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Dear Vanni

NATIONAL COLLEGE FOR SCHOOL LEADERSHIP PRIORITIES: 2005-06

Inspirational leadership in schools is crucial for delivering the government's educational agenda and I am pleased that one of my first actions as Secretary of State is to engage with the College on your activities over the coming year.

I am writing here about your remit and funding for 2005-06. Although the letter focuses on that year in particular, it also suggests the broad direction of travel for the next five years of operation of the College. This letter should form the starting point for your reflections with the Governing Council about your next Corporate Plan and will be the basis for review over the year.

The College role

Effective school leadership is at the heart of improved performance by schools. Ofsted evidence makes clear that we have the best ever generation of school leaders, of teachers and support staff. Standards of pupil attainment are rising. But there is no room for complacency. Great challenges lie ahead for our school leaders, in terms of the need for continued improvements in pupil standards and the expectations we set out in Every Child Matters and, more generally, in our five year strategy document. There has never been more need for a National College for School Leadership to lead and support our school leaders in their school improvement tasks ahead.

I see the two critical contributions of the College as follows:

- i. to be the driving force of world class leadership and management practice; and
- ii. to act as an intelligent commissioner and funding agent of activity to spread this practice system-wide across our schools.

By world class, in this context, I mean practice which:

- a. raises pupil standards and ensures schools are securing

department for

education and skills



- improvements on all the five outcome measures identified in Every Child Matters;
- b. ensures personalisation is at the core of every school's offer;
- c. engenders system-wide leadership and school improvement; and
- d. makes optimum use of the resources available to the school.

This is a big agenda for the College and my expectations are high. But I recognise this is a period of transition. You are losing a skilled and experienced Chief Executive in Heather Du Quesnay; the College faces some stiff tests for future success; and your own leadership will be critical in the year ahead.

End to End Review

The analysis in the End to End Review of School Leadership of the key issues and challenges facing the College defined the context for the next phase of its development. I am encouraged by the work that has been done over the last few months to implement the key recommendations, but am conscious that there is still much to do. We are committed to a joint review by the end of this calendar year of the progress made both by the College and the Department. I shall continue to take an interest in progress and should like to see further joint progress reports at the end of both March and June 2005.

I take to heart the messages in the End to End Review about the need for greater precision, discipline, outcome-focus and depth in the future work of the College. Activity must be both evidence-based and proportionate to College capacity. I recognise that we will need to exercise restraint and ensure you do not face unmanageably large burdens, spread across too wide a front. A sponsor unit in the DfES will accordingly play a gatekeeper role. Every aspect of improving school leadership is important, but not every priority can be addressed at once.

The programmes and strategic initiatives which are described below and in the annexes to this letter are not intended to reflect a desire on my part to be over prescriptive about the College's work. However I am keen to ensure that there is managed transition as the College moves into the next phase of its work and, given the complexity of the context and environment in which it is operating, and the importance, flagged in the End to End Review, of close alignment between the College and the Department, I believe it is necessary at this stage to be clear and precise about my expectations for the next twelve months.

It is also crucial that the work of the College is seen as linking purposefully and strategically with the work of other key players. For example, the Teacher Training Agency now has significant new remits for the continuing professional development of teachers; and for the wider school workforce. It will increasingly act as a kind of sector skills council for school staff. These changes mean that the College and the TTA will be more powerful partners than ever before. Effective working relations with the Specialist Schools Trust will also be of high importance in the period ahead.

Core priorities

Programmes

With all this in mind, my steers in terms of your core, continuing, priorities for 2005-06 are set out in annex A attached. In brief, they are:

