



# The Office for Standards in Education, Children's Services and Skills Departmental Report 2007–08

May 2008

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 2008–09, the document *Public Expenditure: Statistical Analyses 2008*, and the Supply Estimates 2008–09: Supplementary Budgetary Information, present the Government's out-turn and planned expenditure for 2007–08 and 2008–09.

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## Introduction



We are pleased to present the Office for Standards in Education, Children's Services and Skills' (Ofsted) Departmental Report 2007–08. This report records our achievements in the 12 months since the creation of the new Ofsted on 1 April 2007.

The reach of our new organisation has been extensive. We have brought together the regulation and inspection of childcare and children's social care and the inspection of local authority children's services, schools, colleges, initial teacher training, work-based learning, Children and Family Court Advisory and Support Services, adult education and more. At least one person in three in England has made use of the services we inspect and regulate. This has put us in a position to make a difference to the lives of many millions of our fellow citizens, of all ages. It is a privilege and a great responsibility.

This report sets out how we discharged this responsibility in our first year. It records our performance against the priorities and targets in our *Strategic Plan 2007–2010*, a plan which benefited from extensive consultation with our stakeholders, both internal and external.

The new Ofsted has focused on delivery and the report records that we have met regulatory and inspection targets across our remit. This has been a real achievement. The numbers alone are impressive, including inspections of over 50,000 care, education

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and skills providers for children, young people, and learners of all ages. The detailed findings from these inspections will be reported in the *Annual Report of Her Majesty’s Chief Inspector* in November 2008. But this departmental report gives an indication of the impact inspection can make as we work to raise standards and improve lives for children and learners. And it records how we have done this in our first year whilst bringing together systems, people and ways of working from four separate organisations. We believe we are building a new organisation that really is greater than the sum of its parts.

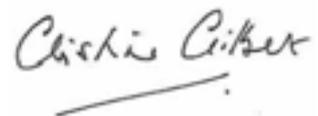
Three aspects of the culture of our new organisation have been particularly notable. First, the increasingly instinctive focus on the users of the services we regulate and inspect when carrying out and developing our work. Second, the way equalities and diversity issues have been established at the heart of our thinking in terms of our behaviour and what we expect

of those we inspect and regulate. And third, our real and shared commitment to improvement: from our focus over the last 12 months on the development of our people and our organisation, to the work we are doing to develop our inspection and regulatory policies and procedures, making them more coherent and more proportionate to risk.

The next 12 months will be key in terms of Ofsted’s development as we work to build on the achievements recorded in this report. There are significant challenges ahead: we have to maintain and improve the quality and impact of our work while continuing to deliver efficiency savings. But we are sure that the commitment and dedication of our workforce to raising standards, improving lives will mean that we are able to do this and make even more of a difference for the people we serve.



Zenna Atkins



Christine Gilbert

## Who we are



The Office for Standards in Education, Children's Services and Skills came into being on 1 April 2007.

This new Ofsted has brought together people with wide expertise, experience and skills – inspectors, analysts, statisticians, administrators and support staff – drawn from:

- the Adult Learning Inspectorate (ALI)
- the Commission for Social Care Inspection (CSCI)
- Her Majesty's Inspectorate of Court Administration (HMICA)
- the Office of Her Majesty's Chief Inspector of Schools (the former Ofsted).

We are working together to make a greater difference for all children, young people and adult learners, contributing to their educational, economic and social well-being and contributing more to our nation's success.

This departmental report focuses on the work of the new Ofsted in our first year of operation from April 2007 to the end of March 2008.

### Our vision

We inspect and regulate 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.

‘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.’

## 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.

### 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

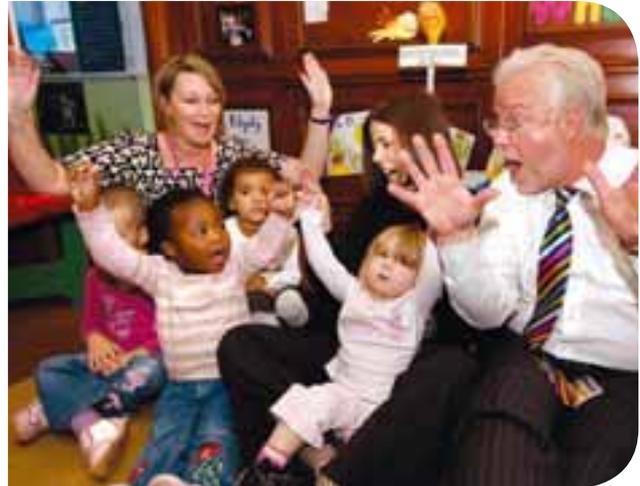
We want to make a difference and set challenging standards for providers and for ourselves. Our impact comes from the way we provide encouragement and incentive for others to improve, and from our contribution in informing policy development. Striving for excellence ourselves, we seek always to learn.

### 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.



## 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 trust and can use easily.

‘We focus our inspection and regulation where they will make the greatest difference.’

### 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. The professional dialogue which takes place between inspectors and those being inspected, detailed feedback and high quality recommendations: these celebrate what services do well and sharply identify what they should do better.

We use what we learn from our objective analysis to give providers and policy makers advice on what works, and what does not. We work closely with those given specific responsibility by the Government for ongoing improvement and consultancy activity.

In all we do, we seek the views of those we inspect and regulate, and those who use the information we provide, to help us offer a modern, innovative and user-friendly service which makes a practical contribution to better services.

### Securing value for money

We demand efficiency and effectiveness of ourselves and of the services we inspect, on behalf of the taxpayer, who funds public services, and the Government. We provide evidence about whether services spend their money wisely and whether investment in services is producing results. We focus our inspection and regulation where they will make the greatest difference. We continue to develop our work to be efficient and effective, reducing the demands we make on services. We will build on what is effective and improve the way we work to increase efficiency and provide value for money.



### Our Board

The then Secretary of State for Education and Skills appointed the non-executive members of our statutory Board following open competition. Individually and collectively, the members have a wealth of knowledge and experience across the full range of our activities.

**Zenna Atkins**, Chairman, non-executive

**Christine Gilbert**, Her Majesty’s Chief Inspector

**Sharon Collins**, non-executive

**David MacLeod**, non-executive

**Dame Jane Roberts**, non-executive

**John Roberts CBE**, non-executive

**Museji Takolia**, non-executive

**Christopher Trinick**, non-executive

**Dame Enid Bibby** and **Beryl Seaman CBE** were also Board members but left during the year.

The Ofsted Board determines the strategic priorities, objectives and targets for Ofsted, and ensures that HMCI’s functions are performed efficiently and effectively. The Board is required 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.

## Our Corporate Management Team

Christine Gilbert, HMCI, is the Accounting Officer for Ofsted and leads the Corporate Management Team, which includes the following Executive Directors:

**Michael Hart**, Director, Children

**Vanessa Howlison**, Director, Finance

**Melanie Hunt**, Director, Learning and Skills

**Lorraine Langham**, Director, Corporate Services

**Miriam Rosen**, Director, Education

## Our structure

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 approximately 2,700 people across England; over half of these are inspectors. Our partners in the private sector, the regional and national inspection service providers, employ a further 1,100 inspectors to work on our inspections. We are organised regionally with offices for the south in Bristol, for the Midlands in Nottingham and for the north in Manchester, all supported by a corporate centre in London. We also have a customer contact centre, the National Business Unit, based in Manchester.

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 that all our people have access to the information they need. All inspectors spend much of their working time where they are conducting their inspections, but they can connect to Ofsted's systems through broadband from their offices at home.

Our approach to people is based on developing a skilled and motivated staff who take pride in their work, find new ways of working and take responsibility for their actions. We recruit, train and promote them, according to their ability, to fulfil the requirements of the post. We are committed to the learning and development of all our staff in order to improve the performance of the individual, the team and Ofsted as a whole.

We are committed to equal opportunities and to valuing people's differences throughout our organisation and to processes and procedures that are fair, objective, transparent and do not discriminate. We make sure that we develop new policies and procedures to fulfil these aims.

## Our partners

Our work relies on partnership with others. We have an important relationship with Additional Inspectors and with inspection service providers from the private sector who work with Ofsted to inspect maintained schools and some independent schools, further education colleges and adult skills providers.

Our information technology (IT) services supplier similarly plays an essential role in supporting our national workforce: over half of Ofsted's staff work from home as their base. Modern IT provision is integral to the efficiency, effectiveness and timeliness of our work.



More broadly, we carry out joint inspections with other inspectorates; work closely with stakeholders across our remit to drive improvement and disseminate good practice; and work effectively with other agencies to safeguard children and young people. We greatly value our partnerships with stakeholders and the opportunities they present to share our work, to learn from others, and to coordinate our activities nationally, regionally and locally for the benefit of both the public we serve and the bodies we inspect and regulate. We will continue to work with the full range of our external and internal stakeholders to assist and support us in realising our vision.

## Our priorities

The Education and Inspections Act 2006 requires us to carry out our work in ways which encourage the services we inspect and regulate:

- to improve
- to be user-focused
- to be efficient and effective.

These requirements match our purposes. It is right that our organisation should itself have the same commitment to improve, to be focused on the users of services, and to work efficiently and effectively.

Our strategic plan for 2007–10 sets out six priorities to enable us to achieve our purposes. They derive directly from the requirements placed on us by Parliament. The first priority below is the most important; the others represent the ways in which we will make the first a reality.

## Strategic priorities

Better outcomes – an organisation with impact

Better inspection and regulation – coherent, rigorous and proportionate

Better consultation – involving stakeholders

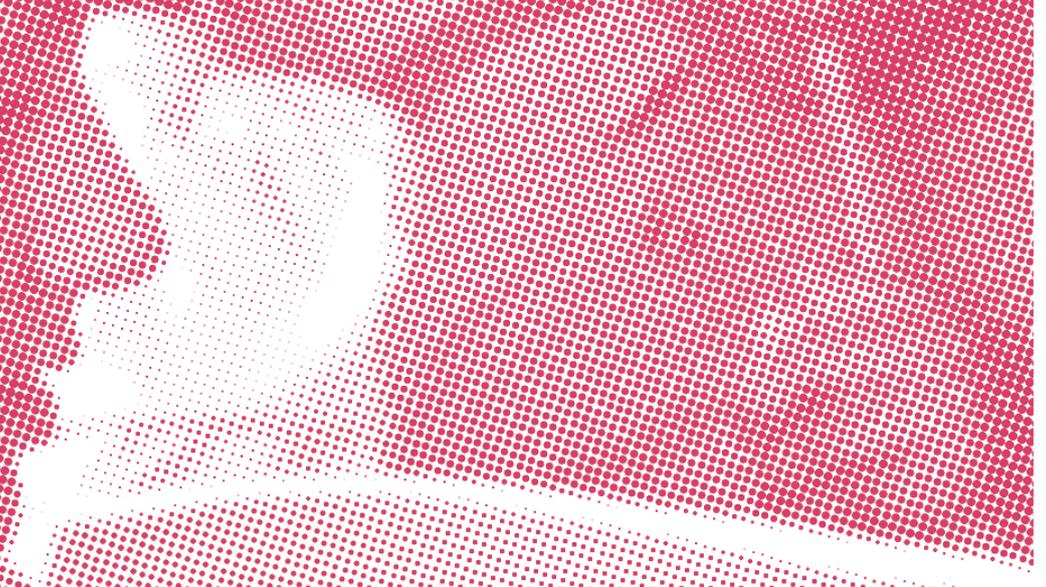
Better communication – clear and authoritative

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 operational targets for the year, and how this is contributing towards meeting the strategic goals against which we are measuring our success by 2010.

Better outcomes



## 2007–08: A review of progress against our strategic plan

# Priority: Better outcomes – an organisation with impact

We live in a world where we face ever increasing challenges. While life chances for our population are much improved, at the same time the gap between relatively advantaged children and those who have to cope with the highest level of disadvantage in our society is not reducing quickly enough. Frank and independent inspection and regulation help to improve services and raise standards and so make a difference for children and for learners of all ages. Inspection identifies and promotes excellence, and helps to make sure that everyone has the opportunity to make the most of their talents and to contribute to the economic success of the UK.

