STATUTORY INSTRUMENTS

2005 No. 2449

EDUCATION, ENGLAND

The Education (School Performance Targets) (England) (Amendment) Regulations 2005

Made - - - -	*1st September 2005*
Laid before Parliament	*9th September 2005*
Coming into force - -	*3rd October 2005*

In exercise of the powers conferred on the Secretary of State by section 19 of the Education Act 1997(**a**), the Secretary of State for Education and Skills hereby makes the following Regulations:

Citation and commencement

1. These Regulations may be cited as the Education (School Performance Targets) (England) (Amendment) Regulations 2005 and shall come into force on 3rd October 2005.

Amendment of Education (School Performance Targets) (England) Regulations 2004

2. The Education (School Performance Targets) (England) Regulations 2004(**b**) are amended as follows.

3. In regulation 2 (interpretation) the definition of "pupils' attainment results" is omitted.

4. For regulation 7 there shall be substituted the following—

> **"7.** A performance target may not be modified after it has been set."

5. The following words are omitted—

(a) in regulation 3(4), "and in regulation 9(2)(a)";

(b) in regulation 4(4), "and regulation 9(3)(a)";

(c) in regulation 5(5), "and regulation 9(5)(a)"; and

(d) in regulation 5(6), "and regulation 9(7)(c)".

6. Regulation 9 and Schedule 1 are omitted.

Jacqui Smith
Minister of State
Department for Education and Skills

1st September 2005

(**a**) 1997 c. 44; section 19 was amended by paragraph 213 of Schedule 30 to the School Standards and Framework Act 1998 (c.31).
(**b**) S.I. 2004/2858 as amended by S.I. 2004/3323.

EXPLANATORY NOTE

(This note is not part of the Regulations)

These Regulations amend the Education (School Performance Targets) (England) Regulations 2004 by—

(a) substituting regulation 7 to remove obsolete paragraphs; and

(b) removing regulation 9 and Schedule 1 and references thereto (publication of performance information in the school's annual report) consequent upon the Education Act 2005 (c. 18).

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