- i. **middle leaders** of teaching and learning staff. I endorse the good work you have been doing in this field through the “**Leading from the Middle**” Programme. In the next phase, I would like you to develop this programme further, jointly with the TTA, so that subject knowledge and subject specific pedagogy are more central;
- ii. **bursars**. Through the skilful work of the College, the first ever nationally trained generation of bursars is now being created. This not only assists school leaders but also adds powerfully to the effort on school workforce remodelling. I look forward to your further progress with the Bursar Development Programme, working jointly with the TTA;
- iii. strong **leadership for integrated centres** is pivotal to delivering more coherent services to children, young people and families. I want the **National Professional Qualification in Integrated Centre Leadership (NPQICL)**, which you are piloting, to be a high quality, well renowned qualification, with portability, credibility and currency amongst agencies and others in the health, education and social services;
- iv. **aspiring headteachers**. The **National Professional Qualification for Headship (NPQH)** is now mandatory for all those aspiring to become headteachers. In the coming period, I look to the College to maintain the good reputation of this programme and develop it in such a way as to ensure it keeps pace with the evolving needs of future new headteachers;
- v. **new headteachers**. The **Headteacher Induction Programme** should be a source of strength and support for all those in their first year of headship, building on the experience gained by those who have acquired the NPQH. I want the College to continue to develop the programme and integrate it with your “**new visions**” activity;
- vi. headteachers with at least **four years’ experience** of headship. The **Leadership Programme for Serving Heads** aims to stretch heads who have settled into their roles and are well beyond the induction stage. I believe this programme needs a significant overhaul next year in the light of the Five Year Strategy. In particular, it needs to help heads identify the variety of opportunities and roles open to them across the school system of the future;
- vii. **system leaders**. The **NCSL Consultant Leader Programme** is an effective means of developing our best heads still further so that they play effective roles across the school system. I look forward to seeing its continuing evolution and to an approach where this activity is fully joined up with the Primary Leadership Programme.

There is currently no dedicated programme to prepare heads to take on

complex roles such as head of an Academy, or a school federation, or a school with serious weaknesses. I should like advice from the College on how far current activity bears on this issue and what further action you propose might be taken. This does not imply that a new, discrete programme is needed. Indeed the College will wish to consider how far its increasingly modular approach will enable it to break away, over time, from a series of discrete programmes to more integrated, personalised approaches.

Strategic Initiatives

It is also right that you pursue more time-limited activity organised as strategic initiatives that address national priorities. In line with the End to End Review recommendation I believe that these should be initiatives which the College is uniquely able to deliver, in partnership where appropriate, and that they should reinforce the world-class nature of the College. The agreed criteria for such initiatives are:

- defined focus and targeting;
- tied to specific, quantified outcomes or results;
- high leverage and capable of being delivered at scale;
- agreed by the DfES; and
- supported by specific funding.

In addition, there will often be partnership working with other bodies, as indicated below.

Details of the initiatives for 2005-06 are in annex B. Briefly, the list for 2005-06 is:

- Primary Leadership Programme (with the Primary National Strategy)
- Strategic Leadership in ICT (with Becta and others)
- London Challenge (with the DfES and key London authorities)
- Executive Leadership Programme (with the Innovation Unit)
- Networked Learning Communities (with the Innovation Unit and others)
- International Placement for Headteachers Programme (with the British Council)

We may, in future, need to include new initiatives to reflect policy developments and new priorities, subject to the gatekeeper scrutiny which I referred to above.

I shall expect all College activity, whether in the shape of programmes or strategic initiatives, to be subject to:

- design approaches which are increasingly modular, personalised, and backed by on-line learning opportunities
- rigorous evaluation and impact assessment, as part of a strong research and evidence-based approach;
- value for money, probity and efficiency disciplines which meet strict

- Gershon requirements and squeeze unit prices for training;
- a rapidly developing policy and practice on charging, where College activity is increasingly tested by the discipline of the market;
- timelines, targets and milestones agreed with the DfES, including as indicated in annexes A and B attached; and
- appropriate staffing policies, including over equal opportunities.

I welcome the work you have underway on developing a balanced scorecard approach as a new and sophisticated tool for directing and measuring the performance of the College. I should like to see the next iteration of this in January 2005.

Commissioning and Affiliated Centres

I also welcome the consultation you have initiated on the commissioning of programmes. A shift in focus from active programme design to a more evidence-based specification of design principles and outcomes will enable the College to play a more proactive role in diversifying provider capacity at national, regional and local levels and in promoting best practice. I understand and endorse what this will mean in terms establishing a new quality assurance discipline in relation to providers. It will also create new opportunities for stakeholder management, and I will expect the College to play a pivotal part in ensuring there is a clear understanding of roles, responsibilities and accountabilities. There will also be implications for the future of the Affiliated Centres and I should like to see your proposals on this in January 2005.