### What we have done

Our inspection and regulatory work acts as a catalyst for improvement. We inspect and regulate in ways which will be of real benefit: driving improvement and giving assurance about standards, quality, and use of resources.

This section outlines how we delivered our inspection and regulatory programmes and contributed to improvement across the sectors in our remit.

### Childcare and early education

Complete a third cycle of inspections against the National Standards for Childminding and Day Care between 1 April 2005 and 31 March 2008

#### Met

By 31 March 2008 we inspected all 101,614 of the providers that were registered as at 1 April 2005.

### Reinspect inadequate providers

#### On course

We reinspected 93% of providers judged as Category 1 and 71% of providers judged as Category 2 within the prescribed time limits in 2007–08.

### Register providers within target timescales

a) Reach a 'decision to register' 70% of childminder applications within 12 weeks of receipt

#### Slippage

There was slippage on this target during 2007–08. The average over the year was 65%. Performance improved in February 2008. We have worked closely with the Criminal Records Bureau and local police authorities to improve performance and put in place new processes which will speed up the process in the future.

b) Reach a 'decision to register' 70% of day care applications within 25 weeks of receipt

#### On course

This target has been exceeded. The average over the year is 91%.

‘As a result of these improvements, up to 20,000 babies and young children are now benefiting from improved services.’

#### What we do

- We inspect registered childcare provided by childminders and day-care providers (such as nurseries and out of school clubs) in a three year cycle.
- Inspectors think about what provision is like for the child and consider how well the childcare providers meet the Every Child Matters outcomes.
- Unless provision is outstanding, childminders and day-care providers are set actions or recommendations following inspection in order to improve the quality of their provision.
- We register childminders, day-care providers and children’s home providers to ensure the suitability of the provider and premises before they are allowed to care for children.

We are confident that our work improves the lives of the children who use the services we inspect and regulate and are proud that in 2007–08 the great majority of the childcare and early education providers we inspect agreed. In our most recent providers’ survey, 75% of early years providers surveyed reported that our inspections have a positive impact on outcomes for children.

Most importantly of all, 95% of parents of children attending childcare settings who were surveyed in 2007–08 said they believed that inspection helps settings to improve. We strive to be an organisation with impact and look forward to building on these results to achieve better outcomes for even more parents and children in the year to come.



#### Improving services

Ofsted reinspects within a year settings that provide inadequate childcare. In the academic year 2006/07 a total of 1,392 settings were found to be providing inadequate care. Of these, 103 are no longer registered to provide care. Of the settings remaining active:

- 1,252 were reinspected in 2007–08 as per the planned programme.
- 1,179 of those reinspected were judged to have improved and 312 are now judged good or better.
- As a result of these improvements, up to 20,000 babies and young children are now benefiting from improved services.
- Despite this improvement, a total of 73 settings remained inadequate at the second inspection. Ofsted has set actions for these providers to take to improve their service and will monitor to ensure they are carried out.

Ultimately, where childcare providers cannot or will not take the necessary action to improve, Ofsted has the ability to suspend or cancel the provider’s registration to look after young children.

## 2007–08: A review of progress against our strategic plan

### Better outcomes continued

#### Children's social care

Complete the annual quota of children's social care inspections

##### On course

Reach a 'decision to register' 95% of social care providers within 16 weeks

##### Slippage

The average over the year was 71%. Although there has been slippage, there has been steady improvement month on month which indicates a 'settling down' of the new system, and we expect improvement to continue.

We are reviewing this target to bring it in line with the target levels previously required by the CSCI, which were significantly lower.

##### What we do

Ofsted inspects against the National Minimum Standards for children's social care services 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.

We are pleased that 79% of children's home providers surveyed reported that our inspections have a positive impact on outcomes for children.

##### Improving services

As with childcare inspections, we can set social care providers actions to improve. We have a range of enforcement powers at our disposal to make sure providers that are inadequate improve, and we reinspect weak providers to check they are making the necessary progress. We use these powers in a proportionate way to drive up standards.

The track record of improvement is encouraging. For example, of the 166 children's homes that were judged inadequate in the academic year 2006/07 that we have reinspected in 2007–08:

- 129 are now at least satisfactory
- 46 of these are now judged good or better.

Even so, 37 remain inadequate. Although there is still much work to be done, the improvement of 46 homes from inadequate to good or better in just one year shows just how much impact our work can have, and how quickly services can improve.

#### Children and Family Court Advisory Service (Cafcass)

Complete the annual quota of Cafcass inspections

##### On course

The inspection report of the East Midlands Cafcass region was published on 15 February 2008.

##### What we do

Cafcass provides a social work service for children and families involved in family court proceedings and where the welfare of children is, or may be, in question. We:

- coordinate the inspections of Cafcass
- provide inspection evidence about key policies of interest to the Department for Children, Schools and Families (DCSF) and the Ministry of Justice through thematic inspections
- follow up our inspections within 12–18 months and make recommendations for improvement.

‘...there also seems to be growing support for the view that Ofsted inspections help schools improve.’ (National Union of Teachers survey, May 2007)



### Improving services

We published our first Cafcass report on the East Midlands on 15 February 2008. Though some of the services provided by Cafcass in the East Midlands were adequate, we found many serious failures in its core role of safeguarding and promoting the welfare of children, young people and families. We made 10 recommendations for the region and for Cafcass nationally, with the aim of ensuring services deliver better outcomes in the future: we will return to make sure the improvements have been made.

Anthony Douglas, Cafcass Chief Executive, accepted the findings of the report and said in response:

*‘As the Ofsted report makes clear, we are already implementing a new structure to bring about a radical shift in the quality of our work. We are determined to implement Ofsted’s recommendations quickly. The children and families we work with rightly expect and deserve the highest quality services ... We will continue to work with Ofsted to make sure the East Midlands region improves the quality and consistency of its work.’*

### Inspection of maintained schools

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

#### On course

During 2007–08, Ofsted inspected 7,692 maintained schools and met its target.

### What we do

Since September 2005, inspections have been more frequent than before and are undertaken with fewer inspectors.

Inspectors spend no more than two days in the school and use the school’s self-evaluation and performance data as the starting points for a dialogue with the senior management team. Short notice of inspection avoids unnecessary pre-inspection preparation, and helps inspectors to see schools as they really are.

This approach has been welcomed by most schools, with surveys showing that 83% of schools agree that the benefits of inspection outweigh any negative aspects. A survey published in May 2007 and commissioned by the National Union of Teachers, stated that ‘there also seems to be growing support for the view that Ofsted inspections help schools improve’. Since April 2006, inspections have been made even more proportionate to risk, with the highest performing schools (30% of all schools since September 2006) on a pilot basis subject to a light touch inspection. Light touch inspections involve one (or two for the largest secondary schools) inspector in school for one day.

## 2007–08: A review of progress against our strategic plan

### Better outcomes continued

#### Improving services

Ensure that all schools causing concern are inspected within 12 months

##### **On course**

A total of 976 visits to schools causing concern were made during 2007–08. Of these visits, 608 were made to schools in special measures, 267 to schools under Notice to Improve and 101 to schools with a Grade 3 in their latest report.

Of the 443 schools which were judged to be providing inadequate provision in the academic year 2006/07, 271 were reinspected this year, of these:

- 219 had improved
- 35 are now good or better.

This represents an improvement in services for around 76,394 children. However, 17 schools remained inadequate at the second inspection. Ofsted will continue to monitor these to help ensure the services for these children also improve.

In January 2008, Ofsted undertook a survey of headteachers leading schools removed from special measures during the academic year 2005/06. The responses were overwhelmingly positive about the process, outcomes and impact of monitoring. 94% of respondents said their school would not have made the same progress at the same rate without these visits.

#### Inspection of independent schools

Complete the annual quota of inspections of independent schools (that are not members of the Independent Schools Council) so that all will have been inspected by summer 2008

##### **On course**

In 2007–08, 457 inspections took place, exceeding our target of 385. The extra inspections took place to ensure that all schools were inspected by 31 March 2008.

##### **What we do**

Independent schools within our remit are inspected every three years. A new cycle started in April 2008.

The vast majority of schools responding to a questionnaire following their inspection found the inspection helpful for school improvement. Headteachers frequently commented that the professional knowledge of the lead inspector was an important factor. This is especially valued by schools of a religious character and by special schools whose pupils have learning difficulties.

##### **Improving services**

Inspectors judge whether a school satisfies the regulations for registration, and, where it does not, require it to produce an action plan for improvement. Failure to make the necessary improvements may lead to the school being deregistered and required to close. New schools must comply with the regulations before they are allowed to open.

Of the 485 independent schools inspected in the academic year 2006/07 and found to require an action plan for improvement, Ofsted reinspected 78 in 2007–08 and found they had all made the necessary improvements.

‘Teacher education providers have told us their inspection gave them confidence in what they were doing and encouraged some of them to be creative and innovative.’



### Initial and further teacher education inspection

Complete the annual quota of inspections of providers of initial teacher education, so that all have been inspected by July 2008

#### On course

74 inspections have been completed this year with one further inspection due to be completed in the summer term of 2008.

Complete the annual quota of inspections of providers of initial training of further education teachers, so that all have been inspected by July 2008

#### On course

A total of 40 inspections were carried out in 2007–08.

#### What we do

Ofsted inspects initial teacher education under an agreement with the Training and Development Agency for Schools (TDA) at the request of the DCSF. Inspections are proportionate to risk, and may be shorter for the stronger performers. The TDA bases its quality grades and funding for institutions on Ofsted’s judgements.

Teacher education providers have told us their inspection gave them confidence in what they were doing and encouraged some of them to be creative and innovative. They often referred to the trust that they had in the rigour of inspectors’ judgements and the value that they placed on the professional dialogue with knowledgeable inspectors.

#### Improving services

Any provision judged to be inadequate is automatically reinspected the following year, and failure to improve can lead to a withdrawal of accreditation.

In 2007–08 this happened to one primary and one secondary teacher education provider as a result of their inspections.

### College inspections

Complete the annual quota of college inspections so that all will have been inspected by summer 2009

#### On course

A total of 138 college inspections and 338 college monitoring visits were undertaken in 2007–08.

## 2007–08: A review of progress against our strategic plan

### Better outcomes continued

#### What we do

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.

We seek feedback from colleges both at the end of the inspection week and following the publication of the report. Colleges are very positive about the impact of their inspection and its contribution to quality improvement. 74% of colleges (62 out of 84) responding to evaluation found that the gains from the inspection process in helping the organisation outweigh the negative effects.

100% of colleges (50 out of 50) responding to evaluation found that the key issues section of the inspection report provided a sound basis for action and further development.

#### Improving services

Resources are focused on colleges that do not perform well. Colleges that are categorised as 'satisfactory' receive a full inspection that covers subject areas. Reinspection provides an incentive for colleges to address failing areas of provision.

Of the 11 colleges found inadequate in the academic year 2006/07, we reinspected five in 2007–08 and found four to have improved. One of the colleges was still inadequate and is the subject of further monitoring.

#### Adult and community learning inspections

Complete the annual quota of work-based, adult and community learning and nextstep and learndirect inspections so that their respective cycles will be completed on time

#### On course

A total of 59 adult and community learning, 204 work-based learning, 15 nextstep provision and 56 learndirect provision full inspections and 89 monitoring visits were undertaken during 2007–08.

#### What we do

We inspect and report on the quality of training and learning for adults and young people. This provision is funded by the Learning and Skills Council and by some local authorities. We inspect:

- all work-based learning (provided wholly or partly on employers' premises)
- adult and community learning (for example, 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.

In 2007–08, 93% of adult skills providers responding to evaluation found their inspection to be of a high quality, with 98% finding the report to be of a high quality.

#### Improving services

We take a risk-based approach to the inspection of work-based and adult and community learning depending upon the grades awarded to providers at their last inspection. We inspect inadequate providers

‘In 2007–08, 93% of adult skills providers responding to evaluation found their inspection to be of a high quality, with 98% finding the report to be of a high quality.’

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, that part of the provision will be reinspected.

## Judicial service

Complete the annual quota of prison, probation and other secure estates inspections alongside partner inspectorates

### On course

A total of 49 prison, 14 probation and 20 other inspections and reinspections were undertaken in 2007–08.

