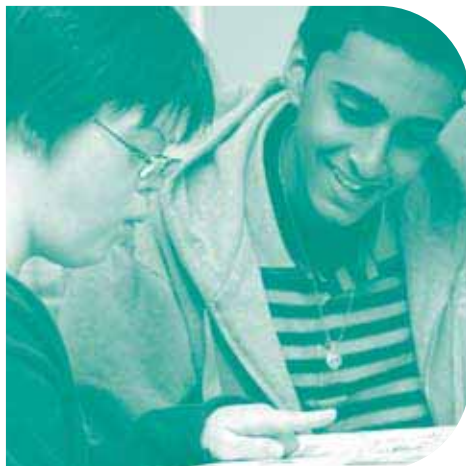
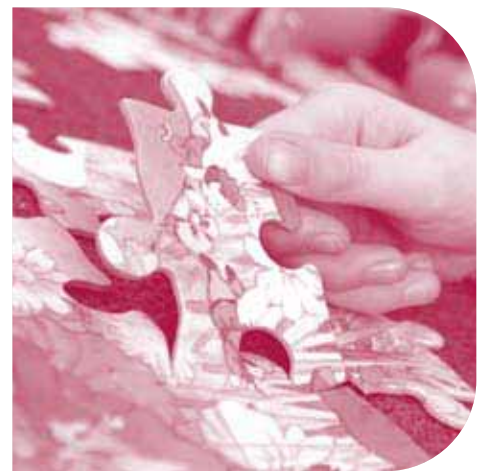


The Office for Standards in Education,
Children's Services and Skills

Departmental Report 2008–09





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Children's Services and Skills
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June 2009

Presented to Parliament by the Secretary of State for Children, Schools and Families
by Command of Her Majesty

This is part of a series of departmental reports which, along with the Main Estimates 2009–10, the document Public Expenditure: Statistical Analyses 2009, and the Supply Estimates 2009–10: Supplementary Budgetary Information, present the Government's outturn and planned expenditure for 2009–10 and 2010–11.

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Introduction



We are pleased to present the Departmental Report 2008–09 for the Office for Standards in Education, Children’s Services and Skills.

As you will see, the reach and work of Ofsted is extensive. We regulate and inspect early years services, such as nurseries and childminders, services that benefit one and a half million children. We inspect schools, with their eight million pupils and students. We regulate and inspect children’s social care services, working to raise standards for over 385,000 children. We inspect further education colleges, where there are three million students of all ages, and work-based and adult and community learning where around two million adult learners and their employers benefit from publicly funded training. And we inspect teacher training, with 60,000 primary and secondary teacher trainees, and around 20,000 further education trainees. In total, more than a third of the population in England benefits from the services that Ofsted regulates or inspects.

If our reach is extensive, so is the responsibility placed upon us. This report sets out how we discharged that responsibility and how we performed against the priorities and targets in our *Strategic Plan 2007–2010*. It records how we met our regulatory and inspection targets across our remit, including delivering over 35,000 inspections of care, education and skills providers. And while it does not set out the detail of our inspection findings, those will be brought together in the *Annual Report of Her Majesty’s Chief Inspector* in November 2009, it does give an indication of the impact of our inspections on raising standards and improving lives.

As the ‘Better outcomes’ section of this report records, the people using and providing the services that we inspect tell us that our work is making a real difference. More than nine in 10 parents believe strongly in the value of school inspection. A survey of 2,600 headteachers this year has shown that 94% were satisfied with the process of inspection, with a similar number of teachers equally positive in an independent study. This picture is repeated across our work. More than nine in 10 childcare, early education and children’s home providers say our inspections had a positive impact. Nearly every work-based learning, and adult and community learning provider has told us that inspection is valuable in helping them improve. And the Ofsted website – where our inspection reports can be readily found – is one of the most used sites in the public or private sector, which can receive in excess of seven million hits a month.

‘Above all, our work is increasingly focused on the people using the services we inspect and regulate, and on what is really happening on the ground.’

But we also know that we must continue to improve our work. The ‘Better inspection and regulation’ section of this report records how we are reviewing our work to provide more consistent and coherent inspection. We are simplifying our inspection processes and making our judgements more transparent and easier to understand. And we are introducing common areas of focus into our inspections, so that we always report on really important aspects of provision, such as how well users are involved and safeguarded. Above all, our work is increasingly focused on the people using the services we inspect and regulate, and on what is really happening on the ground. This will be clear in the new inspection frameworks that we are introducing in 2009: from the new arrangements for the inspection of maintained schools, to the new way that we are inspecting and assessing children’s services in local authority areas.

In 2008–09 the total cost of our work was £223 million. This is lower than last year and includes the short-term costs of a number of significant internal developments designed to create a more effective organisation delivering further efficiency savings in the future. The most wide-ranging of these developments has been our organisational review. As you will see in the section, ‘Better ways of working’, we are restructuring the entire organisation so we can deliver the merger dividend resulting from the creation of the new Ofsted. This has meant that the last 12 months have been a significant period of change. But we are confident the result is an organisation that will have an even greater impact in the year ahead.



Zenna Atkins



Christine Gilbert

About this report



This is the departmental report on the work of the Office for Standards in Education, Children's Services and Skills (Ofsted) from April 2008 to the end of March 2009. Ofsted inspects and regulates childcare and children's social care, and inspects local authority children's services, schools, colleges, initial teacher training, work-based learning, the Children and Family Court Advisory Support Service, adult education and more.

This report contains information on how we performed against our priorities and targets for the year. It reports the volume and quality of our inspection and regulatory work; the improvements we are making to it; how we consulted and communicated with our stakeholders; how we achieved value for money and how we are delivering results through our most valuable resource: our people.

This report does not present the findings from our regulatory and inspection work during the year. These are contained in *The Annual Report of Her Majesty's Chief Inspector*, which Ofsted publishes to report on the state of education, children's services and skills in England. The most recent annual report was published in November 2008 and is available from our website: www.ofsted.gov.uk.

About Ofsted

Our vision

Ofsted inspects and regulates to achieve excellence in the care of children and young people, and in education and skills for learners of all ages, thereby raising standards and improving lives.

Our purpose

We raise standards and improve lives by:

- ✦ serving children and learners
- ✦ encouraging services to improve
- ✦ securing value for money.

Serving children and learners

We take pride in making a difference for children and learners of all ages, and in helping to safeguard the youngest and the most vulnerable. We listen to what they have to say and take notice of what they tell us. We aim to command the confidence and respect of the public we serve, providing users of services with information and assurance they can trust and use easily.

Encouraging services to improve

Rigorous inspection and regulation contribute powerfully to service improvement. We make sure that services understand what we report and how this affects their work. We celebrate what services do well, identify what they should do better, and make recommendations for improvement. Learning from our evidence, we share with providers and policy makers our analysis of what works and what does not.

Securing value for money

We demand efficiency and effectiveness of ourselves and of the services we inspect. We provide evidence about whether services use their resources wisely and whether investment in services is producing results. We focus our inspection and regulation where they will make the greatest difference, reducing demands on high-performing services.

Our values

Our values guide everything we do. They apply to everyone in Ofsted and to those who work on our behalf. They are the foundation of our approach to leadership and management, and how we behave as a regulator and inspectorate. Our values are:

- ✦ putting children and learners first
- ✦ achieving excellence
- ✦ behaving with integrity
- ✦ valuing people's differences.

Putting children and learners first

We start from the interests of children and learners of all ages, whatever their background, and the interests of parents, carers and employers. We take pride in standing up for the rights and opportunities of those who use the services we inspect or regulate.

Achieving excellence

We want to make a difference and set challenging standards for providers and for ourselves. Our impact comes from the way we provide encouragement and incentive for others to improve, and from our contribution in informing policy development. Striving for excellence ourselves, we seek always to learn.

Behaving with integrity

We build and maintain trust by behaving fairly and impartially in everything we do, with others and with our colleagues. We are highly professional, valuing our independence and speaking without fear or favour on the basis of evidence.

Valuing people's differences

We value and respect people's differences, both within Ofsted and beyond. Promoting equal opportunities and appreciating diversity are at the heart of what we do and how we do it: our commitment is reflected in our practice within Ofsted and in all aspects of our influence and work in inspection and regulation.

About Ofsted continued

Our Board

Ofsted was established by the Education and Inspections Act 2006. The Act sets out the functions of the Ofsted Board and Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI).

The Ofsted Board has 11 members, including the Chairman, Zenna Atkins, and HMCI, Christine Gilbert. The Board determines the strategic priorities, objectives and targets for Ofsted, and ensures that HMCI's functions are performed efficiently and effectively.

The Board performs its functions in order to encourage improvement, the development of a user focus and the efficient and effective use of resources within the services that Ofsted inspects and regulates. The Board also has regard to: the need to safeguard and promote the rights and welfare of children; the views and satisfaction of children, older learners, parents and employers; the need to ensure that Ofsted inspection and regulatory action is proportionate; and any developments in approaches to inspection or regulatory action.

In addition to the Chairman and HMCI, the other members of the Ofsted Board are:

- ✦ **George Battersby**
- ✦ **Yusuf Chuku**
- ✦ **Sharon Collins**
- ✦ **Jane Roberts**
- ✦ **John Roberts** (senior independent)
- ✦ **Vijay Sodiwala**
- ✦ **Alan Steer**
- ✦ **Museji Takolia**
- ✦ **Christopher Trinick** (chairman of the Audit Committee).

David MacLeod, a long-serving member of the Ofsted Board and previously of the Strategic Board of the Office for Standards in Education, left the Board during the year.

The Board regularly reviews its priorities, ways of working and performance. In 2008–09, an independent evaluation of the Board's work found that its performance compared favourably to similar boards in the public, private and voluntary sectors. The independent evaluation found that the governance of the Board was particularly effective. Ofsted Board agendas, papers and minutes of its meetings are available on the Ofsted website.

HMCI and our Corporate Management Team

Christine Gilbert, HMCI, is responsible for the inspection and regulation of services within her remit. She has overall responsibility for the organisation, management and staffing of Ofsted and for its procedures in financial and other matters. HMCI is the Accounting Officer for Ofsted and is answerable to Parliament for ensuring that all resources available are used properly and provide value for money.

HMCI is supported in her work leading and managing Ofsted by a Corporate Management Team, which at the end of 2008–09 included the following directors:

- ✦ **Vanessa Howlison**, Director, Finance
- ✦ **Melanie Hunt**, Director, Learning and Skills
- ✦ **Lorraine Langham**, Director, Corporate Services
- ✦ **Miriam Rosen**, Director, Education
- ✦ **Roger Shippam**, Director, Children (part year).

Michael Hart was Director, Children until the end of December 2008 when he left Ofsted and was replaced by Roger Shippam.

‘Our people are our key resource. It is their knowledge, expertise and commitment that enable us to deliver our extensive programme of regulation and inspection.’

Audit Committee

Christopher Trinick, one of the non-executive members of the Ofsted Board, chaired the Ofsted Audit Committee during 2008–09. Three other non-executive members of the Board, David MacLeod (part year), Yusuf Chuku (part year) and John Roberts, also sat on the committee. In addition, it had one further financially qualified and independent member, Richard Harbord. These non-executives worked with the Accounting Officer (HMCI) in line with the best practice for an Audit Committee as defined by HM Treasury.

The Audit Committee publishes the agenda and papers for its meetings on the Ofsted website.

Our people

Our people are our key resource. It is their knowledge, expertise and commitment that enable us to deliver our extensive programme of regulation and inspection. We employ 2,340 people across England and over half of these are inspectors who work in the field, and have their home as their main base. We are proud of our position as one of the leading employers of home-based staff in the public sector. And we have invested in information technology to ensure all our people have access to the information they need, wherever they are.

Inspection service providers

Our work relies on partnership with others. We have an important relationship with inspection service providers and additional inspectors from the private sector. These additional inspectors work with Ofsted to inspect maintained schools and some independent schools, further education colleges and adult skills providers. Ofsted has worked very effectively with inspection service providers since it started to inspect schools in 1992. During 2008–09 we ran a procurement exercise for new contractors to provide inspection services relating to education and skills inspections from September 2009.

Our priorities

In our *Strategic Plan 2007–2010*, we set out six priorities for our work.

- ✦ Better outcomes – *an organisation with impact*
- ✦ Better inspection and regulation – *coherent, rigorous and proportionate*
- ✦ Better consultation – *involving stakeholders*
- ✦ Better communication – *clear and authoritative*
- ✦ Better value for money – *promoting and delivering value for money*
- ✦ Better ways of working – *delivering results through people.*

The following sections describe each priority, how we have met our related operational targets for the year, and how this is contributing towards meeting the strategic goals against which we are measuring our success.





Better
outcomes



2008–09: a review of progress against our strategic plan

Better outcomes – an organisation with impact

Frank and independent inspection and regulation help improve services and raise standards, making a real difference for children and learners of all ages. People using our services use our reports to inform their choices; providers use our reports to support their efforts to improve; and policy makers use our reports to learn what is working well and what is not. This section outlines how we delivered our inspection and regulatory programmes and contributed to improvement across the sectors in our remit.

Summary

We carried out over 35,000 inspections, including inspections of:

- ✘ 3,860 children's homes, 270 adoption agencies and fostering services, 440 inspections of welfare in residential schools, colleges and family centres, and three Cafcass regions
- ✘ 21,500 childcare and early education providers, 7,086 maintained schools and 413 independent schools
- ✘ 32 local authorities in joint area reviews and 150 councils in annual performance assessments
- ✘ 84 initial teacher education providers, 477 colleges, 295 work-based learning providers, and 128 adult and community learning providers
- ✘ 105 prison, probation and other secure estate inspections
- ✘ more than 100 Department of Work and Pensions providers of training for unemployed people.

We focused on weaker services, where the outcomes for children and learners are not as good as they should be, including monitoring of:

- ✘ 995 childcare providers previously found to be inadequate, with 984 of these judged to have improved

- ✘ 216 children's homes, with 189 of these improving to satisfactory or better
- ✘ 867 schools causing concern, including 643 visits to schools in special measures, with 330 of those schools judged inadequate in the academic year 2006/07 now found to be satisfactory and 80 judged good or better
- ✘ six colleges previously found to be inadequate, with five of those judged to have improved.

We assessed our impact through regular surveys of providers and the people using their services, finding for example that:

- ✘ more than nine in 10 children's home providers said our inspections had a positive impact, with almost eight in 10 foster carers agreeing
- ✘ 94% of registered childcare and early education providers said their inspection had a positive impact for children
- ✘ more than nine in 10 parents said childcare inspections had a positive impact and, in a separate survey, that they were strongly in support of school inspections
- ✘ 96% of headteachers believed their inspection would move their school forward and 85% of teachers said inspection led to improvements in teaching and learning
- ✘ 95% of work-based learning providers and all adult and community learning providers surveyed said inspection was valuable in helping them to improve the service they offered learners.

We completed our annual programme of inspections of subjects and national initiatives by publishing more than 50 key reports and published *The Annual Report 2007–08 of Her Majesty's Chief Inspector of Education, Children's Services and Skills* with its focus on:

- ✘ how providers achieve excellence and, in so doing, make significant improvements in the life chances of the most disadvantaged children, young people and adults
- ✘ the progress in ensuring children grow up safe from harm and neglect and with the personal skills needed to enter adult life successfully
- ✘ the quality of the provision that seeks to enable learners to acquire the skills needed for successful working lives.

2008–09: a review of progress against our strategic plan

Better outcomes continued

Regulation and inspection of children's homes

Our targets and how we performed in 2008–09

Complete the annual quota of inspections of children's homes.

Met

We conducted 3,861 inspections of children's homes in England.

Reach a decision to register 85% of children's home applications within 16 weeks.

Slippage

75%

We registered 244 children's homes during the year. Performance against this target slipped at the start of the year and we had some problems with delays in the checks we carried out with the Criminal Records Bureau when assessing the suitability of individuals. We have improved our systems and since January we have registered more than 90% within the required timescales.

What we do

Children's homes are any establishments that provide care and accommodation wholly or mainly for children aged under 18 years. These can be run by local authorities and private or voluntary organisations. There are currently around 1,955 children's homes in England. Ofsted inspects all children's homes at least twice a year and reports against the Every Child Matters outcomes to make sure that:

- ✘ children and young people are kept safe from harm
- ✘ the service they receive is of the best possible quality
- ✘ the service meets their needs and supports their development.



Our impact

While overall standards still need to improve, the track record of improvement following our inspections is good. For example, in 2008–09, we reinspected 276 children's homes that had previously been judged inadequate. Of these, almost half (45%) are now satisfactory and more than a third (37%) are now providing care that is good or better. This means more than 120 children are now benefiting from improved services. In 2008–09, the great majority of providers responded positively to our work. For example, 95% of children's home providers said the inspection process has had a positive impact.

‘Ofsted’s report *Inspection of local authority private fostering arrangements 2007–08* drew attention to the inadequacy of existing arrangements for this group of potentially isolated and vulnerable children.’

Inspection of fostering and adoption services

Our targets and how we performed in 2008–09

Complete the annual quota of inspections.

Met

We inspected:

- ✦ 110 independent fostering services
- ✦ 67 local authority fostering services
- ✦ 67 local authority adoption agencies
- ✦ 16 voluntary adoption agencies
- ✦ 10 adoption support agencies.

Complete the registration of 85% of independent fostering services, voluntary adoption agencies and adoption support agencies within 16 weeks.

Slippage

67%

We registered 55 adoption and fostering services.

Performance against this target slipped at the start of the year, following delays to checks carried out with third parties when assessing the suitability of individuals. We have since improved our systems and have exceeded the target since December 2008.

Adoption services include adoption support agencies, local authority adoption agencies and voluntary adoption agencies. An adoption support agency provides post-adoption support to adults, children and their families and provides assistance to adopted young people who have reached the age of 18. Local authority adoption agencies plan whether adoption is in a child’s best interests and will then make arrangements for a child to be adopted. Such decisions are taken in conjunction with the child’s social worker. A voluntary adoption agency is a not-for-profit organisation that places children for adoption.

Our impact

We regularly survey providers to find out their opinions and we use these to make positive changes to the way we work. For instance, 79% of foster carers working in local authorities or in independent fostering arrangements, responding to post-inspection surveys distributed from January to March 2008, agreed that Ofsted inspections have a positive impact.

In September 2008 the Children’s Rights Director published *Children’s experience of private fostering*. This survey reported the views of privately fostered children on how the Government’s rules and regulations about private fostering are working out for them. Overall, the children reported improvements in private fostering, although there is still wide variability and incomplete implementation of the new legal requirements.

What we do

Ofsted inspects all fostering and adoption services at least once every three years.