National Remodelling Team

Since July 2003 the College has hosted the National Remodelling Team which is doing so much to embed workforce remodelling across schools. I pay tribute to the College for its work here. However, I believe that the strongest fit for NRT's future work now lies with the TTA rather than the College. The separate NRT "brand" will disappear as planned in March 2006, but I would expect the TTA to be able to build on the approach and reach of the NRT thereafter in terms of its own expanded remits. I intend that the TTA should host the NRT from 1 April 2005 and this is reflected in the parallel grant letter to the TTA being issued today. I look to the College and the TTA to work together effectively to achieve a seamless transfer, including over all staff and contractors covered by existing contracts; and I expect to see the funds previously allocated to the NRT from the College transfer to the TTA.

Online learning

The End to End Review acknowledged the College's successful exploitation of leading edge online learning. It is crucial that the College has a strong e-delivery strategy and ensures that personalised, blended learning is central to programme delivery and engagement with the profession. This will significantly extend the College's reach and scale. I expect the College to build on its work to date and play a leading role, with other partners such as

Becta, to help all school leaders to use technology effectively to support their own learning and to embed ICT in their schools to bring about school improvement.

Stakeholders

No matter how good an organization is, and the College rightly aims at being world class, its reputation and close engagement with key stakeholders are key to its success. The College will want to continue to develop and maintain excellent relations with:

- school leaders, through a new, dynamic and high profile drive on effective engagement and working relations. The details must be for the College to work through, but I see this as including devices like seminars, roadshows, increasing use of the talk2learn online communities, thinktanks, conventions, research digests and bulletins, positioned to underline the practical pay off for school leaders of the work of the College;
- school governors. The College's expertise should help inform DfES thinking on developing mentoring programmes for Chairs of governors;
- providers and higher education institutions. Historically, there has been a very underdeveloped market in school leadership and management training and development. Capacity building and the identification of new providers will be a key task for the College over the next 6 to 18 months;
- local authorities. College activity needs to reach all those who could benefit from it. Effective relations with local authorities will be critical to that aspiration;
- agencies concerned with services for children, young people and families including the Children's Workforce Development Council and the General Social Care Council;
- a wide range of national bodies, including the TTA, Becta, the Specialist Schools Trust, Partnership for Schools (on Building Schools for the Future) and social partners.

Funding

From 2005-06 there will be four funding streams for the College as follows:

| | £ million |
|---|-----------|
| a. Programmes | 52.953 |
| b. Strategic Initiatives | 21.609 |
| c. Innovation, research and development | 7.090 |
| d. Infrastructure costs | 17.500 |
| Total | 99.152 |

Purely indicative breakdowns for streams (a) and (b) are given in annexes A

and B respectively. The College cannot vire funds from streams (a) or (b) without DfES approval. Funds may be vired out of strand (c) to strands (a) and (b), and out of strand (d) to any other strand, though DfES should be informed at the time of any such transfers. Further important points on funding and administration of the College, including the commitment to achieve 15% efficiency savings by 2008 without a reduction in front line delivery, are made at annex C.

Conclusion

The relationship of the College and the DfES, as identified by the End to End Review, will also be critical to your success. It needs to be characterised, in both directions, by openness, clarity, consistency, challenge and a shared sense of purpose. There must be a renewed closeness in formal and informal contacts along the lines described in annex C. The DfES will always be responsible for setting the strategic framework for the operations of the College. But increasingly, as the College grows in experience and capability, we will rely on it as our leading source of policy advice and support on all matters concerned with school leadership.

Finally may I say how much I am looking forward to working with you and the College.

Yours ever
Ruth

Ruth Kelly

CORE PRIORITIES

This annex provides further details on the core priorities listed in the main letter. Details on appropriate targets, milestones, charging and impact assessment and so on will need to be agreed with the Department in Spring 2005.

Leading from the Middle

In April 2005 the TTA's remit will be extended to cover teachers' continuing professional development (CPD). We have asked the TTA to take responsibility for bringing substantially more coherence to teachers' CPD by helping to streamline systems, improve quality and stimulate demand and supply. We see stronger demand emerging partly through the re-focusing of teacher appraisals as teaching and learning reviews; and partly through the New Relationship with Schools, where tackling the development needs of teachers will be critical to school self-evaluation and assessment. This is the context in which we would like the College to further develop the Leading from the Middle programme, working closely with the TTA.

In 2005-06 the College should be aiming to train a further **6,000** middle leaders. The indicative funding for this programme is **£6,710,000**.