### What we do

We work in partnership with Her Majesty’s Inspectorates of Prisons and Probation to 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 whole or part of their sentence in the community. We also inspect care and education in secure children’s homes and secure training centres.

## Department for Work and Pensions training inspections

Complete the agreed programme of Department for Work and Pensions inspections of training provision for unemployed people

### On course

A total of 69 full inspections and nine monitoring visits were undertaken in 2007–08.

The cycle of inspection of European Social Funded provision was completed in March 2008.

### What we do

Ofsted inspects Department for Work and Pensions training provision for unemployed people. This includes: training funded under the New Deals provided by prime contractors, programme centres and Employment Zones. New Deal provision provides training and support to move long-term unemployed people into work and training. Employment Zones are specialist provision set up in areas of significant deprivation. Workstep provision 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.

### Improving services

In 2007–08, inspection of Workstep provision showed improved grades. 66% of Workstep providers judged inadequate in 2006–07 and reinspected in 2007–08 have improved to satisfactory or better.

## Inspections of local authority children’s services

Undertake the annual quota of joint area reviews so that the inspection of all children’s services is completed by December 2008

### On course

All authorities will have been inspected by December 2008. During 2007–08, 41 joint area reviews were undertaken.

Complete the performance assessments of all children’s services annually

### Met

137 annual performance assessments have been carried out and letters have been issued to authorities.

## 2007–08: A review of progress against our strategic plan

### Better outcomes continued

#### What we do

The inspection of children's services has two parts: joint area reviews and annual performance assessments. Both make judgements about the extent to which services contribute to the five Every Child Matters outcomes. This programme of inspection, which started in 2005, will finish at the end of 2008.

Joint area reviews cover publicly funded services for children and young people in the local area, including those that are directly managed or commissioned by the council, as well as services provided by health and youth justice services. The reviews are a collaborative exercise involving six inspectorates/commissions whose brief includes services for children and young people. They evaluate how well all services, when taken together, improve the well-being of children and young people in a local area.

The focus of annual performance assessments is the contribution local authority services have made in the previous 12 months towards securing well-being and improving outcomes for children and young people. A wide range of published evidence, including data and performance indicators, is considered alongside the council's review of its progress.

An evaluation was carried out following the publication of this year's annual performance assessment letters. Overall, from the 60 responses received, councils expressed a good level of satisfaction with the annual performance assessment process. Almost two thirds of them judged the process to be good or excellent in helping them to identify key areas for improving services. Local authorities were particularly positive about the guidance and information which was provided and the arrangements and usefulness of the on-site day. They were less positive about the lack of opportunity to provide a tailor-made self-evaluation for the annual performance assessment. The feedback is being used to inform the arrangements being developed for 2008.

Of the 137 annual performance assessments conducted in 2007, three quarters judged that local authorities are making a good or excellent contribution towards delivering better outcomes for children and young people and none is inadequate. There was a small improvement in the grades given for educational provision, with three quarters judged good or better. But although standards remained high, fewer councils were judged good or better overall at ensuring that children and young people are safe.

#### Publishing surveys and reports on priority matters

Complete the annual programme of inspections of subjects and national initiatives

##### On course

Ofsted does not just inspect and report on individual providers. A vital 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.

- There is a full list of the reports published during 2007–08 at Annex D and they are all published on our website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk).

‘Not enough is being done to raise achievement and aspirations, particularly for children in public care, but... the gap can be narrowed with good provision and support.’

### HMCI’s Annual Report

The main method of disseminating the results of our findings is through *The Annual Report of Her Majesty’s Chief Inspector of Education, Children’s Services and Skills*. This year’s report, the first for the new Ofsted, was published on 17 October 2007.

The report drew on evidence from inspection and regulation from our predecessor organisations and reports with authority on key issues affecting the lives of millions. The report summarised the outcomes of routine inspections and regulatory visits from across our remit before exploring three key themes:

1. The ways in which providers of education and care seek to improve the life chances of children and older learners, particularly those from disadvantaged backgrounds.
2. The experience of children and young people in 21st century England, in the context of the contribution that education and care can make to their national identity.
3. The effectiveness of education and training for young people and adults in, or soon to enter, the world of work.

Key amongst the report’s messages was that not enough is being done to raise achievement and aspirations, particularly for children in public care, but that there was evidence that the gap can be narrowed with good provision and support. The report also noted how much still needs to be done to equip the workforce to compete successfully in the global economy of the 21st century.

Overall, the report highlighted that where providers have an obsession with outcomes, a relentless focus on the individual’s needs and pay close attention to what needs to be done to accelerate their progress, the results can be outstanding, and that inspection and regulation have a key part to play in driving towards that outcome.



### Focusing on outstanding providers

At the same time as the publication of the annual report, we released a list of 1,955 outstanding providers of childcare, children’s social care, education and training. This was followed by a series of conferences in January and February 2008 for over 1,000 delegates. The events were set up as conferences to enable participants to learn from each other and in so doing, encourage others to learn from their success.

The early years, childcare and social care providers focused on how adults can help children learn and develop, how children can be engaged enthusiastically in challenging activities, and how children can be given increasing confidence in their play and learning, and in themselves.

The schools, colleges, pupil referral units and adult learning providers considered the practical actions they had taken under the headings: narrowing the gap; the journey to excellence; and skills for working lives. The conferences also gave us some valuable insight into aspects of the inspection process itself.

The results of the conferences have been included in a short booklet building on the things participants identified together as having been particularly effective either in helping them improve, or helping them to sustain best practice.

## 2007–08: 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 the academic year 2006/07 and found to be inadequate:</p> <p>a) the great majority will have become at least satisfactory</p> <p>b) at least 15% will be judged good or better.</p>	<p><b>On course</b></p> <p>a) 72% of those providers inspected in the academic year 2006/07 and found to be inadequate are now at least satisfactory.</p> <p><b>Ahead</b></p> <p>b) 18% 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 the academic year 2006/07.</p>	<p><b>On course</b></p> <p>58% of services are now good or better (we aim to reach 66% by 2010).</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. There will be measurable improvement in the stability of placements and educational attainment of looked after children.</p>	<p><b>On course</b></p> <p>64% of looked after children tell us that their most recent change of home or school placement was in their best welfare or educational interest. The stability of placements for looked after children has improved by 1% since 2005/06, with 66% of looked after children now staying in the same placement for at least two years. There has been a 0.8% improvement in the number of looked after children gaining five GCSE A*–C grades since 2005/06.</p>
<p>At least 80% of service providers who respond to consultation will report that our inspections have had a positive impact.</p>	<p><b>Ahead</b></p> <p>86% report our inspections have had a positive impact.</p>
<p>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.</p>	<p><b>Ahead</b></p> <p>76% report that 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><b>On course</b></p> <p>73% judge Ofsted to have had a positive impact on outcomes for children and learners. We are on course to meet our 2010 target of 75%.</p>



# Better inspection and regulation

## 2007–08: A review of progress against our strategic plan

# Priority: Better inspection and regulation – coherent, rigorous and proportionate

In our first priority, we set out our commitment to improve outcomes for children, young people and adult learners. We want to make sure that our services are able to achieve this impact, by reviewing how we work and where we work. We want to provide high quality, well coordinated and targeted regulation and inspection which reflect the interests of users and other stakeholders.

### What we have done

#### Our Inspection Development Programme

Our focus, in the first year of the new Ofsted, has been to continue to deliver the inspection and regulatory programmes carried out by our predecessor inspectorates, but we are also developing and improving the way we inspect and regulate.

Our Inspection Development Programme is intended to make sure that we deliver our work in the most effective way possible, improving outcomes for learners, delivering efficiencies, and inspecting consistently right across the range of services in our remit and reducing the burden on those we inspect. The programme is working across Ofsted's remit to develop user engagement, achieve greater consistency of approach, develop more acute proportionality and achieve better integration of inspections.

While the principles and good practice emerging from our Inspection Development Programme will take time to implement across all our work, we have not stood still and have already begun to introduce changes to improve our services in line with the commitment we set out in our strategic plan.

#### Increasing the coherence and coordination of inspections

Having a single inspectorate is benefiting children, young people and learners of all ages by focusing inspection activity on their needs and experiences regardless of organisational boundaries. For example:

- From September 2008, we will introduce common early years inspection judgements to ensure that all providers of the new Early Years Foundation Stage, whether schools, nurseries or childminders, will be reported on in the same way.
- We are consulting on proposals to integrate the inspections of social care, childcare and education in independent schools and children's homes.
- We are introducing a new system for the inspection of teacher education from September 2008, with all teacher training programmes provided by a single establishment to be considered in one inspection.
- We are working with the Audit Commission and other inspectorates on a new joint assessment framework for local services from 2009. This new framework, comprehensive area assessment, is intended to be a catalyst for improvement in the quality of life for citizens and people who use the services, and in the value for money for taxpayers.

‘Headteachers have been positive about these inspections and have reported they felt fully involved in discussing the emerging judgements.’



### More proportionate inspection

Joining up our work is important, but just as important is how we carry it out. We are constantly monitoring and evaluating how well the arrangements are working, and making changes where necessary. We are also thinking more widely about how inspection should develop in the future. This is consistent with the objectives of the Better Regulation Executive, which seeks to reduce the volume of inspection and regulation in the public sector. The following examples demonstrate how we are developing this across the sectors in our remit:

- In September 2007 Ofsted introduced a revised inspection system for colleges of further education, introducing ‘lighter touch’ inspections of the most successful institutions and more robust interventions for inadequate and ‘satisfactory but not improving’ colleges. There has been strong support from the sector for this new approach.
- Providers of dance and drama qualifications have had shorter inspections, addressing concerns that, because of their relatively small size, they were overly monitored.
- We have been piloting lighter touch inspections in the highest achieving schools. These inspections are shorter and typically involve only one inspector, focusing on areas likely to promote further improvement. Headteachers have been positive about these inspections and have reported they felt fully involved in discussing the emerging judgements.

### Supporting self-evaluation

The best services, those that might be eligible for lighter touch inspection, have strong systems in place for self-assessment and self-evaluation and these have a significant impact on the quality of their work. During the year we have worked on a number of changes to help support effective self-assessment across our remit:

- During 2007–08 we piloted a new self-evaluation form for childcare and social care settings. This will provide a working tool that providers can regularly update when changes occur and will fit in with their ongoing cycle of planning and review.
- We developed our self-evaluation guidance for schools to help make them aware of, and respond to, new requirements including promoting community cohesion, introducing challenging targets and responding to concerns about safeguarding and behaviour.

## 2007–08: A review of progress against our strategic plan

# Better inspection and regulation continued



- We have improved the information schools can use to help analyse their performance. RAISEonline, the online service providing interactive analysis of school and pupil performance data, has been updated with new report facilities.
- We have worked with the sector Single Voice, the Quality Improvement Agency (QIA) and the Learning and Skills Council to update the advice for providers on self-assessment in line with the changing requirements of the further education system. We have also produced more than 100 case studies for the QIA Excellence Gateway on the good practice inspectors identified during inspection and survey visits.

### Complaints about schools

Ofsted has had new powers this year to consider complaints about schools. Since April 2007 we have been able to investigate complaints in order to decide whether to bring forward an inspection or conduct an immediate inspection. Where a complaint is made by a parent, our powers include requiring a governing body or local authority to provide information or arrange a meeting of parents, chaired by an HMI. Often, the parents who contact us are able to resolve their concerns with the school or local authority. But we have had to take action in some instances, and have brought an inspection forward as a result of parental concerns and produced a report of the outcome of an investigation.

### Complaints about childcare and social care providers

Ofsted can take more extensive action on receiving a complaint about childcare and social care providers should the information we receive suggest that providers are not meeting minimum standards, are putting children at risk or are providing services without appropriate registration.

On receipt of a relevant complaint, investigate the continued suitability of the childcare provider within 30 working days

#### Met

The target has been consistently met and exceeded.

‘From September 2008, we will introduce common early years inspection judgements to ensure that all providers of the new Early Years Foundation Stage, whether schools, nurseries or childminders, will be reported on in the same way.’