Fostering services include independent fostering agencies and local authority fostering services. An independent fostering agency is an organisation that places children with foster carers; it is commissioned to provide this service by a local authority. Local authority fostering services provide foster care services for children who are looked after by the local authority and provide training and support for foster carers.

2008–09: a review of progress against our strategic plan

Better outcomes continued

Inspection of private fostering arrangements

What we do

Ofsted assumed responsibility for completing a programme of inspections of private fostering from the Commission for Social Care Inspection (CSCI) in April 2007. Private fostering is legally defined as an arrangement that occurs when a child who is under 16 (or 18 for a child with learning difficulties and/or disabilities) is cared for by someone other than their parent or a close relative for 28 consecutive days or more. In 2008–09 we inspected 69 private fostering arrangements, completing the inspection programme begun in April 2006 by the CSCI.

Our impact

February 2009 saw the publication of Ofsted's report *Inspection of local authority private fostering arrangements 2007–08*, which drew attention to the inadequacy of existing arrangements for this group of potentially isolated and vulnerable children.

Inspection of children's welfare in residential special schools, residential family centres, boarding schools and residential further education colleges

Our targets and how we performed in 2008–09

Complete the annual quota of inspections.

Met

We inspected:

- ✦ 168 boarding schools providing social care
- ✦ 22 further education colleges providing social care
- ✦ 21 residential family centres
- ✦ 235 residential special schools.

What we do

Ofsted is required to inspect the welfare of children in:

- ✦ residential special schools at least once a year
- ✦ residential family centres, boarding schools and further education colleges at least once every three years.

Ofsted is responsible for the inspection of both welfare and education aspects of residential special schools. These are non-maintained special schools that cater for disabled children and young people or those with social, emotional and behavioural problems. We also inspect both welfare and education aspects of boarding schools¹ and residential further education colleges.

We inspect and regulate residential family centres.

These are establishments that provide accommodation for children with their parent(s); monitor and assess the parents' capacity to respond to their children's needs and to safeguard and promote their children's welfare; or provide advice, guidance and counselling to parents. Some of these centres are also known as mother and baby units.

Our impact

One of the advantages of the new Ofsted is that we can carry out 'single inspection events' where providers offer both welfare and education for children and young people. Feedback from providers and users where there has been an integrated inspection has been positive. Headteachers and proprietors from independent residential schools, for example, have strongly agreed that their integrated inspection had helped to move the school forward. Overall, 87% of social care providers said the inspection process had a positive impact on outcomes for the children and young people in their care.

‘Our report *Leading to excellence* focused on the quality of leadership and management in registered childcare and early education settings but also reported on the overall improvements to services since 2005.’

Regulation and inspection of registered childcare and early education

Our targets and how we performed in 2008–09

Decide whether to register 70% of childminder applications within 12 weeks of receipt.

Slippage

62%

We registered 9,424 childminders during the year. Registration is dependent upon the applicant being found suitable following a number of checks, including with the Criminal Records Bureau. We have continued to experience delays when carrying out checks with these third parties and in particular with some police forces. Performance though has improved during the year, and we met and exceeded the target over the last two months of the year.

Decide whether to register 70% of domestic childcare applications within 25 weeks of receipt.

Met

75%

Decide whether to register 70% of non-domestic childcare applications (for example, nurseries, out-of-school clubs, crèches) within 25 weeks of receipt.

Met

90%

Decide whether to register 70% of home childcare applications (for example, nannies) within 12 weeks of receipt.

Met

70%

Our targets and how we performed in 2008–09

Complete the inspection programme of registered childcare providers begun on 1 April 2005 by 1 September 2008, in line with statutory requirements.

Met

We completed the inspection programme, inspecting 1,470 providers.

Inspect the annual quota of registered Early Years Foundation Stage providers from 1 September 2008.

Met

We inspected 14,900 providers.

Reinspect 95% of inadequate childcare and early education providers judged as Category 1 inadequate provision within the agreed time limits.

Slippage

92%

Reinspect 95% of childcare and early education providers judged as Category 2 inadequate provision within the agreed time limits.

Slippage

80%

Where we did not reinspect within the required timescales this was usually due to circumstances outside our control, such as the provider not being available at the time of the inspection visit. New monitoring processes have been put in place to ensure this target is met in the future.

2008–09: a review of progress against our strategic plan

Better outcomes continued

What we do

Ofsted regulates and inspects childcare providers such as childminders, nurseries and out-of-school clubs. We decide whether providers and their premises are suitable for registration, respond to complaints about their services to ensure they are continuing to meet legal requirements and inspect them on a regular basis to promote improvement. There are currently around 100,590 childcare providers in England.

This year saw some major changes to our work in this area. In 2008, we completed a three-year programme of inspections of all registered childcare providers. This was marked with the publication of our report *Leading to excellence: a review of childcare and early education provision 2005–08*. *Leading to excellence* focused on the quality of leadership and management in registered childcare and early education settings but also reported on the overall improvements to services over the three-year period.

On 1 September 2008, the Government's new Early Years Foundation Stage (EYFS) came into force. The EYFS is a new single framework setting the standards for the learning, development and care of children aged from birth to five. We regulate and inspect all childcare providers on our Early Years Register against the EYFS.

September 2008 also saw the full introduction of our Childcare Register. This register is compulsory for providers caring for children aged from five to eight. It is voluntary for providers looking after children aged eight and over, offering activities such as sports coaching or providing care in the child's home. We inspect providers on the register about whom we have received a complaint relating to their registration. We also inspect a random selection of providers on the register so that we inspect a total of around 10% of registered providers each year.



‘Parents also remained highly satisfied with our work – more than nine in 10 parents surveyed agreed that they thought childcare inspections had a positive impact.’

Our impact

Ofsted sets actions for inadequate providers to take to improve their service, and monitors to ensure these are carried out. We reinspect inadequate childcare within a year, often much sooner. Of the 997 inadequate providers we reinspected in 2008–09, the vast majority – some 98% – had improved and more than a quarter of these (26%) are now providing services that are good or better.

Ultimately, where childcare providers cannot or will not take the necessary action to improve, Ofsted has the ability to cancel the provider’s registration to look after young children in order to protect the children in their care. In 2008–09, Ofsted had to take this action on 43 occasions.

This year saw a great improvement in providers’ views of inspection, with 94% of registered childcare and early education providers saying that the inspection process has had, or will have, a positive impact on the outcomes for children. This is an improvement from the 75% who said this in 2007–08 and reflects the developments to our inspections in this area. Parents also remained highly satisfied with our work – more than nine in 10 parents surveyed agreed that they thought childcare inspections had a positive impact.

Responding to complaints about social care and childcare providers

Our targets and how we performed in 2008–09

Complete 70% of investigations into complaints about childcare providers within 30 working days.

Met

The average for the year was 83%.

What we do

We investigate complaints made about childcare and children’s social care providers. Ofsted takes action where providers:

- ✘ are not meeting legal requirements or minimum standards
- ✘ are putting children at risk
- ✘ are providing services without appropriate registration.

Our impact

In 2008–09, as a result of concerns or complaints received against registered (and unregistered) social care and childcare providers, we opened around 9,500 cases (around 8,700 childcare cases and 800 social care cases). Of these, almost 8,000 are now closed. We were able to bring about improvement in most cases without the need to resort to statutory enforcement action. Following investigation, no action was required in just over 6,000 cases, while we set non-statutory actions in almost 2,500 cases. We took statutory enforcement action in 190 cases (around 170 childcare and 20 social care cases). The statutory enforcement action taken included enforcement notices (for unregistered provision), welfare and statutory enforcement notices, warning letters, and notices to cancel.

2008–09: a review of progress against our strategic plan

Better outcomes continued

Inspection of the Children and Family Court Advisory Support Service

Our targets and how we performed in 2008–09

Complete the annual quota of Cafcass inspections.

Met

We inspected three service areas: the south west, West Midlands and northern regions.

What we do

The Children and Family Court Advisory Support Service (Cafcass) provides a social work service for children and families involved in family court proceedings. Ofsted inspects the quality of Cafcass's provision in all 22 of its service areas in England; inspects key areas of its work; and follows up inspections within 12–18 months, making recommendations for improvement.

Our inspections look at whether systems are effective in delivering good-quality outcomes for all service users. Inspection is evidence based; in addition to our own observation through front-line inspection of services, we take into account self-assessment, performance data, and the views of service users, stakeholders and staff.

Our impact

We visited four regions to follow up inspections conducted during the previous year, including the completion of the follow-up inspection of children's guardians and care proceedings. This inspection found that satisfactory progress had been made against the overall areas for improvement. We also piloted our new inspection arrangements. The pilot inspections found improvement in the management of Cafcass services. One service area, in the south-west region, was judged to be satisfactory overall and all three service areas were judged to have satisfactory capacity for improvement.

In 2008–09, we consulted with Cafcass service users about our work. Over 80% strongly supported Ofsted's work in improving Cafcass practice, with 86% indicating we should inspect Cafcass areas on a more regular basis and 90% stating that inadequate services should receive more rigorous monitoring. This feedback will help inform the inspection of Cafcass in 2009–10.

Inspection of maintained schools

Our targets and how we performed in 2008–09

Complete the annual quota of inspections of maintained schools so that all have been inspected by summer 2009.

Met

We inspected 7,086 schools (5,617 primary, 1,004 secondary, 145 pupil referral units and 320 special educational needs schools).

Complete the annual quota of academy school monitoring visits.

Complete the annual quota of section 8 visits of academies.

Met

We carried out two visits.

We carried out 34 visits.

Ensure that all schools causing concern are inspected within the agreed timescales.

Met

We inspected 887 schools causing concern.

‘An independent survey of teachers’ views on Ofsted’s inspections of schools has found that almost 90% of teachers think that inspection helps their schools set new priorities for the future.’

What we do

The current inspection cycle began in September 2005 and comes to an end in summer 2009, during which time we will have inspected every maintained school in England at least once. There are currently around 20,945 maintained schools in England. Our inspections provide an independent, external evaluation of the quality and standards of a school. Inspections are conducted by a lead inspector and, depending on the size of the school, a team of inspectors. The frequency and length of inspections and the number of inspectors involved are in proportion to the need for improvement: some of the best performing schools receive a shorter inspection; weaker schools receive close monitoring; and a proportion of satisfactory schools receive a monitoring visit between inspections. The school’s self-evaluation provides the starting point for inspectors, and in addition to lesson observation and performance information, the views of pupils, parents and other stakeholders are taken into account.

The published inspection report tells parents, the school and the wider community about the quality of education at the school and whether pupils are achieving all they can. A letter is also written for pupils summarising the key points from the inspection. The findings from inspections set out what schools need to improve and enable them to be compared with other schools, locally and nationally.

Our impact

We regularly seek the views of schools, parents and pupils about our work and we use their views to improve the way we operate. In 2008–09, levels of satisfaction about our work in schools have remained high. In 2008–09, for example, 96% of headteachers responding to our post-inspection surveys believed that inspections will move their school forward. An independent survey of teachers’ views on Ofsted’s inspections of schools has found that almost 90% of teachers think that inspection helps their schools set new priorities for the future. The survey, conducted by the National Foundation for Educational Research (NFER), also found that 85% of teachers agreed that inspection led to improvements in teaching and learning. More than nine in 10 parents continue to be in favour of inspections, according to a survey carried out by Ipsos MORI.

In addition this year, an independent review of school inspection arrangements was carried out by the NFER between May 2008 and March 2009. The report is due to be published by June 2009. This involved case study visits to 18 schools that had been inspected between October 2005 and March 2006, and a survey completed by 126 headteachers. The case studies included 96 interviews with members of the senior leadership team, teachers and teaching assistants.

While recognising it can be difficult to attribute improvement to one source, the review found that inspection was generally perceived to have ‘achieved a direct positive impact on school improvement in terms of assessment and, to some extent, quality of teaching, and to have contributed to improved attainment. Other school improvements included increased distributed leadership and management, restructured support staff roles, enhanced staff confidence and better relationships with pupils’.

Ofsted will take into account the NFER’s detailed findings and recommendations when finalising arrangements for school inspections from September 2009. The full NFER report will be published on Ofsted’s website.

2008–09: a review of progress against our strategic plan

Better outcomes continued

Responding to complaints about maintained schools

What we do

Since April 2007, Ofsted has had powers to investigate qualifying complaints about schools. Where a qualifying complaint raises very serious whole-school issues, Ofsted may decide to bring forward an inspection or conduct an immediate inspection. Where a complaint is made by a registered parent, powers are available for Ofsted to require the governing body or local authority to provide information or arrange a meeting of parents, chaired by one of Her Majesty's Inspectors (HMI). Where complaints do not qualify for an investigation by Ofsted, we provide complainants with information about appropriate sources of help and advice.

What we did in 2008–09

In 2008–09 we handled 1,375 written complaints about schools. The majority of complaints did not qualify for consideration under Ofsted's powers as they concerned individual pupils, or the complainants had not made full use of local complaints procedures. We referred 854 of these complainants to more appropriate sources of help or advice.

Fifteen complaints were investigated under Ofsted's powers. The majority of these concerned the leadership and management of a school, pupils' well-being or the quality of education provided. An additional 15 complaints were referred to our safeguarding teams because of concerns about the safety and well-being of pupils. Where appropriate we retain information about complaints for further reference, for example to form part of the evidence base for a school's next inspection. We always inform schools when we do this.

Our impact

We take complaints about schools extremely seriously and always act quickly to ensure the safety and well-being of pupils. For example, in 2008–09, one complaint raised concerns that were serious enough to warrant an immediate inspection of the school. In this case, the school was placed in special measures as a result of the inspection. In another case, the inspection of a school was brought forward as a result of a complaint. In that case the school was found to be satisfactory.



Inspection of independent schools

Our targets and how we performed in 2008–09

Complete the cycle of inspections of independent schools (that are not members of any association) by summer 2008 and carry out the annual quota of inspections so we are on course to complete the next inspection cycle by April 2011.

Met

We inspected 413 non-association independent schools in the year 2008/09 and completed the first cycle of inspections in non-association independent schools by 31 March 2008.

‘In 2008–09, our School Information Survey of independent schools showed that 89% of schools felt that the inspection and reports they received from Ofsted were fair, accurate and useful.’

What we do

There are around 2,400 independent schools in England, but the educational provision of only half of them is inspected directly by Ofsted. The remaining schools belong to the associations which make up the Independent Schools Council, or they belong to the Association of Muslim Schools or the Christian Schools’ Trust, or are owned by the Focus Learning Trust. The educational provision of these schools is inspected by the Independent Schools Inspectorate, the Bridge Schools Inspectorate or the Schools Inspection Service respectively, inspection bodies approved for this purpose by the Secretary of State and monitored by Ofsted.

All other independent schools, referred to as non-association independent schools, are inspected by Ofsted. Ofsted inspects non-association independent schools under section 162A of the Education Act as amended, at the request of the registering authority, the Department for Children, Schools and Families (DCSF), in order to ensure that they are complying with the registration standards for independent schools.

We generally inspect the educational provision in these schools every three years. Ofsted also inspects any childcare services provided by these schools. Ofsted inspects the welfare of boarders in all independent schools under the Care Standards Act 2000. In order to minimise the burden on providers, we integrate these inspections into a single inspection wherever possible though the statutory timescales for each vary.

Our impact

Ofsted also follows up the progress of schools which have failed to meet a substantial number of the independent schools standards regulations and have been served by the DCSF with a formal Notice to Improve. Of the 38 such progress monitoring visits made to independent schools causing concern in 2008–09, Ofsted found that 30 schools had made the necessary improvements. In 2008–09, our School Information Survey of independent schools showed that 89% of schools felt that the inspection and reports they received from Ofsted were fair, accurate and useful. This represents an improvement on last year and indicates that the changes we introduced in September 2008 are being positively received by providers.



2008–09: a review of progress against our strategic plan

Better outcomes continued



Assessments and reviews of local authority children's services

Our targets and how we performed in 2008–09

Lead 32 joint area reviews so that the inspection of all children's services is completed by December 2008.

Met

In addition, in November 2008, Ofsted led a special joint area review of children's services in Haringey following a request by the Secretary of State and in response to particular concerns about safeguarding arrangements.

Complete the performance assessments of 150 children's services.

Met

All the assessments were carried out to the required timescales and all but two letters containing the results were published in December 2008. The remaining two letters were published, following a further appeal from the councils involved, on 12 January 2009.

What we do

Joint area reviews

Joint area reviews were collaborative inspections led by Ofsted and involving all six inspectorates/commissions whose brief includes services for children and young people. The reviews evaluated how well services, including education, care, health and youth justice, when taken together, were improving outcomes for children and young people in the local area. The reviews were carried out in a three-year programme that ran until December 2008. All 150 local authority areas had a joint area review during this time.

Annual performance assessments

This year saw the last of Ofsted's annual performance assessments (APAs) of the contribution made by council services towards improving outcomes for children and young people. APAs were largely desk-based exercises, drawing on the findings of Ofsted inspections of services in local authority areas, performance data, and the views of other inspectorates and the relevant government office for the region.

‘From April 2009, assessments of services in local areas will be carried out as part of the Comprehensive Area Assessment process... and will be informed by an annual unannounced inspection of child protection services in each local authority.’

Our impact

An evaluation of the impact of joint area reviews carried out between April 2008 and March 2009 shows that there was improvement in providers’ views of these reviews. 95% of providers agreed or strongly agreed with the statement: ‘judgements about the area were reasonably fair and accurate’. This is an improvement from 88% in 2007–08.

The APAs published in December 2008 reported that 72% of councils were providing services that were good or outstanding. However, a significant minority were still providing services that were not good enough, including eight councils that were providing inadequate child protection services.

Ofsted recognises that to get underneath the figures and really understand why services are not bringing about the necessary improvements on the ground, especially for our most vulnerable children and young people, more detailed inspection is needed. From April 2009, assessments of services in local areas will be carried out as part of the Comprehensive Area Assessment process. Ofsted will continue to provide an annual assessment of children’s services in local authorities, but this will be undertaken using new methodology and will be informed by an annual unannounced inspection of contact, referral and assessment arrangements for children and young people in need of protection in each local authority. Where we have concerns about the arrangements in an authority, we may bring forward the full inspection of safeguarding and/or services for looked after children which we will otherwise carry out as part of a three-year programme.

A focus on safeguarding

What we do

Ofsted inspects safeguarding in all the types of provision we inspect and regulate. We also evaluate the serious case reviews carried out by Local Safeguarding Children Boards (LSCBs) of cases where children have died or been seriously harmed and abuse or neglect was a suspected factor. And we publish a three-yearly report, *Safeguarding children: the joint chief inspectors’ report on arrangements to safeguard children*, jointly with partner inspectorates on the overall state of safeguarding services.