Bursar Development Programme (BDP)

Effective school business management remains at the heart of our efforts to help schools remodel successfully. The creation of the Certificate and the higher level Diploma of School Business Management has filled a crucial gap in the market, providing both "entry level" provision and training targeted at the more experienced bursars, preparing them for strategic management roles as part of the school leadership team. As there is much still to be done to free teachers to teach and to reduce bureaucracy we see an ongoing need for a self-improving Bursar Development Programme. Responsibility and funding for the overall project have recently been transferred from the School Workforce Group in the DfES to the TTA. We therefore look to the College, working jointly with the TTA, to continue to manage and refresh the training programmes in response to need.

In 2005-06 the College should be aiming to provide a further **1200** Certificate-level places and a further **200** Diploma-level places. The indicative funding for this programme is **£4,500,000**, which has been allocated to the TTA. Negotiations on the specific details of the programme will take place between the TTA, the College and the DfES in the new year.

National Professional Qualification in Integrated Centre Leadership (NPQICL) Programme

Our plans for children's workforce reform (CWR), and our aim to deliver more coherent services to children, young people and their families are as

important as our strategy for remodelling the school workforce. Key outcomes for CWR include: flexible career paths in health, education and social care; enhanced professional status; improved recruitment, retention and motivation; and strong, effective leadership. The College, in collaboration with the Pen Green Leadership Centre, has already made an important contribution to the design, development and delivery of the NPQICL. Important challenges lie ahead as preparations are made for the national roll-out of the training from September 2005 - key issues at present are: evaluation of the pilot phase, to explore ways in which comparability and fit between NPQICL and NPQH might be established to inform any programme design and roll-out; and the design of an effective strategy for evaluating delivery through national roll-out. We expect the College to continue to work closely with DfES, and partners in the consortium that created NPQICL in successfully meeting these challenges, drawing on experience from your school leadership training.

In 2005-06, the College should be aiming to deliver a minimum of 400 places for the NPQICL programme. The indicative grant funding for this programme is **£7,000,000**. Negotiations on the specific details of the programme will take place between the College and the DfES in the new year.

National Professional Qualification for Headship (NPQH)

As the Five Year Strategy makes clear, we will increasingly need leaders and leadership teams who can combine the ability to manage people and money with the creativity, imagination and inspiration to lead transformation and the NPQH programme has a key role to play in ensuring that all new headteachers are equipped with these skills. By working to the newly revised National Standards, NPQH will prepare the headteachers of the future by encouraging system change, not only within their own school but across the community as a whole. We therefore expect the College to continue to work with the DfES to ensure that the NPQH materials are continually updated to reflect current policies and initiatives. We also look to the College to continue to run the national appeals process for the NPQH and to advise me from time to time on the efficacy of the process and on any changes that might be required.

In 2005-06 the College should be aiming to deliver the training to **9,000** aspiring headteachers. The indicative funding for this programme is **£16,900,000**.

Headteacher Induction Programme (HIP)

Since its introduction HIP has played a key role in helping new heads identify and address their personal and professional needs, building on the experience gained on the NPQH. In order to further effect system-wide reform, in line with the Five year Strategy, we want this programme to be extended and shared amongst as many new headteachers as possible. We also expect HIP to be fully integrated with the New Visions programme by September 2005, and we look to the College to continue to work with other

providers and stakeholders to further enhance the communication and marketing strategies for the programme.

In **2005-06** the College should be aiming to deliver the programme to 1,200 new headteachers. The indicative funding for this programme is **£9,232,000**.

Leadership Programme for Serving Heads (LPSH)

LPSH has hitherto provided a useful framework within which headteachers can analyse the essential characteristics of leadership and reflect on how they impact in their schools. However, as indicated in the main body of the letter, we think the College now needs to review and update the programme so that it is more clearly and closely aligned to the forward-looking environment described in the Five Year Strategy. We would expect the programme to target those heads with at least four years' experience of headship and to build on the career development they will have already had through NPQH and HIP. But it also needs to help them identify the full range of opportunities and roles that can help them to play an active and strategic part in school and system reform and in promoting personalisation and choice.

In **2005-06** the College should be aiming to deliver the programme to **1,200** headteachers. The indicative funding for this programme is **£3,900,000**.