Ofsted investigates complaints made about childcare providers and childcare provision. The target is to complete investigations into 70% of complaints received about providers within 30 working days. Over the 12 month period from April 2007 to March 2008, Ofsted consistently exceeded this target: the completion rate for investigations of complaints averaged 82%.

### Promoting provider engagement with users

We have a duty to promote a user-focus in the services we inspect and regulate. In our report *Parents, carers and schools* (July 2007), for example, we reported on how schools involved parents and carers in the education of children and young people and how effective this involvement was. All the schools in the survey valued parents’ and carers’ involvement, but the best schools made them active partners. The best schools demonstrated versatility, flexibility and determination in their efforts to engage with parents and carers.

### Engaging with users before, during and after inspections

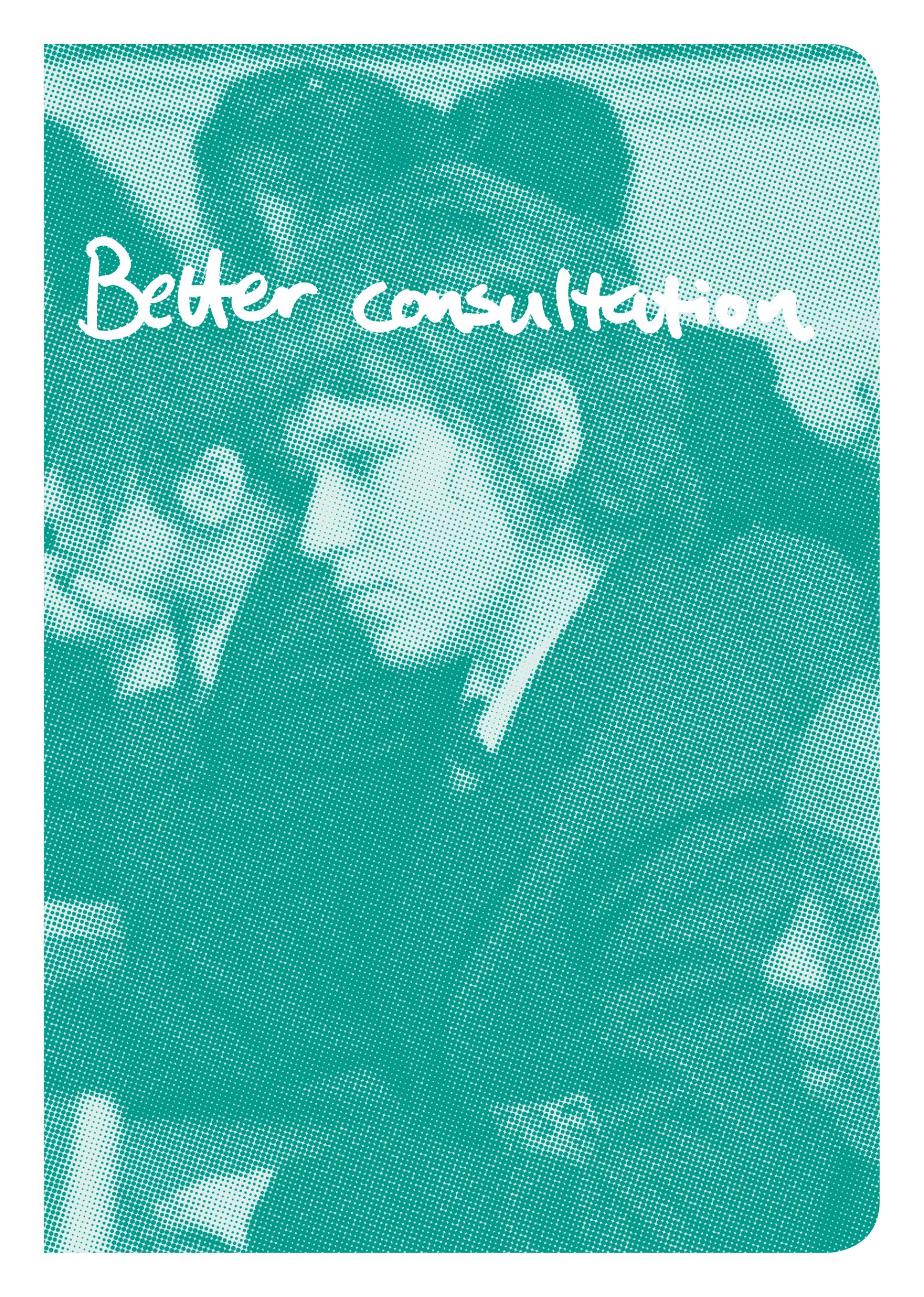
The views and experiences of the users of the services we inspect and regulate have to be at the heart of our work. The views of pupils and students, parents, carers, adult learners and employers provide important evidence which contributes to all our inspections. Views gathered before an inspection can help shape the inspection process. Views shared with us during inspection can provide valuable evidence to support hypotheses or prompt new inspection trails.



We are looking across our remit to make sure we find appropriate and innovative ways to ensure that we engage with users even more effectively, including:

- asking providers to refer to their use of the views of the people who use their services in self-evaluations
- pursuing improved ways of alerting people to news that an inspection is taking place
- considering new online facilities and national surveys to allow those who do not have the opportunity to speak to inspectors face to face to register their views.

Progress towards our 2010 targets	
Proportionate inspections will be guided by consistent risk assessments across our remit.	<p><b>On course</b></p> <p>Inspections across our remit are increasingly proportionate to risk. We are evaluating the impact of lighter touch inspection and developing consistent approaches to risk assessment.</p>
At least 70% of providers will be judged in inspections to be using self-assessment to help their service improve.	<p><b>Ahead</b></p> <p>In the sectors where self-assessment is already a feature, 71% of providers were judged to be using self-assessment to improve in 2007–08. Self-assessment will inform inspections across our remit from September 2008.</p>
At least 75% of users who respond to consultation will agree that inspection has a positive impact.	<p><b>On course</b></p> <p>60% of users currently agree that inspection has had a positive impact.</p>

The background of the page is a halftone pattern of small dots in various shades of teal and green. Overlaid on this pattern is a faint, semi-transparent image of a person's head and shoulders in profile, facing right. The person appears to be speaking into a microphone, which is visible in the lower right quadrant of the image. The overall aesthetic is modern and professional.

Better consultation

2007–08: A review of progress against our strategic plan

## Priority: Better consultation – involving stakeholders

We want to listen carefully to users of services and other stakeholders. We know how important it is for us to engage with users of services in ways that make sense to them. Their views are crucial in helping us to understand where we need to focus our efforts. They tell us what works and what does not.

### What we have done

#### Developing our user and stakeholder engagement strategy

In 2007–08 we have worked to develop more sophisticated means of engaging with users, providers and other stakeholders. We have developed a user and stakeholder engagement strategy to help identify the most effective and inclusive ways of doing this and we have asked key user and stakeholder groups what works best for them.

Our aim is to engage with users and stakeholders to help to make our overall strategy and performance more effective, to shape inspection and regulatory policies and practices, and to inform inspection and regulatory events, judgements and action. In everything we do, we aim to act on what our stakeholders tell us so that our inspection and regulatory work improves.



#### Engaging on our overall strategy

Our strategic plan for 2007–10 benefited from the views of users and stakeholders, including in-depth discussions on its content with parents and carers, adult learners, employers and young people aged 10–19 years. Listening to stakeholders in this way is fundamental to the way we work. The plan was considerably strengthened by consultation, and stakeholders gave us a strong endorsement of the vision, purpose and values it set out.

In the next section, 'Better communication', we set out what we have done – and continue to do – to improve understanding and awareness of Ofsted's remit.

‘In everything we do, we aim to act on what our stakeholders tell us so that our inspection and regulatory work improves.’

### Engaging on our policy and practice

We believe the way we carry out our work will benefit from early and on-going engagement with our users and stakeholders. We have introduced new consultation pages and a new consultation calendar on our website to help ensure that our consultations are accessible and we have also sought views on how our website can be further improved. During the year we carried out formal consultations on the following areas of work:

- Early Years Foundation Stage inspection
- initial teacher education inspection
- independent school inspection
- more proportionate college inspection
- publishing childcare registers
- annual performance assessment 2008
- use of data and national comparison in adult and community learning inspections.

We are continuing to work on inspection developments in partnership with key national stakeholders. We meet regularly with bodies representing providers and their workforce, other government departments and agencies, other regulatory bodies, and local authorities. We have created a new post of Regional Director as a direct response to stakeholders’ requests for a single point of contact in each of our three regions. We will review how well this is working in September 2008.

### Increasing opportunities for user engagement

We have a duty to promote better user engagement and recognise the need to do this ourselves to improve the service we provide. In 2007–08 we worked to increase and improve our engagement with children, young people, parents, adult learners and employers.

#### Children and young people

In November 2007 we published the results of TellUs2, a major online survey of how children view their lives and how good local authorities are at providing children’s services. The survey found that young people are overwhelmingly healthy, sporting, community-minded and conscientious about school. But it also revealed concerns about bullying, a desire for better advice on careers, sex and relationships – and claims of cigarette, alcohol and drugs use among a minority. 111,325 children took part in the survey which ran from 24 April to 14 June 2007 across 141 local authorities.

#### Parents and providers

We actively seek the opinions of service users to ensure that regulation and inspection take into account the issues they raise. In December 2007, for example, we held a ‘parent and provider’ day with those who took part in the Early Years Foundation Stage pilot inspections to give them the opportunity to discuss any issues and to share ideas.

## 2007–08: A review of progress against our strategic plan

### Better consultation continued



#### Learners in the further education sector

We also began a series of regular meetings with the body representing learners in the further education sector, the National Learner Panel, and were pleased that feedback from Tom Wright, chair of the panel, was overwhelmingly positive: ‘We got the sense that [Ofsted] were really listening to us. They gave us the information we needed to understand the issues and then allowed us to give our views. It was one of our first sessions and because it went so well we have used it as a model on which to base our talks with other policy organisations.’

#### Developing strong links with employers

Ofsted has sought to develop its links with employers at a range of levels. At a national level, we have worked with the Learning and Skills Council’s National Employer Service to take account of the particular circumstances of work-based learning providers when inspecting. We have also worked closely with the Association of Learning Providers and with a range of Sector Skills Councils through dedicated HMI link roles. During inspections of colleges and providers we also assess employer responsiveness as an integral part of the process.

#### Handling complaints about Ofsted

Whilst we try to ensure that all our work goes well, we inevitably receive some complaints. Around 4% of our school, childcare and children’s social care inspections and 1.5% of our inspection activity of learning and skills provision led to a formal complaint in 2007–08. 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; and use the information provided to help improve our services in the future.

In January 2008 we commissioned external experts (including a former ombudsman) to carry out a review of how we handle complaints. They concluded that complaints are generally handled well, with some particularly good practice.

#### 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. Dr Roger Morgan and his team advise and assist Her Majesty’s Chief Inspector by ascertaining and reporting the views of these children (and those of their parents, where appropriate) about social care services, and raising any matters considered to be significant in relation to their rights and welfare. 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, a weekly mobile phone text consultation panel, and by publishing reports on their responses

‘We got the sense that [Ofsted] were really listening to us. They gave us the information we needed to understand the issues and then allowed us to give our views.’

- providing advice on children’s rights and welfare issues, directly to children, to Ofsted staff, and to 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 following Children’s Rights Director reports have been published during 2007–2008:

- *Children’s Messages on Care*, a digest of key messages from children in Children’s Rights Director reports published in the previous year. This has become a key reference document on social care issues within Ofsted.
- *Making ContactPoint Work*, the results of consultation with children on the Government’s proposals for the operation of the ContactPoint database of all children. This report attracted substantial media coverage, and contributed to Government decisions on increasing the security of ContactPoint.
- *Children on Care Standards*, which included children’s advice on the content of the revised National Minimum Standards for the social care of children. This report contributed significantly to the revision of the National Minimum Standards.
- *Children on bullying*. This report, which constituted a major study of bullying from the viewpoint of children and young people themselves, attracted substantial media interest and led to a ministerial statement welcoming the report.