What we did in 2008–09

Serious case reviews

Ofsted introduced a more transparent and consistent process for evaluating serious case reviews, including making an assessment of their quality. In 2008–09, we undertook the evaluation of 182 submitted serious case reviews and provided a full and detailed letter to LSCBs on our findings. In addition, we provided advice to the Secretary of State for Children, Schools and Families on all 75 reviews previously judged to be ‘inadequate’. On 1 December, Ofsted also published *Learning lessons, taking action: Ofsted’s evaluations of serious case reviews 1 April 2007 to 31 March 2008*. This report, based on an evaluation of 50 serious case reviews, outlined a number of issues with the way these are being carried out and the quality of learning from them.

The impact of Ofsted’s evaluation of serious case reviews in 2008–09 and the publication of *Learning lessons, taking action* was considerable. LSCBs are now undertaking reviews where previously there was reluctance and/or delay in doing so. This is seen in the increase from 50 reviews undertaken in 2007–08 to 182 in 2008–09. There has also been evidence of improvement in the quality of second and subsequent reviews submitted by LSCBs. We have received positive feedback from LSCBs on our reviews with nearly all reporting they have had a positive impact on improving practice. We will report on progress in sharing this learning in a follow-up report to *Learning lessons, taking action* in 2009–10.

2008–09: a review of progress against our strategic plan

Better outcomes continued

Safeguarding children report

In 2008–09, Ofsted published *Safeguarding children: the third joint chief inspectors' report on arrangements to safeguard children*. The report found that as a result of improved safeguarding arrangements most children now feel safe in their homes and communities. However, it also found that some children and young people are still not well enough protected or supported by the agencies providing them with services. The report made 22 recommendations to government departments, inspectorates and agencies providing safeguarding services.

In response to the report, the Government welcomed the work of the joint chief inspectors' review group and accepted the recommendations in full. The report led the Government to commit to providing an annual update on further progress against each of the review's recommendations.

Safeguarding in local authorities

Safeguarding issues received a heightened level of public attention in 2008. Following the court case into the tragic death of 'Baby P', Ofsted led a multi-agency inspection team asked by the Secretary of State for Children, Schools and Families to review the child protection arrangements and safeguarding of children and young people in Haringey. The inspection, which was carried out by seven inspectors from Ofsted, the Healthcare Commission and Her Majesty's Inspectorate of Constabulary, evaluated the contribution made by relevant local agencies to ensuring that children and young people are safe. It started on 13 November 2008 and was completed on 26 November 2008. A final report was published on 1 December 2008 and called on the Government to provide immediate support to Haringey Council to ensure that full and effective safeguarding arrangements for children and young people were established.

This review reinforced our view that Ofsted should carry out an unannounced inspection of every local authority children's service each year to ensure that they are doing all they can to properly safeguard vulnerable children and young people. We had already announced this proposal in September 2008, along with other changes to the way services will be evaluated in future, so that a more regular look at performance data will always be backed up by an annual inspection of practice on the ground.

This new approach to inspecting safeguarding was welcomed in Lord Laming's report *Safeguarding children: a progress report*. Lord Laming also made a number of recommendations for Ofsted, all of which Ofsted has responded to positively and has either already taken the action necessary or has plans in place to do so.



‘Providers appreciated the flexibility and open-mindedness of the inspection team, the efficient management of the inspection and the honest and transparent nature of discussions.’

Initial and further teacher education inspection

Our targets and how we performed in 2008–09

Complete the annual quota of inspections of providers of teacher education.

Met

We inspected 84 initial teacher training providers.

What we do

There are around 215 initial teacher training provisions in England. The Training and Development Agency for Schools (TDA) has a statutory function to accredit and fund providers of initial teacher education that fall under its remit, and to improve the quality and efficiency of all routes into the teaching profession. In exercising its functions the TDA has regard to Ofsted’s assessment of the quality of provision. For those programmes leading to qualified status for schools, the specific details of the initial teacher education programmes to be inspected are covered through a formal agreement with the TDA. Inspections are proportionate to risk, and may be shorter for the stronger performers.

Ofsted also inspects initial teacher education for the further education system in accordance with an agreement with the Department for Innovation, Universities and Skills (DIUS). The period April to July 2008 saw the completion of the first four-year cycle of inspection for these providers.



Our impact

Any provision judged to be inadequate is automatically reinspected the following year, and failure to improve can lead to a withdrawal of accreditation. In 2008–09, this happened to two primary providers, thus contributing to ensuring that more of our future teachers receive higher standards of teacher education.

In 2008–09, providers’ responses in our evaluations of inspections showed positive attitudes toward Ofsted and our work. For example, 80% of providers said that the inspections had a beneficial impact on the future quality of their initial teacher education provision. Overall, providers said they particularly appreciated the flexibility and open-mindedness of the inspection team, the efficient management of the inspection and the honest and transparent nature of discussions.

2008–09: a review of progress against our strategic plan

Better outcomes continued

College inspections

Our targets and how we performed in 2008–09

To complete the annual quota of college inspections so that the current inspection cycle is completed on time.

Met

We inspected 109 colleges and completed 368 desk-based monitoring events/monitoring inspections.

What we do

There are around 452 colleges in England. The current cycle of college inspections is firmly based on the principles of proportionality and risk. Colleges that are consistently high performing (categorised as ‘good’) receive a ‘light-touch’ inspection. In these colleges, no curriculum areas are inspected. Colleges categorised as ‘outstanding’ are subject to a short two-day inspection if their high performance appears to be maintained.

Our impact

In 2008–09 we reinspected six colleges that had previously been found inadequate. Of these, five were found to have improved, with four now judged satisfactory and one judged good or better. One college was found to be inadequate and we are monitoring its progress to ensure the necessary improvement. As a result of these improvements, up to 22,000 young people and adult learners are now receiving better services.

We seek feedback from colleges both at the end of the inspection week and following the publication of their inspection reports, and we listen to the opinions given to try to improve our work. Of the colleges we surveyed between September 2008 and March 2009, 79% believed the inspection had a positive impact.



Work-based learning

Our targets and how we performed in 2008–09

To complete the annual quota of work-based learning inspections so that the inspection cycle is completed on time.

Met

We carried out 226 inspections and reinspections and 69 monitoring visits.

What we do

We inspect and report on the quality of work-based learning (provided wholly or partly on employers’ premises) and funded by the Learning and Skills Council. There are around 1,017 work-based learning provisions in England.

We take a risk-based approach to the inspection of work-based learning depending on the grades awarded to providers at their last inspection. We inspect inadequate providers within 12–15 months, and where a provider has been deemed to have satisfactory overall effectiveness we carry out monitoring visits to assess progress.

‘As a result of these improvements, up to 22,000 young people and adult learners are now receiving better services.’

Our impact

Seven work-based learning providers were reinspected in 2008–09 because they had previously been found to be inadequate. All had improved, resulting in better services for learners and employers. Two were found to be good, five were found to be satisfactory and none was found to be inadequate.

The survey report *The contribution of Train to Gain to the skills strategy* was published in November 2008.

This report received wide press coverage and the findings informed the planned DIUS and Learning and Skills Council revisions to the Train to Gain programme, particularly in respect of funding arrangements, learner eligibility criteria, the qualifications available and the levels at which they can be studied.

Results from our post-inspection evaluations with work-based learning providers have been overwhelmingly positive. Of those responding between September 2008 and March 2009, every provider believed inspections are valuable in helping them to improve the service they offer to learners and 95% believed inspections help them to improve the service they offer to employers.

Adult and community learning inspections

Our targets and how we performed in 2008–09

To complete the annual quota of adult and community inspections so that the inspection cycle is completed on time.

Met

We carried out 92 inspections and reinspections and 35 monitoring visits (including nextstep and learndirect inspections).

What we do

We inspect and report on the following types of publicly funded adult and community learning:

- ✘ adult and community learning such as evening classes provided by a local authority or other external provider
- ✘ post-16 e-learning provided through learndirect
- ✘ information, advice and guidance services for adults provided through the nextstep programme.

There are around 517 provisions of adult and community learning (plus nextstep and learndirect) in England. We take a risk-based approach to the inspection of adult and community learning depending on the grades awarded to providers at their last inspection. We inspect inadequate providers within 12–15 months, and where a provider has been deemed to have satisfactory overall effectiveness we carry out monitoring visits to assess progress. Where a sector subject area has been found to be inadequate, we reinspect that part of the provision.

Our impact

Two adult and community learning providers were reinspected in 2008–09 because they had previously been found to be inadequate. Both had improved and were found to be satisfactory.

The feedback from adult and community learning providers responding to our post-inspection evaluation surveys this year has been overwhelmingly positive. Of those responding between September 2008 and March 2009, 100% believed that inspection is valuable in helping them to improve the service they offer to learners.

2008–09: a review of progress against our strategic plan

Better outcomes continued

Judicial services

Our targets and how we performed in 2008–09

To complete the annual quota of prison, probation and other secure estate inspections alongside partner inspectorates (Her Majesty's Inspectorates of Prisons and Probation).

Met

We carried out 67 inspections and 11 monitoring visits of prisons and young offender institutions

12 inspections of probation services

15 inspections of secure children's homes/secure training centres.

We completed the five-year cycle of inspection of youth offending teams with Her Majesty's Inspectorate of Probation in July 2008.

What we do

We inspect the management and provision of learning and skills for offenders across the whole range of custodial establishments and probation areas. Inspections may include those serving all or part of their sentence in the community. We also inspect care and education in secure children's homes and secure training centres.

Our impact

Nine prisons were reinspected in 2008–09 because they had previously been found to be inadequate and they had all improved. None was still inadequate, seven were found to be satisfactory and two were good.

Two survey reports were published in January 2009: *Learning and skills for offenders serving short custodial sentences* and *Learning and skills for the longer-serving offender*. These reports have been influential sources of evidence, informing the Learning and Skills Council's work in developing a learning and skills prospectus for offenders.

Department of Work and Pensions training inspections and other inspections

Our targets and how we performed in 2008–09

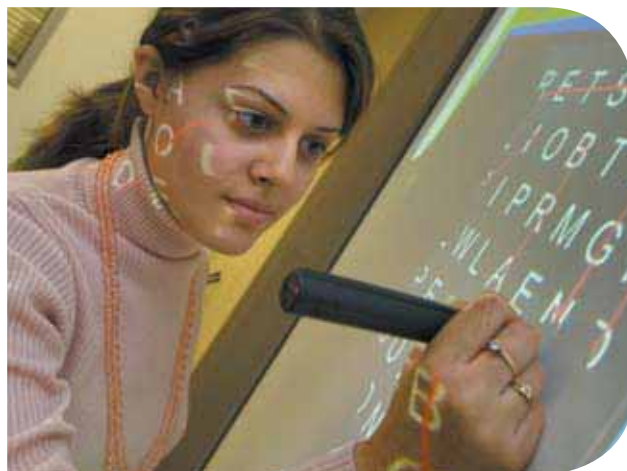
To complete the agreed programme of DWP inspections of training provision for unemployed people.

Met

We carried out 71 inspections and reinspections and 32 monitoring visits to DWP providers in 2008–09.

What we do

Ofsted inspects Department for Work and Pensions (DWP) training provision for unemployed people. There are around 344 DWP provisions in England. This includes inspections of New Deal training and support provided to move long-term unemployed people into work and training. We also inspect Workstep provision. This provides personalised training and support to help disabled people and those with significant learning difficulties to maximise their potential and, where possible, move into open, unsupported employment.



‘Our inspection surveys contribute to the improvement of individual institutions and services and of the system as a whole, influencing and holding to account local and national policy makers.’



Our impact

Of six DWP training providers reinspected in 2008–09 because they had previously been found to be inadequate, one was found to be good, three were found to be satisfactory but two were found to be still inadequate. We are reinspecting the inadequate providers to ensure they make the necessary improvement.

The feedback from the DWP training providers responding to our post-inspection evaluation surveys this year has been overwhelmingly positive. Of those responding between September 2008 and March 2009, every provider has reported that they believe inspection is valuable in helping them to improve the service they offer to learners.

Publishing surveys and reports on priority matters

What we do

Ofsted does not just inspect and report on individual providers. An important part of our role is to carry out inspections of subjects, themes and national initiatives. These offer first-hand evidence and analysis at a wider and deeper level than can be undertaken in institutional and service inspections. Our inspection surveys have a positive impact: they contribute to the improvement of individual institutions and services and of the system as a whole, influencing and holding to account local and national policy makers.

What we did in 2008–09

Most survey reports are published on our website (www.ofsted.gov.uk), and there is a full list of the reports published during 2008–09 in Annex D. In 2008–09 we published more than 50 key reports on:

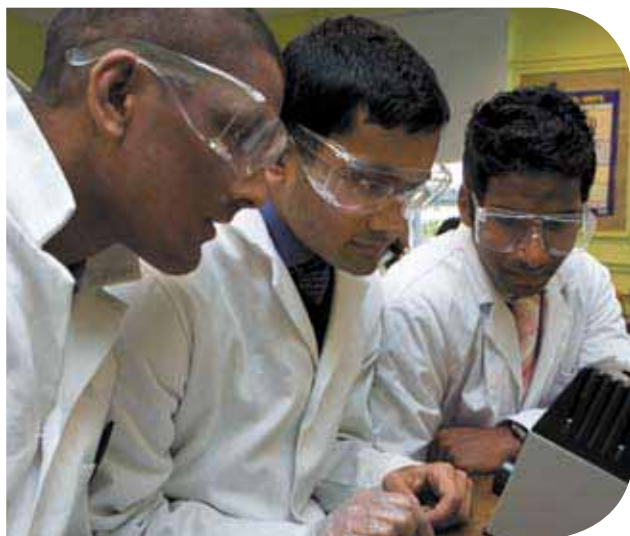
- ✦ aspects of provision, for example our reports on the teaching of phonics, assessment for learning, schools and sustainability, virtual learning environments and curriculum innovation
- ✦ subjects, for example our reports on science, design and technology, music, information and communication technology, and mathematics
- ✦ good practice, for example our reports on hairdressing and beauty therapy, hospitality and catering, arts and the media, and provision in schools for looked after children.

2008–09: a review of progress against our strategic plan

Better outcomes continued

Impact on services

Every survey inspection results in a feedback letter to the services inspected. This provides a steer on what improvements could be made, and it is available to the local authority, or equivalent body, and the next inspection team. In June 2008, we conducted a survey of schools and colleges that had received a survey inspection in autumn 2007. We asked what use they had made of their inspection judgements and how they had found the inspection process in general. 70% thought the survey inspections were making a positive contribution. Respondents also said the inspections aided schools in identifying good practice in other areas.



Impact on policy makers

The impact of survey reports on policy can take time to become apparent. Changes and developments being made this year stem from reports published as long ago as 2006. For example, our report *Time for change? Personal, social and health education*, published in April 2007, has informed a review of education in this area and the DCSF announced this year that personal, social and health education is to become statutory. And our report *Pupil referral units: establishing successful practice in pupil referral units and local authorities* (published in September 2007) influenced a programme of changes targeted to improve the support offered by these units.

Several reports published this year have had an immediate impact on the profession and general public through extensive press coverage. This was particularly the case with our report on the teaching of mathematics (published September 2008). Other reports, such as the design and technology report published in June 2008, have prompted changes to the supply and training of teachers. And evidence from our reports has informed wider debates on policy matters. For example, our submission to the Select Committee for Children, Schools and Families on issues relating to 'teaching to the test' drew on extensive evidence from our subject reports.

‘*The Annual Report 2007/08* drew on evidence from more than 45,000 inspections and regulatory visits to provide a picture of standards across the country, and explored three key themes.’

HMCI’s Annual Report

The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills 2007/08 was published on 19 November 2008. It covered the first full year of Ofsted’s expanded remit – inspecting and regulating childcare and children’s social care, and inspecting local authority children’s services, schools, colleges, initial teacher training, work-based learning, the Children and Family Court Advisory Support Service, adult education and more. As well as drawing on evidence from more than 45,000 inspections and regulatory visits to provide a picture of standards across the country, the report also explored three key themes.

- ✘ ‘Improving life chances: outstanding education and social care’, which examined the means by which providers achieve excellence and, in so doing, make significant improvements in the life chances of the most disadvantaged children, young people and adults.
- ✘ ‘Safeguarding children’, in which we reported on the progress that has been made in ensuring children grow up safe from harm and neglect and with the personal skills needed to enter adult life successfully.
- ✘ ‘Skills for working lives’, which reported on the quality of the provision that seeks to enable learners to acquire the skills needed for successful working lives.

Overall, the report found that while standards were improving there was still a strong link across every sector between deprivation and poor-quality provision. This means that children and families already experiencing relative deprivation face further inequity in the quality of care and support for their welfare, learning and development. But while the report found that disadvantage tends to compound disadvantage, it also highlighted the work of outstanding providers in all sectors that show it is possible to buck this trend.

Learning from outstanding providers

Each year alongside the Annual Report we publish a list of the providers we found to be outstanding. This year the list contained the names of 2,940 outstanding providers of childcare, children’s social care, education and training. In addition we held a series of celebratory lunches for these providers to recognise their success and share experiences and learning.

We think it is important to celebrate the best providers. In February 2009, Ofsted published *Twelve outstanding secondary schools – excelling against the odds*. This report showcased 12 schools in challenging circumstances that had been rated as ‘outstanding’ in at least two inspections, and examined the elements that had created this success. The 12 schools highlighted came from across the country and defied the association of disadvantage with low standards. They served communities where pupils came from poorer urban backgrounds and an above average proportion received free school meals.

The report showed that these schools had succeeded by putting pupils first, investing in staff and their communities, having the highest expectations for all and applying consistently strong values, and providing rich opportunities for each student, encouraging them to fulfil their potential. We are planning further reports on other outstanding providers in similar circumstances across our remit.

In 2008–09 we also published *How colleges improve*, which reported on the lessons from those colleges that had made significant strides in improving the quality of their provision. It also examined the barriers to improvement faced by those colleges that had been judged only as satisfactory with capacity to improve.

The report showed that strong leadership and clear vision, challenging aspirations and targets, and a thorough process of progress monitoring and self-assessment, are among the ways colleges can raise the bar and work towards achieving outstanding status. This report has been widely used in the sector and was the subject of two national conferences for colleges.

