • Independent Medical Expert Group • National Employer Advisory Board • Nuclear Research Advisory Council	• Defence Electronics and Components Agency • Defence Science and Technology Laboratory • UK Hydrographic Office • Submarine Delivery Agency	• Advisory Group on Military Medicine • Defence Academy of the United Kingdom • Defence Sixth Form College • Defence and Security Media Advisory Committee	• National Army Museum • National Museum of the Royal Navy	• Royal Air Force Museum • Single Source Regulations Office		• The Oil and Pipelines Agency
Ministry of Justice	• Civil Justice Council • Family Justice Council • Independent Advisory Panel on Deaths in Custody • Law Commission	• Criminal Injuries Compensation Authority • HM Courts & Tribunals Service • HM Prison Service • Legal Aid Agency	• Academy for Social Justice Commissioning • HM Inspectorate of Prisons • HM Inspectorate of Probation • Independent Monitoring Boards • Judicial Appointments and Conduct Ombudsman	• Cafcass • Criminal Cases Review Commission • Judicial Appointments Commission	• Legal Services Board • Parole Board • Youth Justice Board for England and Wales		
Dept. for Transport	• Disabled Persons Transport Advisory Committee	• Driver and Vehicle Licensing Agency • Driver and Vehicle Standards Agency • Maritime and Coastguard Agency • Vehicle Certification Agency	• Air Accidents Investigation Branch • Highways England • Marine Accident Investigation Branch • Rail Accident Investigation Branch	• British Transport Police Authority • Directly Operated Railways Limited • High Speed Two (HS2) Limited	• Northern Lighthouse Board • Transport Focus • Trinity House	• Office of Rail and Road	• Civil Aviation Authority • London and Continental Railways Limited

Source: Wikipedia

9. Precedents for delegation: Independence and constitution

	Precedent
Independence	Food Standards Agency • Consumer and public interest nominees on the commission were originally meant to be in the minority Monetary Policy Committee • No committee member is allowed to accept a paid party-political post or hold a high-profile role in a party, and any political activity must be sanctioned by the Secretary • if a Committee member wishes to engage in political activity at any level, consent must be obtained from the Secretary of the Bank, who will consult the Governors or the Chairman of Court as necessary
Constitution	Food Standards Agency • The FSA is a statutory Non-Departmental Public Body with executive powers, reporting to Parliament through Health Ministers. Bank of England • The bank's affairs are managed by the court of directors, except for the formulation of monetary policy, which is a separate activity. BBC • The Board has fourteen members: a non-executive Chair, a designated non-executive member for each of the Nations of the UK; five other non-executive members and four executive members. The Chair and four Nations members are appointed by The Queen-in-Council. The other members are appointed by the BBC Board Forestry Commission • Commissioners are appointed to the Forestry Commission Board by the Queen on the recommendation of Defra Ministers Industrial Strategy Council • Senior individuals from business, academia and civil society make up the Industrial Strategy Council, led by the Chief Economist of the Bank of England

10. Precedents for delegation: Transparency and durability

	Precedent
Transparency	Food Standards Agency • The FSA maintains a high degree of transparency towards the public, including live webcasting every decision-making board meeting Bank of England • Every remit letter sent to the Bank of England by the Chancellor is published. Monetary Policy Committee (Bank of England) • All minutes and votes are published Office of Communications (OFCOM) • OFCOM publishes consultation documents on its website, including a plain English version. Ten weeks are given to gather responses from the public, which are then also published
Durability	• Due to parliamentary sovereignty, durability can only be assured through building and subsequent constant repair of political consensus: e.g. the NHS, the Bank of England. • The FSA is a case in point. Since its inception, it has become gradually less autonomous, more at risk of regulatory capture, and less powerful. This is due, in part, to a lack of consensus between Labour and the Conservatives as to the role of the FSA

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Examples: education questions needing rigorous evaluation

	System	Curriculum	Disadvantaged	Assessment	Accountability
National	• What do we want education to deliver in the next 5/10/20 years? • What is the correct resource balance between sectors[1,2] • What is the strategy for adult education ? • How should the primary sector be managed? • How is parental choice managed v balanced intake? (Choice v equity v effectiveness) • How far will policy stability improve teacher retention?	• Does the KS4 curriculum meet present and future needs? • How are minimum standards best achieved? • Should the single curriculum run to year 9, 10, or 11? • What is the importance of problem solving and team work? • Does tertiary education determine secondary school goals and is this a problem? • What is the role of technology	• What is the cost/benefit of early intervention? • How far can the best schools overcome pupil disadvantage? • How do we improve the health welfare and life satisfaction of children in school?	• Should we have comparable or criteria based attainment levels? • What are the costs and benefits of the exam centered system? • Should curriculum and assessment change be recommended to government? • Should the timings and form of assessment/examination change?	• How is school accountability and responsibility best balanced? • Should inspection really be "improvement"? • How should secondary school success be measured?
Local	• How far can underperformance be rectified by local/area intervention? - Should Opportunity areas be continued? • Are there benefits in local school cooperation • What is the most effective model of cooperation between schools, FEs and local employers? • What are the future skills needs by area? • How do we identify, evaluate and scale successful initiatives?	• To what extent should the vocational curriculum be defined locally? • Is there a trade off between equality and excellence?	• How are care services coordinated where LAs no longer fulfil the role? • At what level should care services be coordinated e.g. neighborhood; community; council level; mayoral or regional? • How is the best teaching talent attracted to the most disadvantaged areas?		• How to better engage parents and the community?

1. Including but not limited to EYS, Primary, Secondary, FE, vocational and skills, apprenticeships, University, adult education * Assumed categorization – trade-off between education beneficiaries or stakeholders

Version control

Version	Date	Category	Development	Input
4.1	27thApril 2021	Major	• Extracts from 3.4 for website sections	
3.4	28th July 2020	Minor	• Addition of key questions	
3.3	28th May	Medium	• New recommendation (2) re ministerial accountability	12.5.20 meeting
3.2	7th May	Minor	• Formatting	
3.0	30th April 2020	Major	• Significant review of recommendations; inclusion of policy framework schema; new overview;	Various: Think Tanks, Sector bodies; head teachers
2.2	3rd Feb 2020	Minor	• Re-organising recommendations • 2 year moratorium changed to "policy stability"	29.1.20 meeting
2.1	27th Jan 2020	Minor	• Spell edits; change in headings and content pages; conclusion and recommendations to front; distributed as draft	
2.0	17th December 2020	Major	• Format change to ppt • Further analysis; addition of international comparisons; PISA; conclusions and recommendations	
1.0	July 2019	Major	• Start March 2019 - UK/England analysis	