## 2007–08: A review of progress against our strategic plan

### Better consultation continued

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><b>On course</b> 95% of our users agree that our consultations are accessible.</p> <p>New web pages for consultation were launched in January.</p>
The number of people responding to our invitations to comment on consultations will have increased by 10%.	<p><b>Not yet assessed</b> The average response rate in 2007–08 was 55%.</p> <p>We will monitor our progress against this figure over the next two years.</p>
<p>a) All our inspections will involve the views and experience 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><b>On course</b> a) All our inspections involve the views and experience of users.</p> <p><b>On course</b> b) 71% of those involved in inspection agree we listened to their views.</p>
Surveys will show that an increasing proportion of the population we serve has heard of us and knows how it can engage with us.	<p><b>Not yet assessed</b> In 2007–08:</p> <p>78% of the population had heard of us. 37% knew how to engage with us.</p> <p>We will monitor our progress against these findings and work hard to ensure that the people who need to engage with us know how to do so.</p>

Better communication

## 2007–08: A review of progress against our strategic plan

### Priority: Better communication – clear and authoritative

Our work is valuable if it improves outcomes for children and learners, and if it offers information to users about the quality of services so they can make informed decisions about them. We want to make sure that our regulation and inspection provide the right information to the right people, so that they can act to improve services and maximise their impact. We need to make sure that we present this information in ways that are accessible for users and helpful to providers.

#### What we have done

##### Publishing information about providers

Our reports not only help providers improve, they also hold them to account and provide the users of their services, including parents and employers, with the information they need to make informed choices. We publish our reports and letters as quickly as possible, and are working to ensure that they are clear, concise and accessible.

New guidance and quality assurance measures have also improved the quality of our reports. We have recognised the need, for example, to improve the letters we write to pupils to share the inspection findings with them and have issued new guidance to inspectors to ensure that these are suitable.

We are meeting our targets for the publication of reports and letters across the organisation. We have reduced the time for issuing children's homes reports to 15 days, which is in line with our early years and school inspection reports. We do not publish children's homes' reports, in line with the practice we adopted from the Commission for Social Care Inspection, but we will consult on whether we should do so in 2008–09.

We have also consulted on proposals to publish an early years register and childcare register on our website. We are still evaluating the response but, in general, people were in favour of us making more information available about registered providers.

##### Making our communications accessible

We are ensuring that all our communications are written in plain English and suited to their intended readership. In 2007–08 we revised our access guidelines and house style to ensure that our communications meet accessibility standards and are user-friendly. We have been working with children, young people, parents and adult learners, including people with communication difficulties, to see what works and what does not. Their views will inform our emerging customer access strategy.

‘The January 2008 seminars attracted 250 curriculum managers and subject practitioners, representing around one in three of all further education colleges in England. The feedback was very positive.’



Key publications have been sent to the Plain English Campaign for their Crystal Mark accreditation, and we have established a readers’ panel to review a sample selection of our inspection reports, standard letters, information leaflets and survey reports to help inform improvements. The panel has been chosen to reflect the whole of Ofsted’s remit and includes service providers and service users. Members of the panel are asked to comment on the clarity of the language used and the layout of the publications. In addition, in consultation with external experts, we have rewritten 50 of our most widely used standard letters to ensure that they are of the highest standard.

### Sharing good practice

We are looking at ways to share the good practice we find during our inspections and regulatory visits. For example, we have continued to provide case studies relating to good practice across the learning and skills sector to the Quality Improvement Agency for inclusion on the Excellence Gateway.

We have also run dissemination events to share our findings more widely. In May 2007, for example, in partnership with the Qualifications and Curriculum Authority and the National College for School Leadership, Ofsted held a conference on citizenship for secondary schools in which provision in the subject was judged to be good. School and citizenship leaders were invited to discuss the issues surrounding citizenship in schools and how to tackle the obstacles to development.

We also hosted seminars for further education colleges in January 2008 to coincide with the publication of good practice reports in three areas: agriculture, horticulture and animal care; business, law and administration; and engineering and manufacturing technologies. Conferences such as these offer providers the opportunity to share their knowledge and experience, providing an ideal opportunity to hear first-hand accounts of good practice and to exchange ideas on quality improvement. The January 2008 seminars attracted over 250 curriculum managers and subject practitioners, representing around one in three of all further education colleges in England. The feedback was very positive with 99% of providers rating the event they attended as good or outstanding.

## 2007–08: A review of progress against our strategic plan

### Better communication continued

#### Communicating our work

During the year we carried out a detailed communications audit and introduced a new communications strategy for the organisation, building on existing communications channels to help us reach a wider audience and share our work with the right people in the right way.

We have made improvements to *Ofsted News*, our online magazine for all those interested in Ofsted's work. *Ofsted News* keeps stakeholders up to date with developments in inspection and regulation, puts the best of good practice into context, invites our stakeholders to take part in consultations and plays an important role in ensuring all those who are interested have our most recent published findings. Between April 2007 and March 2008, more than 5,200 new readers subscribed to *Ofsted News* and the magazine now enjoys a monthly readership of over 41,200 people across the whole of Ofsted's remit. Our latest survey attracted 2,500 responses and demonstrated a high level of satisfaction – with 75% of respondents positive about new sections of the magazine introduced during the year.

We have continued to publish *talisman*, our newspaper for the learning and skills sector. Based on the known and respected newspaper established by the former Adult Learning Inspectorate, it features news and commentary from a variety of organisations across the sector, as well as examples of outstanding providers and interesting and high quality practice. It allows stakeholders across the whole learning and skills community to keep up to date with key developments, best practice examples and the latest inspection news.

#### Communicating our inspection frameworks

We have continued to publish information about the way we work on our website and provide access to all our inspection frameworks so that service providers and users of services know what to expect. We have provided extensive guidance on self-assessment for schools; run one-day seminars for adult skills providers to support preparation for inspection; and improved the pre-inspection information for childcare and children's social care providers. We will be looking at how to improve communication of our frameworks over the coming year.

#### Improving our website

Our website is already a key source of information for more than 750,000 people every month. The content of the website is constantly reviewed and developed according to feedback received by users. Learning from this feedback, over the last year we have set up pages tailored for providers, children, parents and carers, adult learners and employers so they can easily find information relevant to them. We have also introduced new consultation pages to help people feed back to us on the changes we introduce to improve the way we inspect and regulate.

Most of our website already meets A, AA and in some pages AAA of the World Wide Consortium (W3C) standards for accessibility. By the end of 2008 we aim to ensure that the whole site does so. We have gathered feedback from disabled website users and are planning a number of other improvements based on their comments.

‘Our website is already a key source of information for more than 750,000 people every month.’

### Online transactions and services

We believe that all transactions with us, such as applications for registration, should be available online. We are committed to making this a reality by 2010. We currently make all of our published reports and all of our consultations available online, and we offer personalised statistical and self-evaluation services online for schools. During the year we piloted the use of online registration for the registration of some types of childcare provider. This has proved a success, with more than one in four applications received online. We are looking to develop similar systems across our work over the next two years.



### Responding to issues raised with us

We want everyone who contacts us to be satisfied with the way we handle their call. Our Contact Centre in Manchester currently receives over 3,000 telephone calls a day and a sample check of callers has consistently shown that satisfaction levels are over 80%. Whilst this is good, we are striving to further improve the speed and responsiveness of our service so even more customers are satisfied. We are also on target in our response rates to requests for information under the Freedom of Information Act.

Respond to 90% of Freedom of Information requests within 20 days, in accordance with the Freedom of Information Act

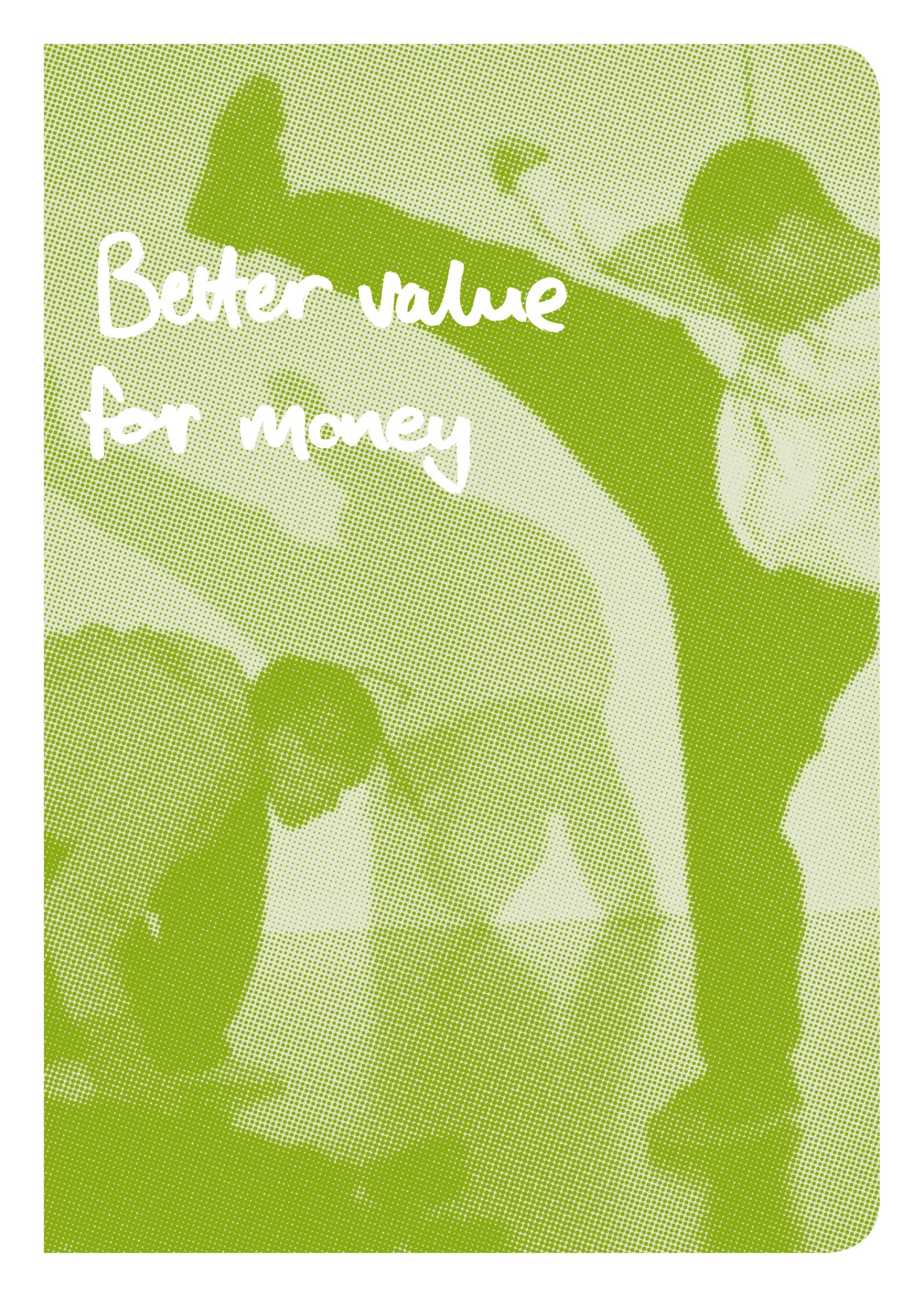
#### On course

We are achieving 94% against this target.

## 2007–08: A review of progress against our strategic plan

### Better communication continued

Progress towards our 2010 targets	
All our communications will be written in plain English, suited to their readers.	<b>On course</b> We have drafted a new accessibility policy, revised our house style guidelines and encouraged Ofsted writers to attend plain English courses. A readers' panel has been established.
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.	<b>Ahead</b> Research at our Contact Centre has consistently shown that satisfaction levels are over 80%.
The volume of media coverage referring to Ofsted accurately and positively will increase each year.	<b>Not yet assessed</b> We are assessing the volume of media coverage referencing Ofsted and will report our progress over the next two years.
At least 75% of users who respond to our consultations will agree that our information is accessible and easy to find.	<b>On course</b> 63% of users agree that our information is accessible and easy to find.
All routine transactions with us, such as applications for registration, will be capable of being carried out online.	<b>On course</b> Currently we make all of our published reports available online. We have piloted the use of online registration for our Children's Directorate work. We have an investment and development plan for new online services by 2010.