2008–09: a review of progress against our strategic plan

Better outcomes continued

Progress towards our 2010 targets	
<p>We will have made significant progress in reducing the number of children and learners who receive inadequate services. Of those providers inspected in 2006/07 and found to be inadequate:</p> <p>a) the great majority will have become at least satisfactory b) at least 15% will be judged good or better.</p>	<p>Ahead</p> <p>a) 97% of those providers inspected in the academic year 2006/07 and found inadequate are now at least satisfactory.</p> <p>Ahead</p> <p>b) 27% of these providers have been judged good or better.</p>
<p>The proportion of good and better provision in services we inspect will have increased by at least 10% from 2006/07.</p>	<p>On course</p> <p>60% of services are now good or better.</p>
<p>There will be an increase of 10% in the number of looked after children who tell us that their most recent change of home or school placement was in their best welfare and educational interests.</p>	<p>Slippage</p> <p>64% of looked after children tell us their most recent change of home or school placement was in their best welfare and educational interests. This has not changed from last year.</p>
<p>There will be measurable improvement in:</p> <p>a) the stability of placements and b) the educational attainment of looked after children.</p>	<p>Slippage</p> <p>a) The stability of placements for looked after children is the same as last year (66% of children have been in the same placement for at least two years).</p> <p>On course</p> <p>b) There has been a 1% increase since last year in the educational attainment of children in care at Key Stage 4.</p>
<p>At least 80% of service providers who respond to consultation will report that our inspections have had a positive impact.</p>	<p>Ahead</p> <p>84% of providers report our inspections have had a positive impact.</p>
<p>At least 70% of service providers who respond to consultations will report that they have used the evidence Ofsted collects and disseminates on good practice.</p>	<p>Ahead</p> <p>85% of providers report they have used the evidence Ofsted collects and disseminates on good practice.</p>
<p>At least 75% of our key stakeholders will judge Ofsted to have had a positive impact on outcomes for children and learners.</p>	<p>Ahead</p> <p>76% of our key users and stakeholders judge Ofsted to have a positive impact.</p>



Better
inspection and regulation

2008–09: a review of progress against our strategic plan

Better inspection and regulation – coherent, rigorous and proportionate



Under our first priority we set out how we are carrying out our regulatory and inspection work in order to improve outcomes for children, young people and adult learners. We want to make sure our services improve by reviewing how and where we work. We want to provide consistent and coherent services: high-quality, well-coordinated and targeted regulation and inspection which reflect the interests of our users and other stakeholders.



Summary

We have published *Ofsted inspects: a framework for all Ofsted inspection and regulation*, which sets out the common principles and practices that will form the basis of all our inspection and regulation. In line with *Ofsted inspects* we are:

- ✘ making it easier for service users to bring us their views and experiences
- ✘ increasing the amount of time spent on direct observation of practice
- ✘ making inspections more proportionate to risk where appropriate
- ✘ introducing shorter notice inspections
- ✘ improving our reporting processes
- ✘ carrying out ‘single inspection events’ for providers of education and welfare.

During 2008–09 we have been developing the way we inspect:

- ✘ services for looked after children and safeguarding in local authorities
- ✘ overall performance of children’s services
- ✘ maintained schools
- ✘ further education and skills
- ✘ Cafcass (Children and Family Court Advisory Support Service).

And in 2008–09 we introduced new inspections of:

- ✘ registered Early Years Foundation Stage providers
- ✘ initial teacher education.

‘All our inspections will involve engagement with service users to make sure we learn from their views and experiences.’

Our Inspection Development Programme ‘Ofsted inspects’

In March 2009, Ofsted published *Ofsted inspects: a framework for all Ofsted inspection and regulation*. This includes the common principles and practices that will form the basis of all Ofsted inspection and regulation. *Ofsted inspects* sets out how all Ofsted inspection and regulation will:

- ✦ support and promote improvement
- ✦ be proportionate
- ✦ focus on the needs of users – children, learners, parents and employers
- ✦ focus on the needs of providers
- ✦ be transparent and consistent
- ✦ be accountable
- ✦ demonstrate value for money.

A common evaluation schedule

Ofsted inspects sets out a common evaluation schedule for all Ofsted’s inspections, so that all providers, of all types, will have inspections that focus on:

- ✦ their overall effectiveness, including their capacity to improve
- ✦ how they meet the needs of the people using their services, including their leadership and management
- ✦ the quality of the provision
- ✦ the outcomes for the children, young people and adults using their service.

What providers and users can expect

There are six key aspects to the reforms, which should benefit all providers and the children, young people and older learners using their services. We are:

- ✦ Introducing changes to ensure we hear more from those involved with the services we inspect. We want to make it easier for front-line staff to tell us when things are going wrong. And all our inspections will involve increased engagement with service users to make sure we learn from their views and experiences.
- ✦ Making sure our inspections really pick up what it is like on the ground. This means they will involve more observation of what is happening in practice, be that more lesson observation or increased time spent with social workers to find out about their work. We are also ensuring there is a common focus on key issues such as safeguarding and equalities and diversity.
- ✦ Making inspections, particularly of schools, further education colleges and training providers, more proportionate to risk. We want to make sure our efforts are targeted where they can make most difference. This will mean more frequent inspections of weaker providers, and fewer inspections for those rated good or outstanding.
- ✦ Improving our reporting processes, ensuring we produce our reports more quickly and making sure they are more consistent so people using services can make better comparisons.
- ✦ Introducing shorter notice inspections so we can see services as they really are.
- ✦ Carrying out ‘single inspection events’ for providers who provide both education and care. Feedback from providers and users where there has been an integrated inspection has been positive. Headteachers and proprietors from independent residential schools, for example, have strongly agreed that their integrated inspection helped to move the school forward.

These proposals are explained in detail in *Ofsted inspects*. The full document and a summary version are available from our website: www.ofsted.gov.uk.

2008–09: a review of progress against our strategic plan

Better inspection and regulation continued

Current developments

Ofsted carries out over 30 different types of regulation and inspection. Many of the elements of *Ofsted inspects* are already reflected across our work and they will inform all our inspection development work from now on, including the following developments.

Comprehensive Area Assessment

Comprehensive Area Assessment (CAA) is at the centre of a new performance framework for local services that will come into effect after April 2009. CAA will replace the current comprehensive performance assessments of councils, led by the Audit Commission, along with Ofsted's annual performance assessment of councils and joint area reviews of local services. CAA aims to offer a clear and impartial assessment of how well local organisations are working together to improve quality of life in their areas. As part of Ofsted's contribution, we will provide annual ratings of the quality of children's services in local authorities, as well as conducting inspections of child protection arrangements, wider safeguarding and services for looked after children.

Looked after children and safeguarding inspections

In June 2009, Ofsted will begin three-yearly inspections of services for looked after children and for safeguarding children and young people. Ofsted believes that safeguarding is of such importance that we will carry out annual unannounced inspections of local authority contact, referral and assessment centres to assure ourselves that arrangements on the ground are robust. If concerns arise as a result of these visits, the three-yearly inspections will be brought forward, or triggered inspections undertaken.

Inspection of maintained schools

We have been working on new school inspection arrangements to come into effect from September 2009. Ofsted is using this as an opportunity to have more impact on the improvement of schools by ensuring that the scale, focus and type of inspection has the greatest impact possible. We will, for example, inspect good and outstanding schools that maintain their performance within a five-year period, while inspecting others within a three-year period. During 2008–09 we have consulted on our proposals and carried out successful pilot inspections in preparation for their introduction.

Further education and skills system inspections

The current cycles of inspections for colleges, work-based learning providers and nextstep come to an end in the summer of 2009. We have therefore reviewed arrangements for the inspection of the further education and skills system to ensure that they are coherent, well matched to the needs of learners and employers, and targeted where they will make the most difference. Through our new arrangements, we will lengthen the period between inspections for the best colleges and providers, and intensify our focus on those that are not improving.

Cafcass inspections

Our new arrangements, to be implemented in 2009/10, are designed to produce up-to-date information more quickly for those who use Cafcass services. All Cafcass service areas will be inspected during an initial three-year period. The findings of these inspections will be made available to the public as soon as possible. We will identify Cafcass areas where standards cause us the most concern and inspect them sooner and more frequently. In addition, those service areas that are identified as failing or not making sufficient improvement will be subject to more frequent and rigorous inspection monitoring arrangements until the identified weaknesses have been addressed. Services demonstrating a capacity to improve quickly will receive less monitoring than those judged to need significant intervention to bring about improvement.

‘A more tailored approach to inspection is focusing resources where they are most needed, and reducing the demands on the best providers.’

Changes to inspection and regulation introduced during 2008–09

Early Years Foundation Stage

The Early Years Foundation Stage (EYFS) is the new statutory framework for the learning, development and care of children from birth to the 31 August following their fifth birthday. Since September 2008, the EYFS has formed the basis of all inspections of provision for children in this age group. The EYFS provides a single framework for early learning and development, bringing together and building on the previous materials: *Birth to three matters*, *Curriculum guidance for the Foundation Stage*, and the national standards for under-eight day care and childminding. The introduction of the EYFS has provided Ofsted with the opportunity to bring greater consistency to the inspection of early years provision across the sector: from schools to registered early years settings.

Initial teacher education

In September 2008 Ofsted introduced a revised inspection framework for the inspection of initial teacher education covering the inspection cycle 2008–11. This framework applies to training leading to qualified teacher status for teaching in maintained schools, and to initial teacher education for teachers in the further education and learning and skills sectors. Under the new arrangements, providers with more than one type of provision have been receiving a single inspection, covering all routes and phases. A more tailored approach to inspection is also focusing resources where they are most needed, and reducing the demands on the best providers. The provider’s assessment of its own performance is at the heart of the new inspection process. This is providing the basis for constructive, professional dialogue between the provider and the inspection team.

Progress towards our 2010 targets

Proportionate inspections will be guided by consistent risk assessments across our remit.

On course

We have published guidance for undertaking risk assessments to be followed across our remit. The guidance will inform all new inspection arrangements.

At least 70% of providers will be judged in inspections to be using self-assessment to help their service improve.

Ahead

77% of providers were judged to be using self-assessment to improve.

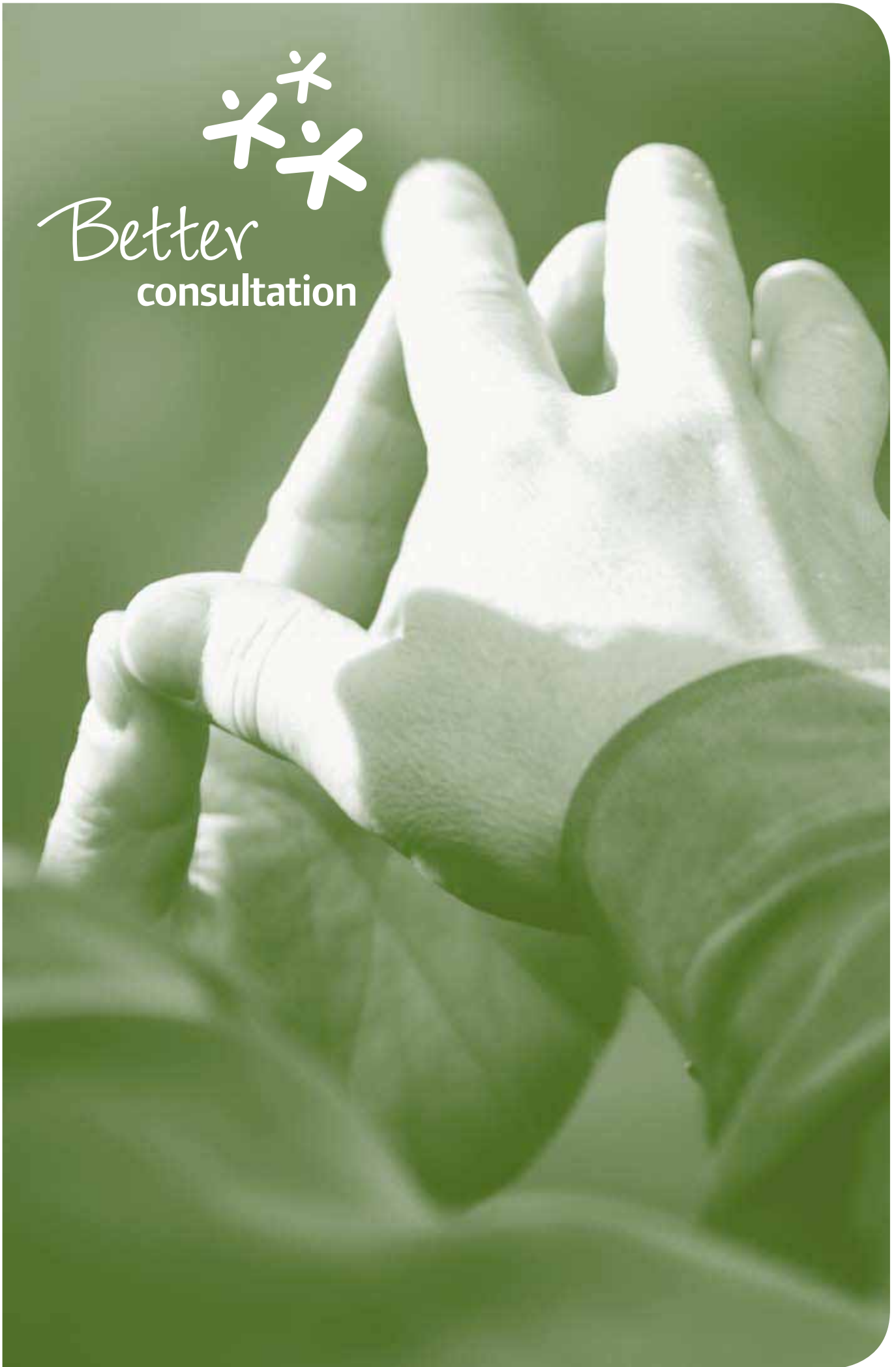
At least 75% of users who respond to consultation will agree that inspection has a positive impact.

On course

71% of users currently agree that inspection has had a positive impact. Around eight out of 10 parents agreed Ofsted has a positive impact but this was lower among children, bringing the overall total down (only four in 10 surveyed children agreed).



Better
consultation



2008–09: a review of progress against our strategic plan

Better consultation – involving stakeholders



We are committed to listening carefully to users of services and other stakeholders, particularly children, young people, parents, older learners and employers. Their views are fundamental to bringing about improvement in the way we work and in the services we inspect.

Summary

We have improved the way we consult with users and stakeholders by:

- ✦ making our consultations more accessible
- ✦ publishing a consultation calendar on our website
- ✦ publishing the results of all our consultations.

During the year thousands of people took part in Ofsted consultations, improving in the process our proposals for the inspection of independent and maintained schools, Cafcass and further education and skills.

We improved the way we work, becoming more user-focused by:

- ✦ setting out how all our inspectors will engage with the people using the services we inspect through:
 - making judgements on the effectiveness of user engagement in all the settings we inspect
 - reviewing the way we handle complaints.

The Children's Rights Director continued to promote the rights and welfare of children living away from home, receiving children's social care or leaving care by:

- ✦ publishing seven Children's Rights reports
- ✦ consulting children through a weekly mobile phone text consultation panel, secure web surveys, conferences and visits to establishments and services
- ✦ providing advice on children's rights and welfare issues, directly to children, to Ofsted staff, and to the Government.

Increasing engagement about our work

We consult users of services and our stakeholders regularly to ensure we are focusing our work effectively. We take their concerns seriously and act on what we have learnt. We know that the only way we can improve our services is by consulting those who use them and listening to the views they express. We have provided many opportunities for users to engage with us throughout 2008–09 and we have used their views to change the way we work across the organisation.

During the year, we carried out 17 consultations on a wide range of subjects. Over 9,700 individuals and organisations have taken part in consultations in 2008–09. This is a significant increase when compared to the 2,100 individuals and organisations who took part in consultations during 2007–08. While improvements to the way we work will have been a part of this, a significant factor was the high degree of interest in our consultation on the future arrangements for maintained schools and further education and skills inspections.

2008–09: a review of progress against our strategic plan

Better consultation continued

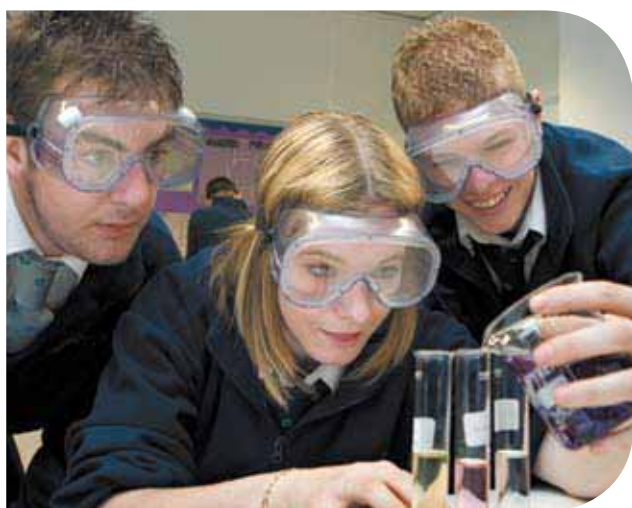
Improving engagement about our work

In accordance with our user and stakeholder engagement strategy, our consultations were accessible and targeted to ensure that a representative selection of people was able to respond. Where it emerged that interested groups had not responded we took action, for example inviting parents' groups to meet Her Majesty's Chief Inspector to discuss proposals for changes to school inspection. We also spoke to employers so we got the benefit of their views on the new framework for the inspection of further education and skills in January 2009.

Of those people replying to consultations in 2008–09:

- ✦ 81% found the consultation information clear and easy to understand
- ✦ 79% had enough information about the consultation
- ✦ 92% would take part in future consultations.

But we are working to improve this further. An important development later in 2009 will be our new national parents' panel, which we will use to gather the views of parents and carers when conducting our programme of consultation activity.



Developing our policy and practice in consultation

We publish a consultation calendar on our website. This lets people know about forthcoming consultations as well as providing links to the results of previous engagement activity. During 2008–09, for example, the following areas of our work benefited from consulting our users and stakeholders on their development:

- ✦ *The integration of inspections of welfare and education in independent schools* – Boarding school pupils who responded to our consultation helped shape the new questionnaire for pupils that we have been using on integrated social care and education inspections since September 2008.
- ✦ *Maintained school inspections from September 2009* – Overall, parents, schools and professional bodies were in favour of our proposals for school inspection from September 2009. While parents and pupils responding to the consultation were in favour of giving no notice to schools before inspections, schools and professional bodies were generally against this proposal. However, our pilot inspections have shown the reverse has been the case in practice. Schools have welcomed no-notice, while parents have been concerned that it has not been as easy to contribute their views to inspectors. We are taking this into account as we finalise the arrangements.
- ✦ *Publishing children's homes inspection reports on our website* – As a result of overwhelming positive feedback from children in this consultation we decided to publish children's home inspection reports on the Ofsted website, taking into account a number of important points about safeguarding.
- ✦ *The new framework for the inspection of Cafcass* – The consultation was successful in providing validation of proposed new arrangements for more rigorous and frequent inspection of Cafcass regions. The views of the users and stakeholders of Cafcass services also led to a new proposal to visit contact centres during inspections.