NCSL Consultant Leaders Programme

We see this programme as being one of the key vehicles for harnessing the talents of the very best school leaders and making effective use of their strengths, skills and expertise beyond their own institutions. We want Consultant Leaders to be at the forefront of effecting change system-wide. The College therefore needs to continue to work with the most experienced school leaders at all levels to build their own capacity further and enable them, in turn, to help other school leaders act as agents for change and improvement. We also look to the College to further extend its engagement with school leaders in the primary sector through the Primary Strategy Consultant Leaders Programme.

In 2005-06 the College should aim to engage **200** school leaders through the programme. The indicative funding for this programme is **£700,000**.

STRATEGIC INITIATIVES

This annex provides further details on the strategic initiatives listed in the main letter. Details on appropriate targets, milestones, charging and impact assessment and so on will need to be agreed with the Department in Spring 2005.

Primary Leadership Programme

The Primary Leadership programme remains one of our principal means of engaging headteachers and senior managers, and ratcheting up standards of attainment in primary schools. The College has played a key role in the development and quality assurance of this programme, and we will continue to look to it to provide a targeted focus and commitment to the Primary Leadership programme, working alongside the National Strategies' contractor. This relationship will not be affected by the change in contractor which comes into effect from 1 April 2006.

We look to the new Strategies' contractor, Capita, and the College to continue their discussions about the precise role and contribution of both parties to this programme.

School Improvement Partners (SIPs)

The Five Year Strategy makes clear our plan to develop and pilot a 'New Relationships with Schools' programme, which will improve the way the Department and Local Authorities communicate and work with schools. The programme will mean fewer data requests, simpler communications, shorter, sharper inspections, a new school profile, and a single point of contact for the school – a 'School Improvement Partner' (SIP) - working with the Local Authority. We aim to work with SIPs to challenge and support all schools appropriately, using school evaluation and a single school plan to design the support they need in partnership with them.

Effective leadership is a critical factor in the New Relationship with Schools, and we look to the College to equip school leaders with the necessary skills required to enable them to adopt this new way of working. Negotiations will take place in the new year between the DfES, Capita and the NCSL on the specific details of the initiative, including targets and funding, and the precise roles and contributions expected of the various partners involved.

Strategic Leadership of ICT (SLICT) Programme

ICT can be a major contributor to raising standards and to providing management information to ensure the smooth running of a school. We want it to be part of schools' culture to make maximum use of the technology to support school improvement.

School leaders will be key to achieving this and we need to see strategic leadership of ICT featuring throughout leadership development provision. We therefore expect the College to maintain the current programme of support (with the aim of delivering to up to 10,000 primary and secondary headteachers), while also integrating the themes into mainstream core programmes. We understand that the current targets will mean support for over **5000** head teachers undertaking SLICT or related activities in **2005 – 2006**. The indicative funding for this initiative is **£4,300,000**. The DfES and the College will need to review progress and officials will be in touch about this.

London Challenge

The College will continue to offer training and development opportunities in London as part of national initiatives, including programmes such as NPQH and Leading from the Middle. In addition to that work, we will continue to fund the College to work with London Challenge to offer training, development and support that is tailored to the specific needs of leaders in London, with a special focus on those schools that are facing the greatest challenges (the 'Keys to Success' schools). This work will support its aims of:

- raising standards for pupils in London schools;
- re-establishing London as a force in educational leadership, and especially urban leadership;
- reinforcing the sense that working in London is the peak of a teacher's professional career;
- demonstrating that it is possible to break the link between social deprivation and low educational attainment.

The College should continue to work with DfES officials to prioritise its activities and offer bespoke provision in London. Key aspects should include:

- developing more "system thinkers" who can lead the transformation of the London education system and who demonstrate a more collegial approach to tackling the challenges in London;
- heads focusing on teaching and learning;
- a greater coaching culture in schools;
- middle leaders becoming the driving force of improvement;
- developing greater student and community leadership in London schools;
- providing leadership visits, both between schools in London and as part of international visits.

In **2005-06**, the College should be giving training and development opportunities through the programme to approximately **2,600** individuals. The indicative funding for this SI is **£3,500,000**. Negotiations on the specific details of the programme will take place between the College and the DfES in the new year.

Executive Leadership Programme

The programme's strength lies in linking influential school leaders who can positively champion educational transformation, and establish connections and dialogue between school leaders and government on policy issues and development.

We look to the College to further develop the Executive Leadership programme, in partnership with the Specialist Schools Trust, in order to equip our best headteachers with further skills and attributes. In particular, we see the programme as being linked to our aspiration for preparing experienced and able heads to operate successfully in complex institutions such as Academies, federations and schools with serious weaknesses.