The background is a green and white halftone pattern. Overlaid on this are several large, semi-transparent green shapes that resemble stylized arrows or abstract forms pointing in various directions. The text is written in a white, cursive font.

Better value  
for money

2007–08: A review of progress against our strategic plan

## Priority: Better value for money – promoting and delivering value for money

We are determined to promote value for money for 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. We will meet all the financial challenges we are set.

### What we have done

#### Reporting on value for money

Spending on public services must deliver both quality and value for money. We report on the effective and efficient use of resources in our inspections of schools and colleges and we are building on this to make clear, evidence-based judgements on the value for money provided by services within our remit. We have begun by looking across our current inspection arrangements to identify where judgements are currently made and where we need to make improvements. Cross-Ofsted guidance will inform new inspection frameworks as they are developed leading up to March 2010.



#### Delivering value for money

The Government has set all public inspectorates the challenging target of delivering a 30% reduction on their 2003–04 budgets by 2008–09. In 2003–04 the total relevant expenditure of the inspectorates that now make up the new Ofsted was £266 million. The new Ofsted's expenditure in 2007–08 was much smaller, at £230.5 million, and in 2008–09 our expenditure will be £199.9 million.

Meet targets for annual cost savings that will deliver the Better Regulation Executive (BRE) target in 2008–09

#### On course

We are on target to deliver this savings target.

We have reduced our costs in line with our strategic plan, including further proportionality and targeting of inspection, and made our processes and our administrative and support systems more efficient. We believe that this approach will help to provide taxpayers, and those we inspect and regulate, with value for money from our service.

‘The average cost of inspection per child or learner will fall over the next two years as a result of securing improved efficiency and implementing more proportionate approaches to inspection.’

Before the creation of the new Ofsted, each of the predecessor inspectorates was set their own efficiency targets to meet by the end of March 2008. The Adult Learning Inspectorate’s contribution to performance against these targets was included in the DCSF’s departmental report, and the Commission for Social Care Inspection and Her Majesty’s Inspectorate of Court Administration have reported their own performance. The former Ofsted, the Office for Standards in Education, met the efficiency targets set it following the Gershon and Lyons reviews, by reducing its budget by 20%, or some £40 million, when compared with the budget in 2003–04, and moving some 250 posts out of London and the south east.

The average cost of inspection per child or learner will fall over the next two years as a result of securing improved efficiency and implementing more proportionate approaches to inspection. There will be further substantial reductions in the cost of inspection for 2009–10 as a result of the risk-based approach to the inspections of schools from September 2009. But the full year impact of these reductions will be reflected in the reduced cost of inspection per learner in 2010–11. The reduction in the average cost of inspection per child or learner is not anticipated to be as high for social care inspections, where – because of the high level of risk – a high level of inspection activity will need to be maintained.

**Figure 1: The cost of Ofsted and inspection**

Average costs (including overheads)	2007–08 £	2008–09 £	2009–10 £
Cost of Ofsted per head of population	21.50	18.90	18.20
School inspection per pupil	6.90	6.70	6.10
Childcare inspection per place	22.40	19.30	15.60
Social care inspection per place	107.00	102.00	105.00
College inspection per learner	5.00	3.60	3.50

### 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 view of this goal, we have reviewed our corporate services costs and conducted benchmarking analysis against other organisations. Areas of proportionately high cost, including communications and human resources, are being reconfigured.

### Improving our management information systems

During 2007–08 we replaced Ofsted’s ageing SUN financial management system with the Coda financial system. The new system went live in October 2007 and has operated successfully. The Coda system incorporates a new payments and income procedure and is already providing benefits. For example, we now have access to much improved information on income and amounts owed that enable much tighter management of debt.

### Consultancy and professional services

Ofsted follows the Office of Government Commerce (OGC) and HM Treasury joint guidance on the minimum processes and control criteria for purchasing professional services. The OGC Professional Services Forum has agreed common definitions of the terms ‘professional services’ and ‘consultancy’ and we use these to calculate our spending totals. Spending on professional services and consultancy, covering areas such as IT, property and estates, and financial and legal advice, is included under this heading. In 2007–08 Ofsted spent £4.5 million on consultancy and professional services, which is a reduction on the expenditure of £4.7 million in 2006–07.

## 2007–08: A review of progress against our strategic plan

### Better value for money *continued*

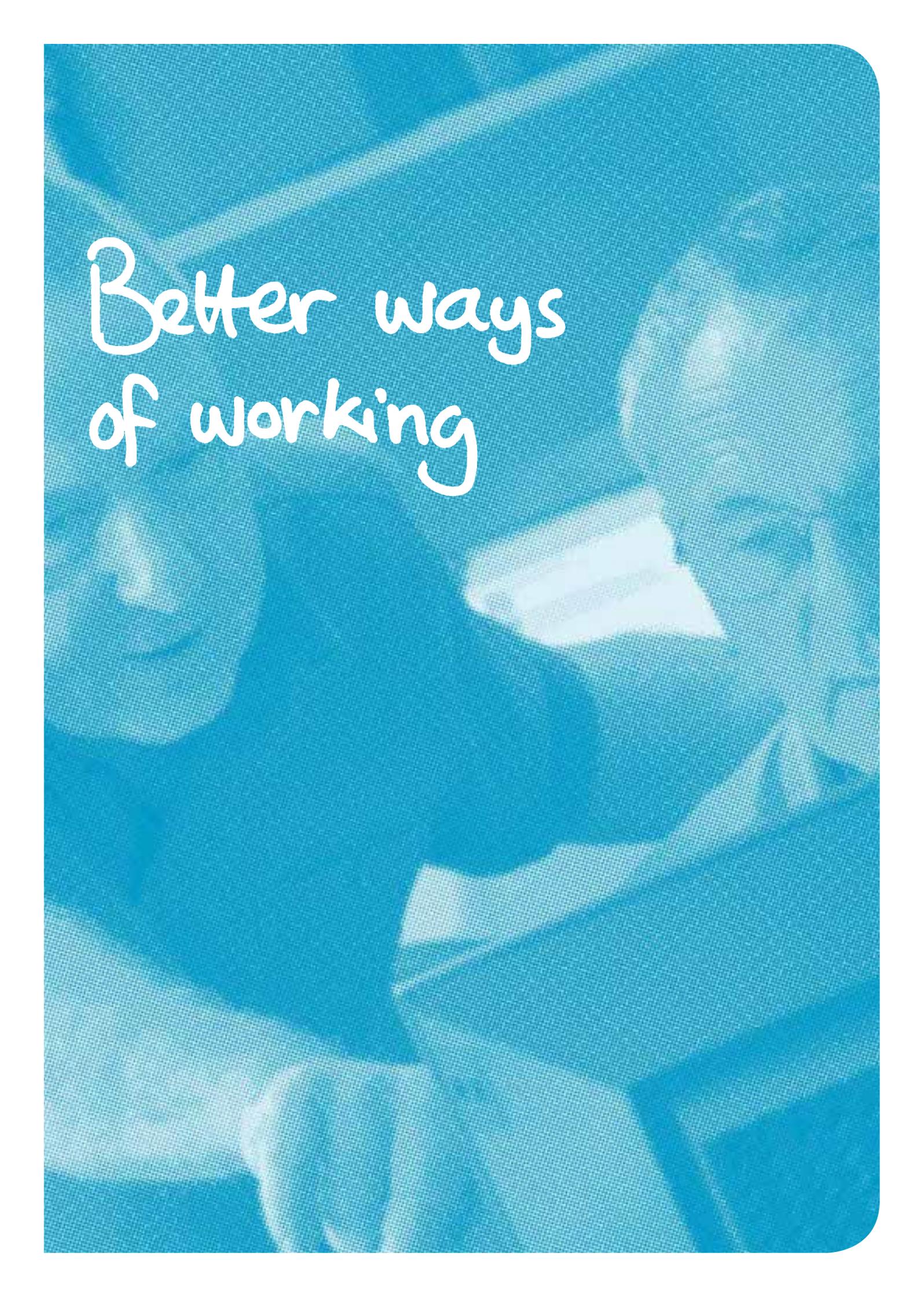
Ofsted is playing a full part in a process to improve the use of consultancy across government as a whole. We have introduced new arrangements to address recommendations in the National Audit Office report on central government’s use of consultants.

#### Corporate social responsibility and sustainable development

Ofsted makes sure that its inspection and regulatory work helps to make a difference for children and young people – securing their educational, economic and social well-being and contributing to our success as a country. We follow government guidelines on sustainable development and, for example, we are developing a procurement process that has sustainability and environmental impact as core components of the selection process.

Ofsted has also contributed to the wider international agenda. We have a duty to improve the lives of children and learners in England but that work can be supported by helping those in other countries as well. For example, we have been working in partnership with the Inspectorate General of Education (IGE) of Rwanda to help raise educational standards in Rwanda through improved inspection. In a series of visits undertaken with support from the Africa Capacity Building Initiative, Ofsted inspectors have helped the IGE induct 20 new inspectors, given support and guidance on inspection practice observed during visits to seven schools, and advised on new inspection policies and procedures.

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.	<b>On course</b> Work is progressing as planned.
We will achieve the challenging target of a 30% reduction in costs that we have been set.	<b>On course</b> Our current costs are on target at £230.5 million, and we aim to reduce costs to £199.9 million by 2010.
While maintaining quality, the unit costs of our corporate administrative functions will compare well with organisations of similar size and complexity.	<b>On course</b> Our corporate administrative functions overall make up 18.3% of our costs. This compares well with benchmarked organisations but there are areas for improvement.
Ofsted will have reduced the average cost of inspection per child or learner each year.	<b>On course</b> Work is progressing as planned.

A blue-tinted photograph of a person's face, smiling, with the text "Better ways of working" overlaid in white. The image has a halftone or dithered texture. The person's eyes are closed in a smile, and their mouth is open, showing teeth. The background is a solid blue color with a fine grid pattern.

Better ways  
of working

## 2007–08: A review of progress against our strategic plan

# Priority: 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 will not only build on feedback from our employees and stakeholders but also learn from best practice in other organisations. We seek constantly to improve the ways we support our staff, and to become an exemplary employer.

### What we have done

#### Attracting and retaining the right people

Our people are our single greatest asset. We work hard to attract and retain people who are the best in their field, with the right experience, skills and competencies and from a range of diverse backgrounds to ensure consistently high standards across our remit.

In 2007–08 we reviewed our recruitment procedures and appointed recruitment consultancy partners to help us attract exceptional candidates from diverse backgrounds. We improved the information that we provide to applicants in order to attract candidates to Ofsted. We also advertised our roles in a wider range of media than in previous years to support our aim of increasing the diversity of our workforce. We set up systems to collect data on our recruitment campaigns more efficiently in order that we can continuously improve our recruitment techniques. Our annual recruitment campaign for HMI was very successful, with a large number of good quality applicants.

We have also been developing a new pay and performance system, designed to allow us to attract and retain people. The system increases the transparency of pay in Ofsted and aims to provide equity within grades.

Furthermore, we have introduced new absence management policies and guidance, which is helping to bring down sickness absence across the organisation.

Move towards reducing sickness absence by a further 10% to a target of 9.6 working days per full time employee by the end of March 2008

#### On course

Sickness absence averaged 9.32 working days per full time employee in the year to date.

#### Using secondment

We see secondment, both into and from Ofsted, as a valuable development tool. We ran work shadowing and secondment programmes in 2007–08 which have helped us tap into a wealth of talented professionals keen to develop skills in inspection. For example, the Network for Black Professionals' (NBP) inspection shadowing scheme has been running since 2004. So far it has matched over 100 college professionals with HMI mentors. In a recent NBP survey, 96% of college professionals participating in the scheme said the programme had made a contribution to their career progression and 67% reported they had achieved promotion since they took part.

‘[Headteachers] have learnt how to work as inspectors and sharpen their knowledge and understanding of schools, while Ofsted has gained from their insights into current educational practice.’