‘From September 2009, for the first time in all our different types of inspection, we will make a judgement on the effectiveness of user engagement by the provider.’

- ✦ *A revised framework for further education and skills inspections* – Feedback overall was positive and led to some direct improvements. For example, learners’ expressed preference for a short ‘bullet point’ format for the report; this will be implemented when the new inspection arrangements are introduced in September 2009.

Ensuring user engagement during inspection

In January and February 2009, we surveyed parents of primary and secondary school pupils, foster carers, adult learners, and children and young people. These found that nearly three quarters of those we involved in the inspection process agreed that we listened to their views.

These were positive results but we are continuing to seek ways to improve user engagement further. The *Ofsted inspects* framework, published in March 2009, sets out how inspections will be conducted and judgements made in all remits from September 2009. This includes how inspectors will engage with users to inform better inspection and regulation. The operating principle is to ensure that users will always be provided with the opportunity to communicate directly or indirectly with Ofsted inspectors at some point during the inspection process. To achieve this, inspectors will:

- ✦ invite users to provide their views prior to or at the start of an inspection or regulatory event
- ✦ ask providers to supply evidence of their users’ views and the action they have taken on them
- ✦ ensure appropriate methods are used to alert users to the inspection process when inspections begin
- ✦ engage users in face-to-face discussions during inspections whenever possible
- ✦ adopt appropriate strategies to engage with users with learning or communication difficulties to ensure appropriate representation of their views
- ✦ actively seek access to additional information on user views, for example through complaints information, provider publicity or other documentation
- ✦ include the views of users in our reports.

Promoting user engagement by providers

A new common evaluation schedule for inspections will be applied to all Ofsted’s inspections from September 2009. For the first time, in all our different types of inspection, we will make a judgement on the effectiveness of user engagement by the provider. This will prove a powerful impetus for all providers to consider how they involve and engage with their users in order to drive improvement.

We are also working on a survey report on the users’ voice – due to be published in September 2009. This will highlight examples of good practice around how the users’ voice is captured and acted upon by providers and services across Ofsted’s remit.

Handling complaints about Ofsted

While we try to ensure that all our work goes well, we inevitably receive some complaints. When handling complaints, we always:

- ✦ aim to consider them from the point of view of the person complaining
- ✦ handle them quickly and with rigorous standards for action
- ✦ follow consistent rules to ensure that all parties in similar circumstances are treated in similar ways
- ✦ use the information provided to help improve our services in the future.

The volume of complaints about our work is decreasing steadily and has dropped by almost 25% since April 2007. We received approximately 120 complaints about our work per month in 2008–09. This is a small proportion (less than 4%) of our overall inspection and regulation activity but it provides important information and helps us to improve our services.

2008–09: a review of progress against our strategic plan

Better consultation continued

Where we are unable to resolve complaints internally, complainants have the option to contact the independent complaints adjudicator for Ofsted. The most recent annual report of the independent complaints adjudicator is available at www.ofstedadjudicator.co.uk. Ofsted has not been notified of any complaints referred to the Parliamentary Ombudsman in 2008–09.

We are committed to learning from complaints and improving the service we offer. As a result, during 2008–09 we have been working on new approaches to handling complaints, which take into account the findings of a review of our work by external experts, including a former ombudsman. We will introduce the new approaches in 2009–10.

The Children’s Rights Director

The Children’s Rights Director is a statutory role, with specific powers and functions relating to safeguarding and promoting the rights and welfare of children living away from home, receiving any form of social care, or leaving care. The Children’s Rights Director does this by:

- ✦ consulting children for their views through secure web surveys, national children’s conferences, discussion groups at child-friendly venues, visits to establishments and services
- ✦ running a weekly mobile phone text consultation panel
- ✦ publishing reports on children’s responses to consultations
- ✦ providing advice on children’s rights and welfare issues, directly to children, to Ofsted staff, and to the Government
- ✦ raising significant issues on the care of individual children, usually initiated by the children themselves, liaising for the child as necessary with directors of local authority children’s services and government departments
- ✦ pursuing any common themes of policy or practice that emerge from individual children’s cases.

The Children’s Rights Director’s team also produces children’s versions of government and national documents, often at the Government’s request, such as the UK report to the United Nations on UK performance under the UN Convention on the Rights of the Child, and the third joint chief inspectors’ report on safeguarding.

The following Children’s Rights Director’s reports have been published during 2008–09 and are all available from the Ofsted website, www.ofsted.gov.uk:

- ✦ *The children’s care monitor 2008*
- ✦ *Children’s views on advocacy*
- ✦ *A pilot for a children’s audit of inspection*
- ✦ *Children’s experience of private fostering*
- ✦ *Parents on council care*
- ✦ *Future care – children’s advice on future care standards*
- ✦ *Future rules – children’s advice on the Regulations to be made under the Children and Young Persons Act 2008.*

Each report is released to the press, and always attracts some significant media coverage. In the current year, *Parents on council care* attracted particularly strong media interest. All of the Children’s Rights Director’s children’s views reports are sent to the Government and opposition, and to all councils. These reports have been quoted in parliamentary debates and have formed the basis of invited oral evidence by the Children’s Rights Director to the Children, Schools and Families Select Committee. As a result, children’s views reports have been taken into account in the formulation of primary and secondary legislation and government guidance. This year they influenced Ofsted’s decision to publish children’s home reports, the development of the national minimum standards and the making of regulations under the Education and Inspections Act 2006.

'We are committed to learning from complaints and improving the services we offer.'

Progress towards our 2010 targets	
Our consultations will be accessible to users of services and we will publish the results of every consultation on our website.	<p>On course</p> <p>81% of our users agreed that our consultations were accessible.</p> <p>We published the results of all 17 consultations undertaken during the year.</p>
The number of people responding to our invitations to comment on consultations will have increased by 10%.	<p>Ahead</p> <p>9,740 people and organisations responded to our consultations. This is a significant increase on the 2,140 responding the previous year. This is in part due to the interest in the consultations on our new maintained schools and further education and skills inspection frameworks.</p>
<p>a) All our inspections will involve the views and experiences of users.</p> <p>b) Of those children and young people, adult learners, parents and employers we involve in the inspection process, at least 75% will agree that we listened to their views.</p>	<p>On course</p> <p>a) All our inspections involve the views and experiences of users. In 2008–09 we published new cross-Ofsted guidance on how best to involve users before, during and after inspections.</p> <p>On course</p> <p>b) 72% of those involved in inspections agreed we listened to their views. This is a slight increase on last year.</p>
<p>Surveys will show that an increasing proportion of the population we serve has:</p> <p>a) heard of us and</p> <p>b) knows how it can engage with us.</p>	<p>Slippage</p> <p>a) 73% of the population we serve has heard of us, a 5% drop from last year caused by a lower awareness of Ofsted's work among the children and young people surveyed. Among adults using the services we inspect, 91% had heard of us.</p> <p>Ahead</p> <p>b) 64% of the population we serve knew how to engage with us.</p>



Better
communication

2008–09: a review of progress against our strategic plan

Better communication – clear and authoritative

We want to make sure that our regulation and inspection work provides the right information to the right people so that we can help to improve services and maximise their impact. We work hard to make sure we always present information in the most accessible way for users and providers and send clear, consistent messages to our stakeholders and the general public.

Summary

We have made our work more accessible through:

- * commissioning reader panels to review a range of our documents
- * consulting with an extensive range of accessibility experts
- * publishing a new accessibility guide for staff.

We improved the way we share good practice by:

- * sending providers booklets detailing the reports relevant to their work
- * holding dissemination events to share our findings with schools, colleges and local authorities
- * sharing examples of the good practice we find in adult and work-based learning settings on the Excellence Gateway: www.excellencegateway.org.uk.

We developed the way we communicate about our work by:

- * publishing new inspection frameworks and guidance for providers
- * continuing to publish, and improving the circulation of, our online magazine *Ofsted News* and our newspaper for the learning and skills sector, *talisman*
- * improving our website and making it more accessible
- * achieving high levels of customer satisfaction from callers to our national contact centre.

Making our communications accessible

We are committed to ensuring all our communications are accessible. During the year we have commissioned reader panels to review a range of inspection reports, survey reports, information for parents and carers, information for providers, and letters and application forms for childcare providers. The feedback so far has had a positive impact on both the documents concerned and our wider work. For example, the views from our reader panels have informed Ofsted's new house style and guidance. And feedback has also resulted in adjustments to our electronic publications to make them more accessible to visually impaired readers.

During the year we also published a new guide for staff: *Accessibility: a good practice guide*. This benefited from extensive consultation, including with the Royal National Institute for Blind People, the Royal National Institute for Deaf People, the Equality and Human Rights Commission, Age Concern England, Stonewall, Participation Works, Mencap and the Central Office of Information's accessibility experts. We are committed to writing in plain English in all our reports and have submitted 16 key publications to the Plain English Campaign for editing to ensure they are as clear as possible.



2008–09: a review of progress against our strategic plan

Better communication continued

Sharing good practice

An important part of Ofsted's role is identifying and sharing the good practice we find during our inspections. We know that providers value our reports and surveys. 82% of providers attending our outstanding provider events, for example, told us our reports helped support their improvement. We are constantly looking for different ways to share the good practice we identify as effectively as possible so all providers can learn from it. This year, for example, we sent booklets to all schools detailing our publications to help raise awareness of the amount of material Ofsted produces to support their improvement work. These were well received and since the distribution of the booklets there has been an increase in the number of reports accessed from our website.

We also held a number of dissemination events to mark the publication of reports. We know that providers appreciate the opportunity to share useful and practical ideas for improvement. For schools, these included events relating to religious education, design and technology, business education, mathematics and modern languages. For colleges and learning and skills providers, we held well-received seminars relating to our reports on the provision of English for speakers of other languages, the role of adult learning in community renewal, and arts and media. And in July 2008 we held an important conference to launch the third joint Chief Inspectors' safeguarding report where we presented the findings from the report and our evaluations of serious case reviews. This was a really productive conference where people from local authorities and Local Safeguarding Children Boards across the country had an opportunity to discuss how we can work better together to bring about greater improvements.

In addition, each edition of our online magazine, *Ofsted News*, contains examples of outstanding practice from across our childcare, social care, education, and learning and skills remits. And we have also published good practice relating to learning and skills provision on the Ofsted database located on the Excellence Gateway, a web-based portal managed by the Learning and Skills Improvement Service. Analysis of the use of the Excellence Gateway in 2008 showed that the Ofsted good practice database is by far the most visited resource on the Gateway, with 81,700 page views in a single month.

External communications

Our communications strategy in 2008–09 was based on promoting and disseminating the findings of the reports which form our survey programme as well as other key publications such as the Annual Report, the early years national report and the joint chief inspectors' safeguarding report. We also produced our regular sector newspaper and e-magazine and introduced a new email alert service to target stakeholders, promoting forthcoming reports relevant to their work.

We produced 10 editions of *talisman*, our newspaper for the learning and skills sector, during 2008–09. In addition to the regular mixture of news, commentary and examples of outstanding practice from settings in the sector, we produced a number of thematic editions on issues such as sustainability, gender and issues relating to people who are not in education, employment or training. From January 2008 to January 2009, print subscriptions rose by 585 – over 7% – and there are currently 738 online subscribers.

We also published six editions of our online magazine, *Ofsted News*. This keeps people up to date with developments in inspection and regulation, good and emerging practice across our remits, and our most recent published reports. In part thanks to campaigns at conferences throughout the year, subscriptions to *Ofsted News* have increased from 41,400 subscribers in March 2008 to 44,900 subscribers in February 2009 – a rise of over 8%.

‘Our website is already a key source of information and can get in excess of seven million hits per month. The content of the website is constantly reviewed and developed according to feedback received from users.’

Communicating our inspection frameworks and ways of working

We have continued to publish information about the way we work on our website and provided access to all our inspection frameworks so that service providers and users of services know what to expect. For example, during 2008–09 we have published:

- ✦ guidance on the voluntary childcare register and the early years register
- ✦ new self-evaluation forms for childcare providers
- ✦ the framework for the inspection of initial teacher education
- ✦ a revised handbook for inspecting work-related and adult and community learning
- ✦ new initial teacher education inspection guidance.

The Plain English Campaign edited a number of the key inspection framework documents. And our reader panel has also given us feedback on these publications, leading to improvements in the language used and their presentation.



Improving our website

Our website is already a key source of information and can get in excess of seven million hits per month. The content of the website is constantly reviewed and developed according to feedback received from users.

In 2008–09 we improved accessibility on the website adding, for example, user-friendly internet addresses and navigation bars. In September 2008, we also added ‘Browsealoud’, a product which reads aloud pages for people who find it difficult to read material online. We have commissioned a ‘See it Right and WCAG 1.0’ audit of the website from the Royal National Institute of Blind People to identify how accessibility can be improved still further from April 2009.

We know from user feedback that we need to do more to improve the content, structure and navigation of our website. This feedback will drive improvements as part of our information and intelligence strategy.

Online transactions and services

We believe that users should be able to interact with us in the ways they find most accessible. We are working to make all transactions with us, such as applications for registration, available online. In 2008–09, we began to accept voluntary childcare register enrolments online, registering over 200 by this method in the year. We also introduced new early years online self-assessment tools in addition to those already available for providers of other services in our remit. Further improvements will be introduced over the next year.

2008–09: a review of progress against our strategic plan

Better communication continued

Responding to issues raised with us

We want everyone who contacts us to be satisfied with the way we handle the issues they raise. Our national contact centre in Manchester currently receives over 2,500 telephone calls and 430 emails and letters a day. In 2008–09, a sample check of callers revealed that 91% of callers were satisfied with the service they received. A quarter of those surveyed (25%) rated the service they received as outstanding. However, we know that there is still room for improvement and we are further strengthening our quality assurance processes for 2009–10.

Freedom of information

The Freedom of Information Act provides a general right of access to information held by public authorities or by those providing services for public authorities. The request can cover any kind of information including voicemail and video recordings. Ofsted, like other public bodies, must reply to requests within 20 working days. In 2008–09, we responded to 1,134 Freedom of Information Act requests, and 96% of these were within the 20-day timescale. We have put in place new processes to improve this in 2009–10. In the majority of cases, people have been satisfied with the responses they receive to freedom of information requests. In 2008–09, under 30 cases were referred for internal review and five were escalated to the Information Commissioner.

Progress towards our 2010 targets	
All our communications will be written in plain English, suited to their readers.	On course The Plain English Campaign contributed to the editing of key publications. We have also carried out a plain English review of all our standard letters and acted on feedback from our reader panels.
At least 75% of people who contact us will say they are satisfied with the way we have responded to the issues they have raised.	Ahead Research at our contact centre has shown that satisfaction levels are over 91%.
All routine transactions with us, such as applications for registration, will be capable of being carried out online.	On course We have introduced new online processes for applications to our childcare register.
At least 75% of users who respond to our consultations will agree that our information is accessible and easy to find.	Ahead 93% of users agree our information is accessible and easy to find.
The volume of media coverage referring to Ofsted accurately and positively will increase each year.	On course The overall volume of media coverage has risen and there continues to be more positive than negative coverage of our work.



Better
value for money

2008–09: a review of progress against our strategic plan

Better value for money – promoting and delivering value for money



We are determined to promote value for money to the taxpayer in the services we inspect, and to report clearly on the value obtained from the investment of public funds. Ofsted itself will also provide value for money, making sure that economy, efficiency and effectiveness are central to decision-making at every level. We will redirect money from administration to our front-line services, and develop new ways of working which help us to use our resources more effectively.

Summary

We delivered value for money within Ofsted and promoted it within the services we inspect by:

- ✦ introducing a judgement on value for money in all our inspections
- ✦ meeting our savings targets, reducing our total costs this year to £223 million, £5 million less than last year
- ✦ investing this year to deliver longer term savings, for example through our move to a smaller London office, which will result in £2 million savings a year from September 2009
- ✦ reducing the cost of our corporate support functions, particularly back office support functions, to make savings of £5.6 million
- ✦ agreeing new contracts with inspection service providers to deliver better value for money inspections from September 2009.



Reporting on value for money

Spending on public services must deliver both quality and value for money.

We are aiming to make clear, evidence-based judgements on the value for money provided by services within each of the remits we inspect. We have developed this as part of our Inspection Development Programme. In line with the common requirements for all our inspections set out in *Ofsted inspects*, we are introducing a single judgement on value for money in all our inspections. This judgement will be made at one of two levels, depending on the complexity of the remit and the evidence available. Judgements on value for money are intended to bring about improvement by identifying the effective and efficient use of resources, and will take into account the views of service users.

Meeting our savings targets

In 2006 the Government, through the Better Regulation Executive, set public inspectorates the challenging target of delivering a 30% reduction in expenditure by April 2009 compared with levels in 2003–04. In 2003–04, the total relevant expenditure of the inspectorates that now make up Ofsted was £266 million, so this equated to Ofsted having to make an £80 million saving. This amount did not include the value of inflation over the period, which also had to be absorbed.

‘The average cost of inspection per child or learner has continued to fall as a result of our efficiency savings and implementing more proportionate approaches to inspection.’

In 2008, the Government recognised that in order to achieve these significant longer term savings Ofsted would have to bear some short term costs. These short term costs include expenditure associated with our organisational restructure and our move to a smaller London office. Both of these will result in longer term recurrent savings. Our move to a new London office, for example, is costing around £9 million but will result in savings of £2 million a year from September 2009. As a result the Government agreed to adjust the timeframe within which the savings target will be met.

In accordance with this agreement, in 2008–09 Ofsted spent £223 million. This means that in a relatively short space of time Ofsted has saved £43 million and absorbed the impact of five years’ inflation (a further £38m).

The majority of the remaining savings will be in place from September 2009, in line with the new timescales and six months after the date set originally. September 2009 is significant as it is when the current contracts with school inspection service providers and the current lease on Ofsted’s London office come to an end. Both of these provide Ofsted with the opportunities to make considerable savings.

From April 2010, Ofsted will be £8 million away from target levels. We will make this final saving by 2012. This saving was delayed at the request of the Government, which asked us to continue to inspect early years providers to the same extent throughout the current inspection cycle.



Cost of inspection per child or learner

The average cost of inspection per child or learner has continued to fall as a result of efficiency savings and implementing more proportionate approaches to inspection. Overall, we reduced our total costs by £5 million on last year’s expenditure. There will be further savings from September 2009 with the implementation of the new school inspection arrangements.