The College should continue to explore the commissioning of a programme to begin from September 2005, which will prepare heads to lead Academies, Federations and other schools in complex circumstances, building on the work of the Executive Leadership Programme.

In 2005-06, the College should be giving training and development opportunities through the programme to a select number of headteachers. The indicative funding for this initiative is **£234,000**.

Networked Learning Communities

Networked Learning Communities enable schools to develop networks through which they can learn from and with each other, and find solutions to common problems in order to move the system forward.

Networks are becoming increasingly self-sustaining and the College has already made clear it will be reducing significantly its central support. It also needs to work effectively with other organizations with interest and expertise in networks, including the Innovation Unit and the Specialist Schools Trust. The DfES would welcome advice from the College on ways in which it proposes to help mainstream the lessons learned and good practice derived from the networks; and on its proposed migration path towards self-sustaining networks and the significant reduction of College resources.

In 2005-06, the College should be assisting **70** networks. The indicative funding for this initiative is **£8,838,000**.

International Placement for Headteachers Programme

We welcome the development by the College of the International Placements for Headteachers (IPH) programme in partnership with the British Council and the DfES. This programme offers headteachers a unique opportunity to gain a new perspective on leadership and to examine and reflect upon their own values and practice in comparison with that of other headteachers worldwide.

In 2005-06, the College should be supporting **350** headteacher placements.
The indicative funding for this initiative is **£1,020,000**.

FUNDING AND ADMINISTRATION

Working together

Pattern of meetings

- Termly stocktakes with Ministers: an Annual review meeting between the Secretary of State and the Governing Council; and two further stocktakes per year with the Minister of State.
- Monthly formal KITs with DfES officials.
- Weekly informal meetings with DfES officials.
- Membership of the Transforming the School Workforce Programme Steering and Programme Management Groups.
- Membership of the DfES Leadership Forum.

Protocols

The broad framework for the College's operations is set out in its Management Statement and the associated Financial Memorandum. These include rules and guidelines relevant to the exercise of its functions; the terms and conditions attached to the funds it receives from this Department; and the arrangements for reporting on and accounting for its performance.

In addition, the recent independent Financial Management Survey of the College made some important recommendations aimed at assisting the College to deliver improvements in its financial management. Much has already been achieved and a robust action plan is in place to ensure best practice is firmly embedded and observed throughout the College. We expect this to be kept under regular review.

The End to End Review said important things about processes that should be adopted to strengthen mutual confidence and provide a well structured relationship between the DfES and the College. The joint meetings referred to above will go some way to achieving this.

In addition we see a clear need for the College, with DfES support where appropriate, to develop protocols on the standards to be applied in relation to the following:

- Monitoring, evaluation, research and impact assessment;
- value for money, probity and efficiency disciplines;
- policy and practice on charging;
- timelines, targets and milestones;
- e-delivery;
- data sharing;

- balanced scorecard;
- customer database;
- compliance with relevant equality and disability legislation
- reducing bureaucracy.

We also look to the College to be an exemplary equal opportunities employer, creating a workplace which values diversity and is free from any form of unfair discrimination; and to apply those same principles in the conduct of its business to ensure that all school leaders have fair and equal access to its programmes and other activities.

Gershon

We welcome the College's close co-operation with DfES officials over the past months in reaching agreement on the efficiency savings to be made by 2008. The College has a vital role to play in helping the Department meet the public commitment to reduce administrative costs in NDPBs and OfSTED by at least 15% in real terms by 2007-8, measured against 2004-5 baselines.

We have agreed the following:

- an administrative costs baseline of £10.113 million for 2004-5;
- a saving of £340,000 in 2005-06;
- a saving of £550,000 in 2006-07; and
- a saving of £750,000 in 2007-08.

Administrative costs here mean all costs involved in running the College's business as distinct from delivering front-line services.

The College will need to agree monitoring arrangements with the NDPB Sponsor Unit in the Department's School Workforce Group.

Those arrangements should provide for quarterly reporting which divides savings into Policy, Funding, and Regulation (PFR, which cover efficiency in the making and dissemination of central policy, the allocation of resources to the front line and the activities carried out by central government bodies which contribute to the inspection of local delivery agents); Corporate Services; and Procurement and reports on staff numbers. This is to provide assurance that the savings are being made in areas other than front-line services.