A programme seconding headteachers into Ofsted has also been successful, with headteachers and senior managers participating in a year-long intensive programme that trains them to lead inspections. The benefits of this are very much two way. Participants have learnt how to work as inspectors and sharpen their knowledge and understanding of schools, while Ofsted has gained from their insights into current educational practice. In the same period we also started a secondment programme with local councils and we have a senior social care manager on secondment to work on the assessment and inspection of children’s services in local authorities.



### Learning and development

In our first year of operation, we have worked hard to strengthen learning and development in the organisation and this has been driven by our People Development Group, chaired by Christine Gilbert HMCI. We have used the Investors in People (IIP) standard as a tool to help Ofsted become an organisation that effectively manages and develops its people.

During the year we introduced a new learning and development strategy that sets out Ofsted’s seven key learning and development priorities. These are:

- building one organisational culture
- developing inspection and regulation
- developing leadership and management
- gaining a better understanding of core processes, for example risk management and procurement
- promoting equalities and diversity
- engaging with users and stakeholders
- developing personal and professional skills.

A number of programmes are delivered internally, induction and ‘soft skills’ training, such as time management and presentation skills, among them. In 2007–08 approximately 700 people attended such events, in addition to e-learning options and specialised courses such as our leadership and management development programmes.

During the year over 265 members of staff were studying for professional qualifications. This included 155 members of staff in our Children’s Directorate whom we supported on an early years degree programme, and 17 staff in our Education, Learning and Skills Directorate studying for a Master of Arts degree in inspection and evaluation. Staff have also gained qualifications in research methods, finance, human resources, project management and business and administration.

We have held events to celebrate and recognise the achievements of individuals who have attained a qualification in the last year. These events were in response to suggestions from staff and managers who said they would appreciate formal recognition of their achievement and a means to celebrate their success with senior managers. The first event, held in London, was attended by over 100 staff and was a great success.

## 2007–08: A review of progress against our strategic plan

### Better ways of working continued

#### Management development

A management development framework for the organisation has been established that includes clear management competencies. This is supported by a range of training and development opportunities available to managers and leaders, including an induction programme for new managers and two new accredited leadership and management programmes.

#### Engaging our people in our vision, objectives and priorities

As an organisation, we believe that all those who work for us should know how they contribute to Ofsted's vision, objectives and priorities. We introduced a new planning framework for the organisation in 2007–08 to help make this a reality. The strategic plan sets out the vision, purposes, priorities and targets for the new Ofsted for the period 2007–10. It is the overarching strategy document for the whole organisation and provides the basis for activity in all our services. Underpinning the strategic plan, our corporate plan is supported by directorate plans, divisional plans and individual personal development plans. The aim is to establish a 'golden thread' that links individual and team performance to the achievement of Ofsted's strategic priorities and ensures that all members of the organisation understand how their work contributes to those priorities. Feedback from our Investors in People healthcheck tells us that staff have welcomed this approach and believe strongly in the vision and purpose of the new organisation.

#### Acting on staff feedback

Ofsted aims to be a place where people are encouraged to discuss the issues that affect their work and where there are plenty of opportunities to share ideas and contribute to making us an even more effective organisation. Over the past year, many staff have made suggestions about how to improve things, through the fora HMCI and directors hold for staff, focus groups, one-to-one meetings, team meetings,



surveys, conferences, away days, local suggestion schemes, email and other channels. We have brought a number of these together in one place on our intranet to show the impact that they have had on our work. To build on this, we have launched a new staff suggestion scheme to gather more ideas on improving Ofsted.

#### Reviewing our systems and structures

We are committed to reviewing our systems and structures to ensure that we are organised in the best way to meet our priorities. To this end, shortly after the creation of the new organisation, we commissioned an independent capability review of Ofsted. The resulting report painted a picture of an organisation with solid foundations and one that has made an encouraging start. However, it also pointed to where further development and action were needed. Most of the developments required already featured in our plans but the capability review gave additional guidance in taking these forward. We discussed the findings with our staff at a round of conferences and meetings, and they endorsed the review's conclusions and offered some practical suggestions for action.

‘As an organisation, we believe that all those who work for us should know how they contribute to Ofsted’s vision, objectives and priorities.’

Building on some of the capability review findings, during 2007–08 we appraised and strengthened our corporate and support services. Staff providing these functions in our regional offices are now managed directly by the professional head of service rather than regional managers. We also began a wider review of our organisational structure. The aim is to ensure that we have the right capabilities in place across the organisation and that we are organised in a way which makes the most of our resources.

During 2007–08 we also began work on a new information and intelligence strategy. This stems from the recognition of the need to make better use of information we hold and improve the intelligence of the organisation. The first stage focused on gathering the information needs of a range of internal and external stakeholders, an audit of Ofsted’s current systems and a design of the systems required in the future. The next stage, starting in April 2008, will be to implement improved processes for the gathering and dissemination of data, information and knowledge. This should lead to better and more focused management and inspection information, and better access to knowledge about the quality of care, education and skills across England.

### Promoting equality and diversity

We are committed to equal opportunities and to valuing people’s differences throughout our organisation. It is essential that our processes and procedures are fair, objective, transparent and do not discriminate. An Equalities and Diversity Steering Group, chaired by Christine Gilbert HMCI and supported by sub-groups across the organisation, has oversight of an extensive programme of work that will promote equality and diversity. In 2007–08 we consulted on and published new gender, race and disability equality schemes. In April 2008, we reviewed the new proposed Equalities Improvement Framework, the precursor to the development of an Equalities Standard for the organisation.



Major areas of policy and practice are subject to a programme of equality impact assessment in order to identify their impact and ensure that appropriate action is taken. In February 2008 we introduced an intranet resource that provides a single source of data and research on equalities issues for staff across Ofsted. This will be updated regularly, equipping those undertaking equalities impact assessments with access to relevant contextual data and providing inspectors with a resource to better understand the position and trends within the sectors they operate in. At the same time we are undertaking a review of how we address equalities issues during inspection.

## 2007–08: A review of progress against our strategic plan

### Better ways of working continued

Progress towards our 2010 targets	
We will have achieved Investors in People accreditation in 2008 and Investors in People Profile status by 2010.	<b>On course</b> We are being evaluated for Investors in People accreditation in April 2008.
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.	<b>On course</b> In April 2008, we reviewed the new proposed Equalities Improvement Framework, the precursor to the development of an Equalities Standard for the organisation.
We will have set up new contracts with trusted suppliers which provide high quality inspection services and deliver excellent value for money.	<b>On course</b> Advertisements have been placed for the new inspection service contracts and there is strong interest from the market. We are expecting a number of high quality bids.

# Annexes

## COLOUR CODED CUTTING BOARDS

PREVENT THE RISK OF BACTERIAL CROSS-CONTAMINATION DURING FOOD PREPARATION



RAW MEAT



RAW FISH



SALAD & FRUIT



VEGETABLES

## Performance against targets

Ofsted has no outstanding service delivery agreement (SDA) 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 2007–10.

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
<b>Met</b>	Target achieved by the target date
<b>Met – ongoing</b>	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
<b>Partly met</b>	Where a target has two or more distinct elements and some, but not all, have been achieved by the target date
<b>Not met</b>	Where a target was not met or met late

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

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

## Annex A: Summary of strategic targets

This is the first reporting year for the new Ofsted. In subsequent years we will track our performance against these targets over time.

2010 strategic plan target	Current performance
<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</p> <p>b) at least 15% will be judged good or better</p>	<p><b>a) On course</b> 72% of those providers inspected in the academic year 2006/07 and found to be inadequate are now at least satisfactory.</p> <p><b>b) Ahead</b> 18% have now been judged good or better.</p>
<p>The proportion of good or better provision in services we inspect will have increased by at least 10% from 2006/07.</p>	<p><b>On course</b> 58% 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 was in their best welfare and educational interests. There will be measurable improvement in the stability of placements and educational attainment of looked after children.</p>	<p><b>On course</b> 64% of looked after children tell us that their most recent change of home or school placement was in their best welfare or educational interest. The stability of placements for looked after children has improved by 1% since 2005/06, with 66% of looked after children now staying in the same placement for at least two years. There has been a 0.8% improvement in the number of looked after children gaining five GCSE A*–C grades since 2005/06.</p>
<p>At least 80% of service providers who respond to consultation will report that our inspections have had a positive impact.</p>	<p><b>Ahead</b> 86% report our inspections have had a positive impact.</p>

2010 strategic plan target	Current performance
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.	<b>Ahead</b> 76% report that they have used the evidence Ofsted collects and disseminates on good practice.
At least 75% of our key stakeholders will judge Ofsted to have had a positive impact on outcomes for children and learners.	<b>On course</b> 73% judge Ofsted to have had a positive impact. We are on course to meet our 2010 target of 75%.
Proportionate inspections will be guided by consistent risk assessment across our remit.	<b>On course</b> Inspections across our remit are increasingly proportionate to risk.
At least 70% of providers will be judged in inspections to be using self-assessment to help their service improve.	<b>Ahead</b> 71% of providers are 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.	<b>On course</b> 60% of users agree that inspection has had a positive impact.
Our consultations will be accessible to users and we will publish the results of every consultation on our website.	<b>On course</b> 95% of our users agree that our consultations are accessible and new web pages for consultation have been launched.
The number of people responding to our invitations to comment on consultations will have increased by 10%.	<b>Not yet assessed</b> The average response rate in 2007–08 was 55%. We will monitor our progress against this figure over the next two years.

2010 strategic plan target	Current performance
<p>a) All our inspections will involve the views and experience 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><b>a) On course</b> All our inspections involve the views and experiences of users.</p> <p><b>b) On course</b> 71% of those involved in inspection agree that we listened to their views.</p>
<p>Surveys will show that an increasing proportion of the population we serve has heard of us and knows how it can engage with us.</p>	<p><b>Not yet assessed</b> In 2007–08, 78% of the population had heard of us and 37% knew how to engage with us.</p> <p>We will monitor our progress against these findings in the coming two years.</p>
<p>All our communications will be written in plain English, suited to their readers.</p>	<p><b>On course</b> We have drafted a new accessibility policy and revised our house style.</p>
<p>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.</p>	<p><b>Ahead</b> Research at our Contact Centre has consistently shown that satisfaction levels are over 80%.</p>
<p>The volume of media coverage referring to Ofsted accurately and positively will increase each year.</p>	<p><b>Not yet assessed</b> We are assessing the volume of media coverage referencing Ofsted and will report our progress over the next two years.</p>
<p>At least 75% of users who respond to our consultations will agree that our information is accessible and easy to find.</p>	<p><b>On course</b> 63% of users agree that our information is accessible and easy to find.</p>

2010 strategic plan target	Current performance
All routine transactions with us, such as applications for registration, will be capable of being carried out online.	<b>On course</b> Currently we make all of our published reports available online.
Ofsted will make clear, evidence-based judgements on the value for money provided by all the services within our remit.	<b>On course</b> Work is progressing as planned.
We will achieve the challenging target of a 30% reduction in costs that we have been set.	<b>On course</b> Our current costs are on target at £230.5 million, and we aim to reduce costs to £199.9 million by 2010.
While maintaining quality, the unit costs of our corporate administrative functions will compare well with organisations of similar size and complexity.	<b>On course</b> Our corporate administrative functions overall make up 18.3% of our costs. This compares well with benchmarked organisations but there are areas for improvement.
Ofsted will have reduced the average cost of inspection per child or learner each year.	<b>On course</b> Work is progressing as planned.
We will have achieved Investors in People accreditation in 2008 and Investors in People Profile status by 2010.	<b>On course</b> We are being evaluated for Investors in People accreditation in April 2008.
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.	<b>On course</b> We have reviewed the new proposed Equalities Improvement Framework, the precursor to the development of an Equalities Standard for the organisation.
We will have set up new contracts with trusted suppliers which provide high quality inspection services and deliver excellent value for money.	<b>On course</b> Advertisements have been placed and there is strong interest from the market.

## Annex B: Summary of operational targets

This is the first reporting year for the new Ofsted. In subsequent years we will track our performance against these targets over time.