All unit costs have benefited from lower overhead costs, which have helped us to achieve reductions across our work. For example, the full cost of an average secondary school inspection in 2008–09 was £13,100, compared to £13,400 the year before, and the cost of a primary school inspection reduced from £7,100 to £6,900. The cost of our work-based learning inspections reduced on average from £19,900 to £18,400. The cost of these inspections may seem high but over 20,000 people may be users of a single provider. However, there was an increase in the cost of an average inspection of a further education college, from £54,400 last year to £57,700. This increase was the result of our inspecting a higher number of more complex colleges in 2008–09. As with work-based learning providers, the cost of these inspections may seem high, but given the large numbers of students using their services, it amounts to around £3.30 per college learner. The average cost of an inspection of a childminder, who might look after between one and eight children, was £800. We cannot compare this with the cost from last year because we have changed our inspection frameworks, but we will report progress against this next year.

The unit costs of social care inspection have also fallen: the cost of an inspection of a children’s home, for example, has reduced from £4,100 to £3,300. This was a result of reductions in overhead costs and not because of any reduction in the amount of inspection. In fact, because of reductions in other remit areas, we now invest proportionately more in front-line social care inspection than we did before. Social care inspection is, per head, our most costly service. We feel that this is right because of the high level of risk in this area.

2008–09: a review of progress against our strategic plan

Better value for money continued

Administration cost limit

HM Treasury defines expenditure as either ‘administration’ (running costs) or ‘programme’ (the costs of delivering Ofsted’s services). Government departments are set cost limits on the amounts of expenditure on administration in order to ensure a focus on front-line delivery.

In 2007–08, Ofsted’s administration cost limit was £29 million. We underspent against this limit by £8.5 million. In 2008–09 our administration cost limit was £28.8 million. We will spend up to this limit as a result of the costs relating to our move to a smaller London office and our reorganisation. After next year, these developments will result in savings against the administration cost limit as their impact takes effect.

Delivering value for money

During 2008–09, delivering value for money has been a key priority for the Ofsted Board. The Board has steered the development of Ofsted’s Value for Money Strategy. While Ofsted has already made significant savings over the last few years, we are working to continue to reduce costs and deliver still better value while ensuring a high quality service. We are doing this by:

- ✦ evaluating the cost of our corporate functions to identify further savings
- ✦ seeking to centralise and streamline further those functions that directly support the delivery of front-line services
- ✦ seeking opportunities for further collaboration and partnerships with the commercial sector; this could include further outsourcing
- ✦ improving the way information services are managed and delivered
- ✦ piloting the use of ‘lean’ methodologies to identify their potential to drive better value and efficiencies by improving our end-to-end processes.

External benchmarking

While quality of service remains paramount, we are determined that the unit costs of our corporate administrative functions should compare well with organisations of similar size and complexity. In 2007–08, we reviewed our corporate services costs and conducted some indicative benchmarking against other organisations. As a result, corporate support services were reconfigured during 2008–09. The changes were designed to both reduce costs and improve service levels, and generated £5.6 million of savings. The largest savings were drawn from our back office support functions.

We use benchmarking to measure and improve our work. In 2008–09 this informed the improvements to our corporate services and finance services. Similar benchmarking was conducted during the year across all government departments and in 2009–10 Ofsted will be able to compare its results with these to help inform further improvement.

Estates strategy

In line with HM Treasury requirements and the Lyons review, Ofsted has to reduce the number of people it has based in London and the south east of England. The lease on Ofsted’s London office expires in 2009 and Ofsted has worked with the Treasury to agree a plan that significantly reduces the size of Ofsted’s London presence. Under these plans, Ofsted will reduce London headcount by almost 40% (150 posts) next year.

During 2008–09 we have carried out an exercise to establish which posts have to be London-based and which can be re-designated as home-based or subject to relocation to one of our other three offices. Plans are in place for Ofsted to move from its current London office to a smaller office shared with another government department by September 2009.

‘These new arrangements will help Ofsted to achieve greater impact, integration and consistency in the provision of inspection services and will help Ofsted deliver increased value for money in the way we inspect.’

Procurement of inspection service providers

Ofsted has a track record of delivering high-quality inspections through partnership with contractors. Under the current contract arrangements (which finish in September 2009), Ofsted has contracts with five regional inspection service providers that support school inspections by recruiting, managing and deploying additional inspectors, quality assuring their work, and providing administrative support services. At present, Ofsted also has contracts with two national inspection service providers: one for further education colleges and one for independent schools.

In March 2009 we announced the results of a procurement exercise to appoint new inspection service contractors to inspect schools, colleges, apprenticeships, adult skills and initial teacher education from September 2009. These new arrangements will help Ofsted achieve greater impact, integration and consistency in the provision of inspection services and will help Ofsted deliver increased value for money in the way we inspect.

Consultancy and professional services

In 2008–09 Ofsted spent £5.6 million on consultancy and professional services. This is £1.1 million more than in 2007–08. This increase has been the result of the need for short term consulting support in relation to our Information and Intelligence Strategy, the relocation of our London office and our organisational restructuring. All of these will result in longer term savings.

Sustainable development

Ofsted’s sustainable development action plan for 2008–09 sets out four priority areas based on the Government’s principles for sustainable development:

- ✦ sustainable communities
- ✦ climate change and energy
- ✦ sustainable consumption and production
- ✦ natural resource protection and environmental enhancement.

The plan has implications for both how we inspect and regulate, and how we function as an organisation. It covers our approach to sustainability when conducting inspections, our commitment to reducing our energy and water consumption, and considering the implications of sustainability in the procurement process.

Taking action in accordance with the plan has enabled Ofsted to reduce electricity, gas and water consumption by more than 2% by the end of March 2009 relative to 2007–08 levels. We have also been working with the Sustainable Development Commission as we develop the way we take sustainability into account in our inspections. And in 2008–09 we published the survey report *Schools and sustainability* and a ‘green edition’ of *talisman* for the learning and skills sector.

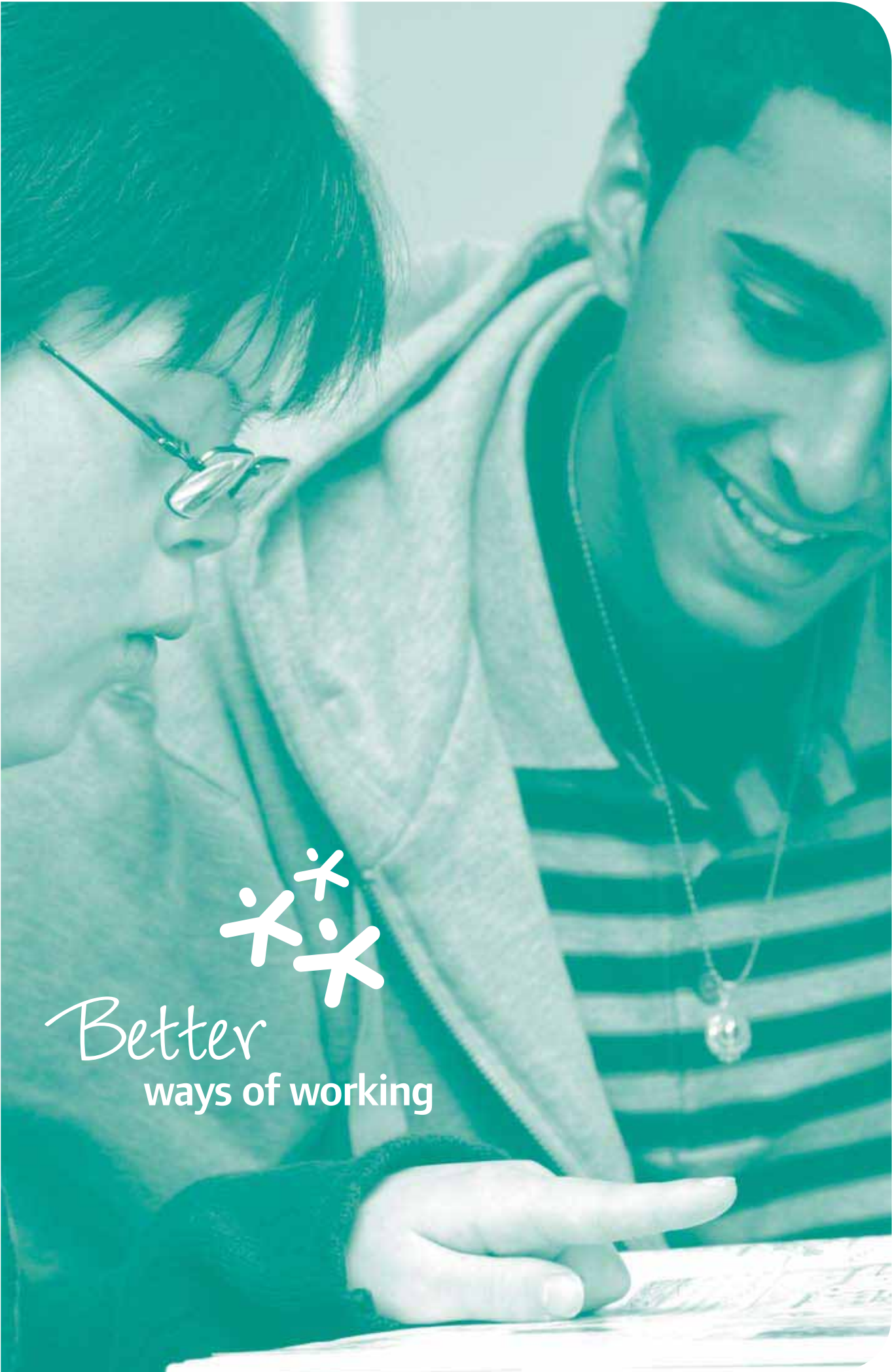
Identifying and managing risks

Ofsted has an established process to identify and manage risks. The Ofsted Board reviews and identifies Ofsted’s strategic risks periodically, the Audit Committee reviews the strategic risk register at every meeting, and the Corporate Management Team reviews them monthly. We regularly review and update our risk management policy and procedures to ensure they are robust and reflect best practice. We have continued our emphasis on educating key staff on the importance of effective risk management, with a regular series of workshops held across the organisation.

2008–09: a review of progress against our strategic plan

Better value for money continued

Progress towards our 2010 targets	
Ofsted will make clear, evidence-based judgements on the value for money provided by all the services within our remit.	<p>On course</p> <p>Inspectors are now making value for money judgements in all settings inspected.</p>
We will achieve the challenging target of a 30% reduction in costs that we have been set.	<p>On course</p> <p>We are on track to achieve the 30% savings. At the Government’s request, full compliance is now set for 2012.</p> <p>In 2008–09 Ofsted spent £223m, 2% lower than the previous year.</p>
While maintaining quality, the unit costs of our corporate administrative functions will compare well with organisations of similar size and complexity.	<p>On course</p> <p>Our corporate administrative functions make up 15% of our costs, a reduction from 18% the year before. We will continue to use benchmark data to inform continuing plans for reductions.</p>
Ofsted will have reduced the average cost of inspection per child or learner each year.	<p>On course</p> <p>Cost improvements are progressing as planned.</p>



Better
ways of working

2008–09: a review of progress against our strategic plan

Better ways of working – delivering results through people



Our high-quality services and reputation depend on the performance of our experienced, skilled and professional employees and the contracted inspectors who work with us. We not only build on feedback from our employees and stakeholders but also learn from best practice in other organisations. We constantly seek to improve the ways we support our staff, and to become an exemplary employer.

Summary

We are making Ofsted an even better place to work, and an organisation with greater impact by:

- ✦ undertaking an organisational restructure which will enable Ofsted to have greater impact, improve our internal processes, reduce bureaucracy and duplication, and provide even better value for money
- ✦ listening to what our staff and other stakeholders tell us about Ofsted's values, vision, workload, work environment and management to help drive improvement
- ✦ promoting equality and diversity within Ofsted and through inspection
- ✦ reviewing our information and intelligence systems to ensure we are organised in the best way to meet our priorities.

We are working to attract and retain the right people by:

- ✦ using secondment as a valuable development tool
- ✦ working with the National College of School Leadership to introduce a programme for black and minority ethnic teachers to shadow school inspections
- ✦ achieving the Investors in People Standard and working towards achieving Investors in People Profile in 2010
- ✦ increasing the opportunities for our staff to complete internal courses and obtain external qualifications.

Our organisational review

We want to make Ofsted an even better place to work and an organisation with more impact in terms of raising standards and improving lives. To help achieve this, in 2008–09, following on from a capability review conducted in 2007, we engaged with external consultants to review our organisation to ensure we have the most effective structure to fulfil our strategic aims and priorities.

This has been a major undertaking, designed to ensure we see the benefits of the merged organisation created in April 2007. Our organisational review drew on staff feedback from across the organisation at all stages, from the initial proposals to the final design. We also carefully considered the equalities impact of our proposals on different groups of staff.

The new structure is designed to enable Ofsted to become an organisation with greater impact on policy makers, provider improvement and the lives of service users. It will also enable us to improve our internal processes, and provide even better value for money.

We are doing this by:

- ✦ bringing together the **delivery** of inspection into a single directorate working together to provide high-quality inspection, building on existing knowledge and generating greater national consistency
- ✦ creating a new **development** directorate to ensure inspection methodology, guidance and frameworks for inspection are coherent and drive improvement across the system
- ✦ establishing a new **strategy** function, whose prime focus will be on increasing Ofsted's influence on both policy thinking and policy makers.

The appointments process to posts in this new structure will be concluded for internal staff in July 2009 and the new structure will be up and running from September 2009. We are confident it will help make Ofsted an even better place to work – where people can see how they contribute to making a real difference in terms of outcomes for children, learners and society as a whole.

‘The new structure is designed to enable Ofsted to become an organisation with greater impact on policy makers, provider improvement and the lives of fellow citizens.’

Attracting and retaining the right people

Recruitment practice

Recruitment is carried out in accordance with the Civil Service Commissioners’ Recruitment Code. Ofsted’s approach to recruitment reflects its commitment to equalities and diversity. Jobs are advertised externally using a variety of media, including the national press, specialist publications and recruitment consultants’ websites as appropriate.

Senior Civil Service

The Senior Civil Service (SCS) across government is made up of over 3,000 senior managers, specialists and policy advisers. Ofsted is responsible for recruiting to all its SCS posts, subject to the Civil Service Commissioners’ rules, and for managing pay, performance and career development. Ofsted’s SCS Pay Committee determines the remuneration for SCS members within the limits set by the Government in responding to the report of the Senior Salaries Review Body.

The table below shows the salaries of SCS members reflecting staff numbers at 1 April 2008.

	Number in post	Minimum	Maximum
SCS Pay Band 1	22	£57,300	£116,000
SCS Pay Band 2	7	£81,600	£160,000

Using secondment and shadowing

Secondment both into and from Ofsted is a valuable development tool. For example, in 2008–09 Ofsted has seconded 12 people who are either serving headteachers from all phases of maintained schools or senior managers in secondary schools to act as Additional Inspectors. The benefits to Ofsted include bringing fresh perspectives on inspection and current educational issues, and increasing the proportion of inspectors who have recent and relevant experience of the schools sector.

The benefits to the secondees include continuing professional development of high quality, and opportunities to work with HMIs and other Additional Inspectors to improve the quality of education. Seconded Additional Inspectors have been trained in inspection skills alongside newly appointed HMIs. Their training includes shadowing experienced HMIs on inspections and each has an HMI mentor.

During the year we have also had a number of HMIs on secondment, including with:

- ✦ a local authority, working with children’s services advisers and headteachers
- ✦ the National Strategies
- ✦ the Learning and Skills Council to advise on the development of the Framework for Excellence
- ✦ the Quality Improvement Agency (now the Learning and Skills Improvement Service) to work on the Excellence Gateway
- ✦ Becta
- ✦ DCSF, working on the 14–19 reform agenda.

2008–09: a review of progress against our strategic plan

Better ways of working continued

Ofsted is also working with the National College of School Leadership to introduce a programme that will provide opportunities for black and minority ethnic teachers to shadow school inspections. This builds on Ofsted's experience of hosting over 100 black and minority ethnic staff in the inspection shadowing programme for further education colleges.

The aim of the shadowing programme is to enhance the skills and knowledge portfolios of black and minority ethnic colleagues when applying for promotion to senior leadership positions by providing them with valuable new insights into school or college performance and effectiveness. Participants also develop a good understanding of the inspection process by shadowing experienced inspectors.

An Investor in People

In 2008–09 Ofsted was recognised as an Investor in People (IiP), following our successful external assessment in April. This is a real achievement for a new organisation and is testimony to the hard work and commitment of everyone at Ofsted. IiP is a proven business improvement tool that focuses on achieving success through the management and development of people. The assessor says in the full report: 'Some very good practice is in place and the vast majority of people considered the organisation had achieved a huge amount both internally and externally.'

Ofsted is now focused on meeting the ambitious Investors in People Profile, a more stretching standard in terms of people management and development. Ofsted is committed to achieving the IiP Profile in 2010 and has an agreed action plan, developed with staff, to support meeting this goal.

Learning and development

Learning and development in Ofsted have been driven by our People Development Group, chaired by HMCI. We have used Investors in People to help Ofsted become an organisation that manages and develops its people very well.

Ofsted has a strong commitment to learning and development. Staff across the organisation attended internal learning and development events, including specialised leadership and management development programmes. Approximately 2,000 members of staff engaged in e-learning training, including courses in equalities and diversity, safeguarding awareness and information assurance.

During the year, some 120 members of staff studied for professional qualifications. Sixty-two members of staff have gained Master of Business Administration or Institute of Leadership and Management qualifications, and a range of National Vocational Qualifications. We have held events to celebrate and recognise the achievements of individuals who have attained a qualification in the last year. The most recent event, held in London, was a great success.



‘We use our unique position to identify and combat discrimination and disadvantage through inspection and regulation.’

Management development

Ofsted is committed to the development of high calibre managers. We have a clear management development framework for all managers, supported by a range of training and development opportunities. For example, 800 managers participated in seminars this year to brief them on implementing our new human resources policies, 300 undertook programme and project management training and 44 participated in our new coaching programme. In addition, all new managers now undertake a common ‘managing at Ofsted’ induction programme.

Four members of staff were chosen this year to be part of the civil-service-wide Leaders Unlimited scheme. This new corporate development scheme aims to lever the leadership talent of individuals from currently under-represented groups with high potential for the Senior Civil Service.

Acting on staff feedback

When we inspect, we listen to what providers and learners tell us. Some of the most powerful evidence is what people say. It has to follow that we should listen to what our staff and stakeholders tell us and use it as a lever for improvement. We undertook a staff survey in May 2008, with over 80% of staff giving their views. The survey told us that there are high levels of satisfaction with Ofsted’s values, vision, workload, work environment and management. However, there were lower levels of satisfaction with the way we were managing change, our internal communications, and leadership in some areas. Since last summer, we have worked hard to make sure we improve these areas and are using the liP plan we developed with staff through a series of conferences to bring about the required improvements.

Promoting equality and diversity

Our core values include an explicit commitment to valuing people’s differences. This commitment is central to all that we do and how we go about it. We promote best practice among the service providers we inspect and regulate. We also use our unique position to identify and combat discrimination and disadvantage through inspection and regulation, publishing reports and surveys and seeking to influence national policy. We aim to be an exemplary employer with a diverse and committed workforce. An Equalities and Diversity Steering Group, chaired by HMCI and supported by sub-groups across the organisation, has oversight of an extensive programme of the work under way to achieve these aims.

Our equality schemes

We have published our three statutory equality schemes (race, disability and gender) on our website and all are compliant with legal requirements. We are producing a single equality scheme to ensure compliance with proposed public sector duties in the new Equality Bill by April 2010. In the meantime, we have created a single action plan for all our work in this area. We have also embedded equality impact assessments as part of practice across the organisation, with a wide range published on our website.



2008–09: a review of progress against our strategic plan

Better ways of working continued

Inspecting equality and diversity

Our inspection frameworks are being revised with a strengthened focus on equality and diversity. This includes introducing a judgement on equality and diversity into all our inspections. This judgement will contribute to and potentially limit the grade for a provider's overall effectiveness. Where a judgement of inadequate is awarded for equality and diversity, for example, it is likely the overall judgement on the provider will be inadequate. The impact of this will be monitored over time. This approach has been praised by the Equalities and Human Rights Commission and recommended to other inspectorates.

Employment practice

Recording and monitoring systems for employment information have been improved and extended to enable a wider and more rigorous analysis of our employment profile. We have published an employment report showing current strengths and areas for development in equalities employment practices. A range of positive actions has also been taken to promote equal opportunities in recruitment and promotion, including supporting mentoring programmes and the black leadership initiative.

This work is being supported by a new strengthened equalities and diversity team, more closely integrated with our inspection and regulatory work. We will measure our progress using a new Equalities Standard, an improvement tool based on self-assessment against an ambitious standard; an initial, internal self-assessment is scheduled for completion by summer 2009. Underpinning this has been increased training on equality and diversity across the organisation and for all levels of staff, including on equality impact assessments, inspection of equalities and managing diversity.

Further information on Ofsted's equality and diversity schemes, including details of the action plans in place and on performance against these plans, is available on the Ofsted website.



Reviewing our information systems

We are committed to reviewing our systems and structures to ensure that we are organised in the best way to meet our priorities. Last year's Capability Review found we needed to do more to make the most of the wide range of information and intelligence we collect. It also confirmed our belief that we could introduce a more coherent approach to our use of information systems across the organisation. As a result we developed an Information Intelligence Strategy and have been working through the year on its implementation.

The first phase of the project has involved ensuring that upgrades to current information systems are in place by April 2009. The new processes and systems will provide a high degree of standardisation. They will enable staff to access data regardless of location, and 'single instances' of information will be held within the systems. Major areas of work in the coming year include the introduction of a single system to harmonise 'inspection scheduling' across Ofsted. We are also implementing new processes for the gathering and dissemination of data, information and knowledge.

‘A judgement on equality and diversity in all our inspections will contribute to and potentially limit the grade for a provider’s overall effectiveness.’

Information security

Ofsted is committed to operating a strong information assurance framework and has put in place the necessary measures to meet all of the mandatory requirements set out in the Government’s Data Handling Review. All laptops used by Ofsted staff are encrypted. Across Ofsted, all sensitive documents, emails and reports are now being labelled with their impact level wherever possible. All new projects and programmes which involve the use of personal data will be subject to privacy impact assessments.

Health and safety

In order to fulfil its responsibilities, Ofsted provides inspectors with the appropriate training, guidance and ongoing support to ensure they have the skills and knowledge to manage effectively any risks or avoid hazards they may encounter during inspections. During 2008–09, Ofsted produced new guidance and generic risk assessment advice for its inspectors as part of its work on common principles and standards across all its inspection remits.

We also introduced a new online risk assessment tool, and the vast majority of staff have completed the required training. The online risk assessment tool has helped the health and safety team to locate and resolve issues promptly and effectively.

Progress towards our 2010 targets

We will have achieved Investors in People accreditation in 2008 and Investors in People Profile status in 2010.

On course

We achieved Investors in People accreditation in 2008 and are working towards profile status in 2010.

We will have pioneered an externally validated Equalities Standard to promote equality and diversity and help to eliminate disadvantage, particularly relating to race, gender, age, religion or belief, disability or sexual orientation.

On course

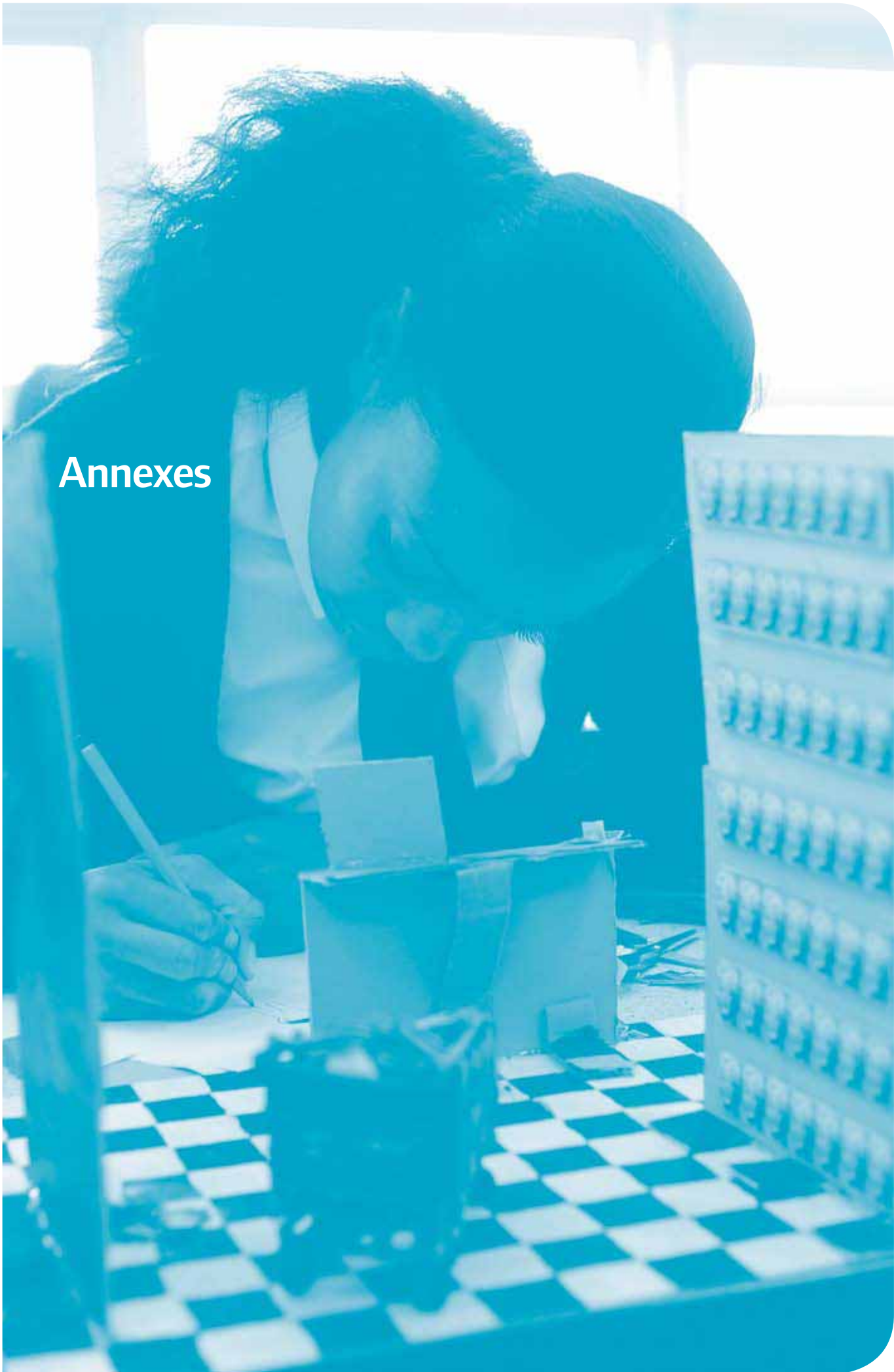
We have developed an Equalities Standard and will use it across the organisation in 2009–10.

We will have set up new contracts with trusted suppliers which provide high-quality inspection services and deliver excellent value for money.

On course

We have signed new contracts with three inspection service providers to begin in September 2009.

Annexes



Performance against targets

Ofsted has no outstanding service delivery agreement targets that were established as outcomes of earlier spending reviews. This departmental report outlines progress against the targets defined by the Ofsted Board and published in the Ofsted strategic plan for 2007–2010.

The following standard terminology has been used to report progress against targets. Other government departments also use this terminology.

For **final assessments** the terms used are:

Term	Definition
Met	Target achieved by the target date.
Met – ongoing	For older targets where no end date was set, but where the target level has been met and a decision has been made to make a final assessment.
Partly met	Where a target has more than one distinct element and some, but not all, have been achieved by the target date.
Not met	Where a target was not met or was met late.

For **interim assessments** of those targets yet to reach their completion dates, the terms used are:

Term	Definition
Met early	Target has been met ahead of schedule.
Ahead	Progress is exceeding plans and expectations.
On course	Progress is in line with plans and expectations.
Slippage	Progress is slower than expected.
Not yet assessed	A new target for which data are not yet available.

Annex A: Summary of strategic targets

2010 strategic plan target	2007–08 performance	Current performance
We will have made significant progress in reducing the number of children and learners who receive inadequate services: of those providers inspected in 2006/07 and found to be inadequate: a) the great majority will have become at least satisfactory.	On course	Ahead
b) at least 15% will be judged good or better.	Ahead	Ahead
The proportion of good or better provision in services we inspect will have increased by at least 10% from 2006/07.	On course	On course
There will be an increase of 10% in the number of looked after children who tell us their most recent change of home or school was in their best welfare and educational interests.	Not yet assessed	Slippage
There will be measurable improvement in: a) the stability of placements and b) educational attainment of looked after children.	Not yet assessed	a) Slippage b) On course
At least 80% of service providers who respond to consultation will report that our inspections have had a positive impact.	Ahead	Ahead
At least 70% of service providers who respond to consultation will report that they have used the evidence Ofsted collects and disseminates on good practice.	Ahead	Ahead
At least 75% of our key stakeholders will judge Ofsted to have had a positive impact on outcomes for children and learners.	On course	Ahead
Proportionate inspections will be guided by consistent risk assessment across our remit.	On course	On course
At least 70% of providers will be judged in inspections to be using self-assessment to help their service improve.	Ahead	Ahead

2010 strategic plan target	2007–08 performance	Current performance
At least 75% of users who respond to consultation will agree that inspection has a positive impact.	Slippage	On course
a) Our consultations will be accessible to users b) We will publish the results of every consultation on our website.	a) On course b) On course	a) On course b) On course
The number of people responding to our invitations to comment on consultations will have increased by 10%.	Not yet assessed	Ahead
a) All our inspections will involve the views and experience of users. b) Of those children and young people, adult learners, parents and employers we involve in the inspection process, at least 75% will agree that we listened to their views.	a) On course b) On course	a) On course b) On course
Surveys will show that: a) an increasing proportion of the population we serve has heard of us and b) knows how it can engage with us.	Not yet assessed	a) Slippage b) Ahead
All our communications will be written in plain English, suited to their readers.	On course	On course
At least 75% of people who contact us will say they are satisfied with the way we have responded to the issues they have raised.	Ahead	Ahead
All routine transactions with us, such as applications for registration, will be capable of being carried out online.	On course	On course
At least 75% of users who respond to our consultations will agree that our information is accessible and easy to find.	On course	Ahead
The volume of media coverage referring to Ofsted accurately and positively will increase each year.	On course	On course

Summary of strategic targets continued

2010 strategic plan target	2007–08 performance	Current performance
Ofsted will make clear, evidence-based judgements on the value for money provided by all the services within our remit.	On course	On course
We will achieve the challenging target of a 30% reduction in costs that we have been set.	On course	On course
While maintaining quality, the unit costs of our corporate administrative functions will compare well with organisations of similar size and complexity.	On course	On course
Ofsted will have reduced the average cost of inspection per child or learner each year.	On course	On course
We will have achieved Investors in People accreditation in 2008 and Investors in People Profile status in 2010.	On course	On course
We will have pioneered an externally validated Equalities Standard to promote equality and diversity and help to eliminate disadvantage, particularly relating to race, gender, age, religion or belief, disability or sexual orientation.	On course	On course
We will have set up new contracts with trusted suppliers which provide high-quality inspection services and deliver excellent value for money.	On course	On course

Annex B: Summary of operational targets

Operational performance indicator	Performance 2007–08	Performance 2008–09
Registrations carried out to timescales		
Children's homes	Not met	Not met
Fostering and adoption services	Met	Not met
Childminders	Not met	Not met
Childcare – domestic	n/a	Met
Childcare – non-domestic	n/a	Met
Home childcare	n/a	Met
Inspections carried out to planned programmes		
Children's homes	Met	Met
Fostering and adoption services	Met	Met
Social care provided in residential special schools	Met	Met
Social care provided in residential family centres	Met	Met
Social care provided in boarding schools	Met	Met
Social care provided in further education colleges	Met	Met
Programmed inspections of registered childcare providers	Met	Met
Programmed inspections of early education providers	Met	Met
Childcare and early education – inadequate – category 1	Met	Not met
Childcare and early education – inadequate – category 2	Met	Not met
Cafcass	Met	Met
Maintained schools	Met	Met

Summary of operational targets continued

Operational performance indicator	Performance 2007–08	Performance 2008–09
Inspections carried out to planned programmes		
Academy schools	n/a	Met
Schools causing concern – notice to improve	Met	Met
Schools causing concern – special measures	Met	Met
Independent schools	Met	Met
Joint area reviews	Met	Met
Annual performance assessments	Met	Met
Initial and further education teaching providers	Met	Met
Further education colleges	Met	Met
Work-based learning	Met	Met
Adult and community learning (including nextstep and learndirect)	Met	Met
Judicial services	Met	Met
DWP-funded support and training	Met	Met
Proportion of complaints against providers investigated within 30 working days		
Childcare (30 days)	Met	Met
Schools	n/a	Met
Freedom of Information Act 2000		
Responded to within the timescales allowed by the Act	Met	Not met

Annex C: Financial tables

Table 1: Total public spending for Ofsted

	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Estimated Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
Consumption of resources:									
Regulation and inspection of education, children's services and skills	235,515	254,995	263,426	204,618	213,166	200,540	191,900	186,046	–
Total resource DEL	235,515	254,995	263,426	204,618	213,166	200,540	191,900	186,046	–
<i>of which:</i>									
Near cash	230,674	250,393	255,289	209,713	213,293	200,275	192,685	185,985	–
Total resource budget	235,515	254,995	263,426	204,618	213,166	200,540	191,900	186,046	–
Capital spending									
Regulation and inspection of education, children's services and skills	2,327	2,012	1,458	-693	–	–	981	–	–
Total capital budget	2,327	2,012	1,458	-693	–	–	981	–	–
<i>of which:</i>									
Capital DEL	2,327	2,012	1,458	-693	–	–	981	–	–
Total public spending ⁽²⁾	233,010	251,918	254,972	202,492	212,257	200,230	191,987	184,925	–

Note:

- (1) This table was created using data from the HM Treasury COINS database.
- (2) Total public spending calculated as the total of the resource budget plus the capital budget, less depreciation.
- (3) See the main body of the report for more information on Ofsted's cost reduction targets.
- (4) 2006–07 shows a negative figure for the total capital budget due to proceeds from the sale of one of the surplus estate properties.
- (5) From 2003–04 forward the out-turn figure and plans for future years have been adjusted to reflect the Machinery of Government change in 2007–08 in relation to creation of the new Ofsted. This took responsibility for the children's care remit of the Commission for Social Care Inspection (CSCI), the remit of the Adult Learning Inspectorate (ALI), and the remit of the HM Inspectorate of Court Administration (HMICA) for the inspection of the Children and Family Court Advisory Support Service (Cafcass).

Financial tables continued

Table 2: Resource budget for Ofsted

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
						Estimated			
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
Resource DEL									
Regulation and inspection of education, children's services and skills									
Administration and inspection									
RfR1 A	235,515	254,995	263,426	204,618	213,166	200,540	191,900	186,046	-
Total voted	235,515	254,995	263,426	204,618	213,166	200,540	191,900	186,046	-
Total resource budget	235,515	254,995	263,426	204,618	213,166	200,540	191,900	186,046	-

Note:

- (1) From 2003-04 forward the out-turn figure and plans for future years have been adjusted to reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the children's care remit of the CSCI, the remit of the ALI, and the remit of the HMICA for the inspection of Cafcass.

Table 3: Capital budget for Ofsted

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
						Estimated			
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
Capital DEL									
Regulation and inspection of childcare, education and skills									
Administration and inspection									
RfR1 A	2,327	2,012	1,458	-693	-	-	981	-	-
Total voted	2,327	2,012	1,458	-693	-	-	981	-	-
Total capital budget	2,327	2,012	1,458	-693	-	-	981	-	-

Note:

- (1) From 2003-04 forward the out-turn figure and plans for future years have been adjusted to reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the children's care remit of the CSCI, the remit of the ALI, and the remit of the HMICA for the inspection of Cafcass.

Table 4: Capital employed by Ofsted

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
						Projected			
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
Assets and liabilities on balance sheet at end of year:									
Assets									
Fixed assets									
Intangible	520	947	194	178	73	98	75	62	48
Tangible	11,309	9,513	2,302	1,424	663	899	1,599	1,399	1,199
<i>of which:</i>									
Land and buildings	357	364	1,169	–	–	–	–	–	–
Plant and machinery	10,952	9,149	1,133	1,424	663	899	1,599	1,399	1,199
Investments	–	–	–	–	–	–	–	–	–
Current assets	7,769	8,238	6,202	6,672	8,872	8,375	8,375	8,375	8,375
Liabilities									
Creditors (<1 year)	-18,280	-16,730	-19,956	-18,928	-21,675	-10,514	-19,114	-19,114	-19,114
Creditors (>1 year)				-204	–	–	–	–	–
Provisions	-550	-10,686	-14,085	-10,963	-10,616	-20,531	-12,131	-9,031	-7,531
Total capital employed in Department	768	-8,718	-25,343	-21,821	-22,683	-21,673	-21,196	-18,309	-17,023

Note:

- (1) From 2003-04 to 2005-06 the figures reflect the remit of the old Ofsted. From 2006-07 forward the out-turn figure and plans for future years have been adjusted to reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the children's care remit of the CSCI, the remit of the ALI, and the remit of the HMICA for the inspection of Cafcass.

Table 5: Administration costs for Ofsted

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
						Estimated			
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
Administration expenditure									
Pay bill	10,451	9,539	10,803	12,089	8,747	7,188	10,548	10,287	
Other	19,711	15,396	13,425	16,609	12,774	14,183	17,567	17,145	
Total administration expenditure	30,162	24,935	24,228	28,698	21,521	21,371	28,115	27,432	–
Administration income	-174	-390	-197	-307	-5	–	-95	-95	–
Total administration budget	29,988	24,545	24,031	28,391	21,516	21,371	28,020	27,337	–

Note:

- (1) From 2003-04 forward the out-turn figure and plans for future years have been adjusted to reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the children's care remit of the CSCI, the remit of the ALI, and the remit of the HMICA for the inspection of Cafcass.

Financial tables continued

Table 6: Staff in post

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
						Estimated			
	Out-turn	Out-turn	Out-turn	Out-turn	Out-turn	Out-turn	Plans	Plans	Plans
Civil Service full-time equivalents	2,545	2,450	2,259	2,154	2,407	2,168	2,243	2,243	2,243
Overtime	10	10	9		8	5			
Casuals (fixed term contract)	12	12	11	60	102	84	34	34	34
Total	2,567	2,472	2,279	2,214	2,517	2,257	2,277	2,277	2,277

Notes:

- (1) From 2003-04 to 2006-07 the staff numbers relate to the remit of the old Ofsted. From 2007-08 the staff numbers reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the children's care remit of the CSCI, the remit of the ALI, and the remit of the HMICA for the inspection of Cafcass.

Table 7: Identifiable expenditure on services by country and region

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
	Out-turn £ million	Out-turn £ million	Out-turn £ million	Out-turn £ million	Out-turn £ million	Plans £ million	Plans £ million	Plans £ million	Plans £ million
North East	11.0	11.9	12.3	9.9	12.2	9.3	10.1	10.4	-
North West	30.8	33.2	40.0	30.6	29.8	25.8	24.9	25.5	-
Yorkshire and Humberside	21.9	23.6	24.3	19.6	22.1	18.1	18.5	18.9	-
East Midlands	21.3	21.1	24.4	19.3	18.9	16.8	15.7	16.1	-
West Midlands	24.1	26.5	25.0	23.5	23.4	19.3	19.5	20.0	-
Eastern	27.3	28.6	28.5	24.4	24.7	21.9	20.6	21.1	-
London	33.2	37.2	35.6	26.4	27.5	25.1	23.0	23.6	-
South East	37.1	43.8	40.8	34.9	33.3	31.8	27.8	28.5	-
South West	26.3	26.5	25.9	20.6	21.4	19.5	17.9	18.3	-
Total England	233.0	252.4	256.8	209.0	213.3	187.5	178.0	182.3	-
Scotland	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-
Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-
Northern Ireland		0.0	0.0	0.0	0.0	0.0	0.0	0.0	-
Total UK identifiable expenditure	233.0	252.4	256.8	209.0	213.3	187.5	178.0	182.3	-
Outside UK	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	-
Total identifiable expenditure	233.0	252.4	256.8	209.0	213.3	187.5	178.0	182.3	-
Non-identifiable expenditure	0.0	0.0	0.0	0.0	0.0	0.0	13.5	3.7	-

Table 8: Identifiable expenditure on services, by country and region, per head

	2003–04	2004–05	2005–06	2006–07	2007–08	2008–09	2009–10	2010–11	2011–12
	Out-turn £s/head	Out-turn £s/head	Out-turn £s/head	Out-turn £s/head	Out-turn £s/head	Plans £s/head	Plans £s/head	Plans £s/head	Plans £s/head
North East	4.3	4.7	4.8	3.9	4.7	3.6	3.9	4.0	–
North West	4.5	4.9	5.9	4.5	4.3	3.7	3.6	3.6	–
Yorkshire and Humberside	4.4	4.7	4.8	3.8	4.3	3.5	3.5	3.5	–
East Midlands	5.0	4.9	5.6	4.4	4.3	3.8	3.5	3.5	–
West Midlands	4.5	5.0	4.7	4.4	4.3	3.6	3.6	3.7	–
Eastern	5.0	5.2	5.1	4.3	4.4	3.8	3.6	3.6	–
London	4.5	5.0	4.8	3.5	3.6	3.3	3.0	3.0	–
South East	4.6	5.4	5.0	4.2	4.0	3.8	3.3	3.4	–
South West	5.3	5.3	5.1	4.0	4.1	3.7	3.4	3.4	–
Total England	4.7	5.0	5.1	4.1	4.2	3.6	3.4	3.5	–
Scotland	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	–
Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	–
Northern Ireland	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	–
Total UK identifiable expenditure	3.9	4.2	4.3	3.4	3.5	3.1	2.9	2.9	–

Notes for Tables 7 and 8:

- (1) Tables 7 and 8 show analyses of the department's spending by country and region, and by function. The data presented in these tables are consistent with the country and regional analyses published by HM Treasury in Chapter 9 of Public Expenditure Statistical Analyses 2008. The figures were taken from the HM Treasury public spending database in December 2008 and the regional distributions were completed in January and February 2009. Therefore the tables may not show the latest position and are not consistent with other tables in the Departmental Report.
- (2) The analyses are set within the overall framework of Total Expenditure on Services (TES). TES broadly represents the current and capital expenditure of the public sector, with some differences from the national accounts measure (Total Managed Expenditure). The tables show the central government and public corporation elements of TES. They include current and capital spending by the department and its NDPBs, and public corporations' capital expenditure, but do not include capital finance to public corporations. They do not include payments to local authorities or local authorities' own expenditure.
- (3) TES is a near-cash measure of public spending. The tables do not include depreciation, cost of capital charges, or movements in provisions that are in departmental budgets. They do include pay, procurement, capital expenditure, and grants and subsidies to individuals and private sector enterprises.
- (4) The data are based on a subset of spending – identifiable expenditure on services – which is capable of being analysed as being for the benefit of individual countries and regions. Expenditure that is incurred for the benefit of the UK as a whole is excluded.
- (5) Across government, most expenditure is not planned or allocated on a regional basis. Social security payments, for example, are paid to eligible individuals irrespective of where they live. Expenditure on other programmes is allocated by looking at how all the projects across the department's area of responsibility, usually England, compare. So the analyses show the regional outcome of spending decisions that on the whole have not been made primarily on a regional basis.

Annex D: Key reports published in 2008–09

All publications listed in Annex D are available from Ofsted's website: www.ofsted.gov.uk/publications.

Annual performance assessment 2007: the councils' responses, 080040, April 2008

Departmental Report 2007–08, 080005, May 2008

Departmental Report 2007–08 summary, 080033, May 2008

Responding to the Rose Review: schools' approaches to the systematic teaching of phonics, 080038, May 2008

Schools and sustainability: a climate for change?, 070173, May 2008

Looked after children: good practice in schools, 070172, May 2008

Sustaining improvement: the journey from special measures, 070221, June 2008

Success in science, 070195, June 2008

Education for a technologically advanced nation: design and technology in schools 2004/07, 070224, June 2008

Teacher trainees and phonics: an evaluation of the response of providers of initial teacher training to the recommendations of the Rose Review, 070257, June 2008

The changing landscape of languages: an evaluation of language learning 2004/07, 070053, July 2008

The impact of programme-led apprenticeships, 070232, July 2008

White boys from low income backgrounds: good practice in schools, 070220, July 2008

Using data, improving schools, 070260, August 2008

Early years: leading to excellence, 080044, August 2008

How well new teachers are prepared to teach pupils with learning difficulties and/or disabilities, 070223, September 2008

Implementation of 14–19 reforms: an evaluation of progress, 070258, September 2008

How colleges improve, 080083, September 2008

The role of adult learning in community renewal: Neighbourhood Learning in Deprived Communities programmes, 070228, September 2008

Mathematics: understanding the score – messages from inspection evidence, 070063, September 2008

Curriculum innovation in schools, 070097, October 2008

Learning outside the classroom: how far should you go?, 070219, October 2008

English for speakers of other languages in the post-compulsory learning and skills sector: an evaluation, 070229, October 2008

Good practice in re-engaging disaffected and reluctant students in secondary schools, 070255, October 2008

Assessment for learning: the impact of National Strategy support, 070244, October 2008

The deployment, training and development of the wider school workforce, 070222, November 2008

The impact of Train to Gain on skills in employment, 070250, November 2008

The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08, 080196, November 2008

Developing young people's economic and business understanding, 070096, November 2008

Learning lessons, taking action: Ofsted's evaluations of serious case reviews 1 April 2007 to 31 March 2008, 080112, December 2008

An evaluation of National Strategy intervention programmes, 070256, January 2009

Virtual learning environments: an evaluation of their development in a sample of educational settings, 070251, January 2009

Learning and skills for offenders serving short custodial sentences, 070233, January 2009

Learning and skills for the longer-serving prisoner, 070249, January 2009

Identifying good practice: a survey of college provision in information and communication technology, 070246, January 2009

Identifying good practice: a survey of college provision in leisure, travel and tourism, 070245, January 2009

Making more of music: an evaluation of music in schools 2005/08, 080235, February 2009

Identifying good practice: a survey of college provision in arts and media, 070234, February 2009 (report and DVD)

The initial training of further education teachers, 080243, February 2009

Twelve outstanding secondary schools: excelling against the odds, 080240, February 2009

Professional development for citizenship teachers and leaders: an evaluation of citizenship training courses funded by the Department for Children, Schools and Families in 2006/08, 070253, February 2009

Inspection of local authority private fostering arrangements 2007–08, 080298, February 2009

The importance of ICT: information and communication technology in primary and secondary schools 2005/08, 070035, March 2009

Mathematics: understanding the score: improving practice in mathematics teaching at primary level, 080283, March 2009

Mathematics: understanding the score: improving practice in mathematics teaching at secondary level, 080284, March 2009

Identifying good practice: a survey of college provision in hairdressing and beauty therapy, 070247, March 2009

Identifying good practice: a survey of college provision in hospitality and catering, 080302, March 2009

Reports by the Children's Rights Director

Children's views on advocacy, 070139, May 2008

Parents on council care, 070208, June 2008

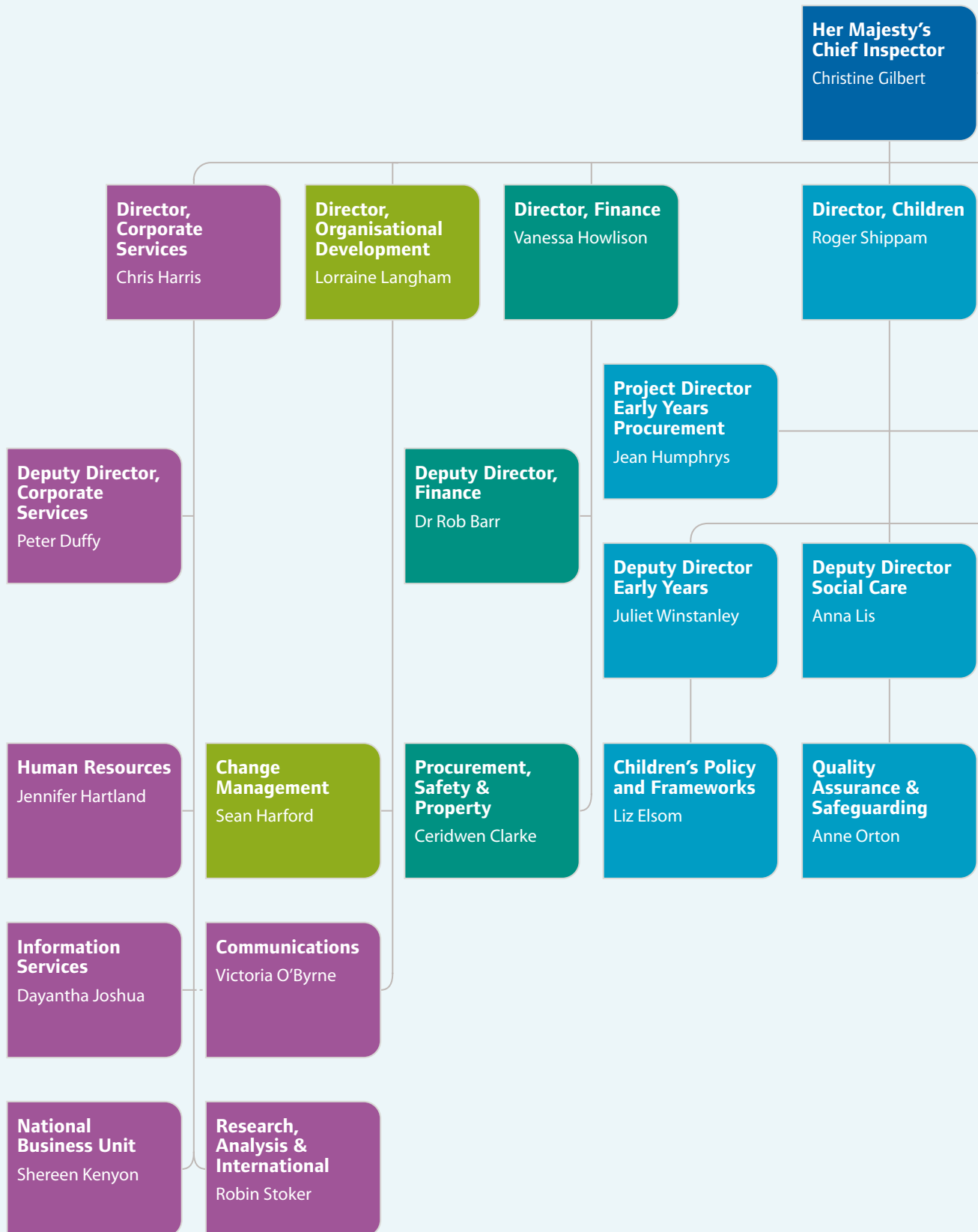
Children's care monitor 2008, 070207, August 2008

Children's experience of private fostering, 070209, September 2008

Future care: children's advice on future care standards, October 2008

Future rules: children's advice on the Regulations to be made under the Children and Young Persons Act 2008, 080246, February 2009

Annex E: Organisation chart



Governance & Strategic Development
Neil Greenwood

Director, Education
Miriam Rosen

Director, Learning & Skills
Melanie Hunt

Children's Rights Director
Dr Roger Morgan

Deputy Director Social Care
Dr David N. Jones

North Region, Children
John Fuller

Midlands Region, Children
David Gane

South Region, Children
Joy Rodwell

Deputy Director, Education
Vacant

Institutional Inspections & Frameworks
Adrian Gray

Curriculum & Dissemination
Jane Joyner

Local Services Inspection
Phil Pullen & Maggie Startup

North Region, Education, Learning & Skills
Susan Barkway
(Regional Director)

Midlands Region, Education, Learning & Skills
Matthew Coffey
(Regional Director)

South Region, Education, Learning & Skills
Sheila Brown
(Regional Director)

Deputy Director, Learning & Skills
Penny Silvester

CAA Project Lead
Mike Cladingbowl

Annex F: Glossary

This glossary provides definitions or explanations of some of the terms used in this Departmental Report.

Benchmark

A standard of how well services are provided in other organisations against which an individual organisation can compare its own performance.

The Children and Family Court Advisory Support Service

The Children and Family Court Advisory Support Service (Cafcass) looks after the interests of children involved in family proceedings. It works with children and their families, and then advises the courts on what it considers to be in the children's best interests.

Coherent (inspection and regulation)

Inspection and regulation which assesses services in ways that are well coordinated and make sense to the user and provider.

Every Child Matters

An integrated approach to providing services to children and young people from birth to age 19, first set out in the Every Child Matters Green Paper (www.everychildmatters.gov.uk). The Government's aim is for every child, whatever her or his background or circumstances, to have the necessary support to achieve the following five outcomes:

- ✦ be healthy
- ✦ stay safe
- ✦ enjoy and achieve
- ✦ make a positive contribution
- ✦ achieve economic well-being.

Good practice

Successful and innovative examples of the way service providers that we inspect or regulate have delivered their services or aspects of their services, which might be of use to other service providers to improve their performance.

Inspection

The assessment of a service against a published framework and criteria. It involves close observation by trained and experienced inspectors with knowledge of the sector concerned, informed by a range of data, background information, the provider's self-assessment and dialogue with staff and users of services. The output of inspection is normally the publication of judgements set out in a report.

Looked after children

Children who are in the care of local authorities are described as 'looked after children'. They may live with a foster carer, with a family carer or in a children's home. Children become looked after when, for example, their birth parents are unable to provide care, either temporarily or permanently.

Proportionate (inspection and regulation)

Proportionate inspection and regulation target more resources on those areas that need most attention. Where Ofsted identifies services which are particularly weak, or children, young people and adults who are in particularly vulnerable circumstances, we will visit those services more frequently and use more resources to identify areas for improvement and ensure that these people are safeguarded. Good-quality services may be inspected less frequently or will have shorter inspections. Such inspection is used for high-quality provision where the risk to children and learners in vulnerable circumstances is low.

Regulation

We grant licence to a range of providers of early years and children's social care services to operate or trade. This involves the registration of providers who meet the legal requirements for registration; the inspection of registered providers and investigation of complaints against registered providers to see if they continue to meet the requirements; and enforcement action against those providers who are not meeting the required standards. Such action may include deregistration or prosecution.



Risk assessment

Analysis of the risks that children, young people and adult learners are not receiving adequate services by analysing a range of data, including services' self-evaluation, attainment and other data, the views of users, and other evidence.

Service provider

Organisation and/or individual(s) (whether public, voluntary or private) providing services to children and learners. Organisations include, for example:

- ✦ childminders, nurseries, children's centres and crèches
- ✦ adoption and fostering agencies
- ✦ residential schools, family centres and homes for children
- ✦ schools
- ✦ pupil referral units
- ✦ the Children and Family Court Advisory Support Service (Cafcass)
- ✦ the overall level of services for children in local authority areas
- ✦ further education colleges
- ✦ initial teacher education institutions
- ✦ publicly funded adult skills and employment-based training.

Users (of services)

Individuals who use the services we inspect or regulate. Users of services include children and young people, adult learners, parents and carers, and employers.

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