Operational performance indicator	Current performance
Proportion of registrations carried out within target timescales	
Childminders	<b>Slippage</b>
Day care	<b>On course</b>
Children's homes	<b>Slippage</b>
Proportion of inspections carried out to timescale (in relation to planned programme)	
Maintained schools	<b>On course</b>
Independent schools	<b>On course</b>
Schools causing concern	<b>On course</b>
Initial teacher training providers	<b>On course</b>
Further education teacher training providers	<b>On course</b>
Further education and adult and community learning	<b>On course</b>
Joint area reviews	<b>On course</b>
Annual performance assessments	<b>On course</b>
Childcare	<b>Met</b>
Children's social care (children's homes)	<b>On course</b>
Cafcass	<b>On course</b>
Enforcement action carried out within the prescribed time limit	
Childcare – inadequate – category 1	<b>On course</b>
Childcare – inadequate – category 2	<b>On course</b>
Proportion of complaints against providers investigated within 30 working days	
Childcare	<b>On course</b>

Operational performance indicator	
Reduce the number of days lost in sickness absence	
Ofsted overall (days per FTE per year)	<b>On course</b>
Ofsted overall (days per FTE per month)	<b>On course</b>
Children's Directorate	<b>Slippage</b>
Corporate Services and Finance Directorates	<b>On course</b>
Education and Learning and Skills Directorates	<b>On course</b>
Freedom of Information requests	
90% of Freedom of Information requests are responded to within the 20 working days required under the Act	<b>On course</b>

# Annex C: Financial tables

Table 1: Total public spending for Ofsted

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Estimated	2008-09	2009-10	2010-11
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
<b>Consumption of resources:</b>									
Regulation and inspection of education, children's services and skills	221,326	235,515	254,995	263,426	204,618	216,092	179,750	190,215	185,561
<b>Total resource DEL</b>	<b>221,326</b>	<b>235,515</b>	<b>254,995</b>	<b>263,426</b>	<b>204,618</b>	<b>216,092</b>	<b>179,750</b>	<b>190,215</b>	<b>185,561</b>
<i>of which:</i>									
Near cash	216,998	230,674	250,393	255,289	209,713	215,881	186,000	191,000	185,500
<b>Total resource budget</b>	<b>221,326</b>	<b>235,515</b>	<b>254,995</b>	<b>263,426</b>	<b>204,618</b>	<b>216,092</b>	<b>179,750</b>	<b>190,215</b>	<b>185,561</b>
<b>Capital spending</b>									
Regulation and inspection of education, children's services and skills	6,299	2,327	2,012	1,458	-693	0	981	0	0
<b>Total capital budget</b>	<b>6,299</b>	<b>2,327</b>	<b>2,012</b>	<b>1,458</b>	<b>-693</b>	<b>0</b>	<b>981</b>	<b>0</b>	<b>0</b>
<i>of which:</i>									
Capital DEL	6,299	2,327	2,012	1,458	-693	0	981	0	0
<b>Total public spending <sup>(1)</sup></b>	<b>223,522</b>	<b>233,010</b>	<b>251,918</b>	<b>254,972</b>	<b>202,492</b>	<b>215,191</b>	<b>186,981</b>	<b>191,000</b>	<b>185,500</b>

## Notes

- (1) Total public spending calculated as the total of the resource budget plus the capital budget, less depreciation.
- (2) See the main body of the report for more information on Ofsted's cost reduction targets.
- (3) 2006-07 shows a negative figure for the total capital budget due to proceeds from the sale of one of the surplus estate properties.
- (4) From 2002-03 forward the out-turn figure and plans for future years reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the remit of the Adult Learning Inspectorate (ALI), the children's care remit of the Commission for Social Care Inspection (CSCI), the remit of the HM Inspectorate of Courts Administration (HMICA) for the inspection of the Children and Family Court Advisory and Support Services (Cafcass) and the remit of the former Ofsted, the Office for Standards in Education.

## Financial tables continued

Table 2: Resource budget for Ofsted

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Estimated	2008-09	2009-10	2010-11
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
<b>Resource DEL</b>									
<b>Regulation and inspection of education, children's services and skills</b>									
Administration and inspection									
RfR1 A	221,326	235,515	254,995	263,426	204,618	216,092	171,699	176,700	181,900
<b>Total voted</b>	<b>221,326</b>	<b>235,515</b>	<b>254,995</b>	<b>263,426</b>	<b>204,618</b>	<b>216,092</b>	<b>171,699</b>	<b>176,700</b>	<b>181,900</b>
<b>Total resource budget</b>	<b>221,326</b>	<b>235,515</b>	<b>254,995</b>	<b>263,426</b>	<b>204,618</b>	<b>216,092</b>	<b>179,750</b>	<b>190,215</b>	<b>185,561</b>

### Notes

- (1) From 2002-03 forward the out-turn figure and plans for future years reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the remit of the Adult Learning Inspectorate (ALI), the children's care remit of the Commission for Social Care Inspection (CSCI), the remit of the HM Inspectorate of Courts Administration (HMICA) for the inspection of the Children and Family Court Advisory and Support Services (Cafcass) and the remit of the former Ofsted, the Office for Standards in Education.

Table 3: Capital budget for Ofsted

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Estimated	2008-09	2009-10	2010-11
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
<b>Capital DEL</b>									
<b>Regulation and inspection of childcare, education and skills</b>									
Administration and inspection									
RfR1 A	6,299	2,327	2,012	1,458	-693	0	981	0	0
<b>Total voted</b>	<b>6,299</b>	<b>2,327</b>	<b>2,012</b>	<b>1,458</b>	<b>-693</b>	<b>0</b>	<b>981</b>	<b>0</b>	<b>0</b>
<b>Total capital budget</b>	<b>6,299</b>	<b>2,327</b>	<b>2,012</b>	<b>1,458</b>	<b>-693</b>	<b>0</b>	<b>981</b>	<b>0</b>	<b>0</b>

### Notes

- (1) From 2002-03 forward the out-turn figure and plans for future years reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the remit of the Adult Learning Inspectorate (ALI), the children's care remit of the Commission for Social Care Inspection (CSCI), the remit of the HM Inspectorate of Courts Administration (HMICA) for the inspection of the Children and Family Court Advisory and Support Services (Cafcass) and the remit of the former Ofsted, the Office for Standards in Education.

Table 4: Capital employed by Ofsted

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Projected	2008-09	2009-10	2010-11
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
<b>Assets and liabilities on balance sheet at end of year:</b>									
<b>Assets</b>									
Fixed assets									
Intangible	466	520	947	194	178	72			
Tangible	15,041	11,309	9,513	2,302	1,424	663	1,059	847	678
<i>of which:</i>									
Land and buildings	1,975	357	364	1,169	–	–			
Plant and machinery	13,066	10,952	9,149	1,133	1,424	663	1,059	847	678
Investments	–	–	–	–	–	–	–	–	–
Current assets	6,970	7,769	8,238	6,112	6,672	8,258	8,258	8,258	8,258
<b>Liabilities</b>									
Creditors (<1 year)	-15,889	-18,280	-16,730	-19,956	-18,928	-20,114	-20,114	-20,114	-20,114
Creditors (>1 year)	-1,268				-204				
Provisions	-462	-550	-10,686	-14,085	-10,963	-10,616	-4,404	-3,390	-2,965
<b>Total capital employed in department</b>	<b>4,858</b>	<b>768</b>	<b>-8,718</b>	<b>-25,343</b>	<b>-21,764</b>	<b>-21,736</b>	<b>-15,194</b>	<b>-14,392</b>	<b>-14,136</b>

**Notes**

(1) From 2002-03 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 reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the remit of the Adult Learning Inspectorate (ALI), the children's care remit of the Commission for Social Care Inspection (CSCI), the remit of the HM Inspectorate of Courts Administration (HMICA) for the inspection of the Children and Family Court Advisory and Support Services (Cafcass) and the remit of the former Ofsted, the Office for Standards in Education.

## Financial tables continued

Table 5: Administration costs for Ofsted

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Estimated	2008-09	2009-10	2010-11
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
<b>Administration expenditure</b>									
Pay bill	9,192	10,451	9,539	10,803	12,089	10,890	10,819	10,548	10,287
Other	14,794	19,711	15,396	13,425	16,609	17,636	17,522	17,082	16,660
<b>Total administration expenditure</b>	<b>23,986</b>	<b>30,162</b>	<b>24,935</b>	<b>24,228</b>	<b>28,698</b>	<b>28,526</b>	<b>28,341</b>	<b>27,630</b>	<b>26,947</b>
Administration income	-120	-174	-390	-197	-307	0	-105	-95	-95
<b>Total administration budget</b>	<b>23,866</b>	<b>29,988</b>	<b>24,545</b>	<b>24,031</b>	<b>28,391</b>	<b>28,526</b>	<b>28,236</b>	<b>27,535</b>	<b>26,852</b>

### Notes

- (1) From 2002-03 forward the out-turn figure and plans for future years reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the remit of the Adult Learning Inspectorate (ALI), the children's care remit of the Commission for Social Care Inspection (CSCI), the remit of the HM Inspectorate of Courts Administration (HMICA) for the inspection of the Children and Family Court Advisory and Support Services (Cafcass) and the remit of the former Ofsted, the Office for Standards in Education.

Table 6: Staff in post

	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08 Estimated	2008-09	2009-10	2010-11
	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Out-turn £'000	Plans £'000	Plans £'000	Plans £'000
Civil service full-time equivalents	2,456	2,545	2,450	2,259	2,154	2,407	2,257	2,157	2,157
Overtime	10	10	10	9		8			
Casuals	45	12	12	11	60	102	50	25	15
<b>Total</b>	<b>2,511</b>	<b>2,567</b>	<b>2,472</b>	<b>2,279</b>	<b>2,214</b>	<b>2,517</b>	<b>2,307</b>	<b>2,182</b>	<b>2,172</b>

### Notes

- (1) From 2002-03 to 2006-07 the staff numbers relate to the remit of the old Ofsted. From the 2007-08 estimated out-turn forward in time the staff numbers reflect the Machinery of Government change in 2007-08 in relation to creation of the new Ofsted with responsibility for the remit of the Adult Learning Inspectorate (ALI), the children's care remit of the Commission for Social Care Inspection (CSCI), the remit of the HM Inspectorate of Courts Administration (HMICA) for the inspection of the Children and Family Court Advisory and Support Services (Cafcass) and the remit of the former Ofsted, the Office for Standards in Education. See the main body of the report for more information on the old Ofsted's staffing reduction targets.
- (2) Ofsted's SCS Pay Committee determines the remuneration of SCS members within the limits set by the Government in responding to the report of the Senior Salaries Review Body. On 1 April 2007, Ofsted employed seven SCS members within Pay Band 2 and 17 SCS members within Pay Band 1. These figures do not include staff on loan from other government departments or those on temporary promotion into SCS posts. These figures do not include HMCI who is a Crown appointment and sits outside the Senior Civil Service.

Table 7: Identifiable expenditure on services by country and region

	2002-03 Out-turn £'000	2003-04 Out-turn £'000	2004-05 Out-turn £'000	2005-06 Out-turn £'000	2006-07 Out-turn £'000	2007-08 Out-turn £'000	2008-09 Plans £'000	2009-10 Plans £'000	2010-11 Plans £'000
North East	10.2	11.0	11.9	12.3	9.9	12.6	10.6	10.9	10.6
North West	29.4	30.8	33.2	40.0	30.6	30.9	26.0	26.7	25.9
Yorkshire and Humberside	20.4	21.9	23.6	24.3	19.6	22.9	19.3	19.8	19.2
East Midlands	20.0	21.3	21.1	24.4	19.3	19.5	16.4	16.9	16.4
West Midlands	24.1	24.1	26.5	25.0	23.5	24.2	20.4	20.9	20.3
Eastern	24.9	27.3	28.6	28.5	24.4	25.6	21.6	22.1	21.5
London	33.3	33.2	37.2	35.6	26.4	28.6	24.1	24.7	24.0
South East	37.3	37.1	43.8	40.8	34.9	34.6	29.1	29.8	29.0
South West	23.7	26.3	26.5	25.9	20.6	22.2	18.7	19.2	18.6
<b>Total England</b>	<b>223.3</b>	<b>233.0</b>	<b>252.4</b>	<b>256.8</b>	<b>209.1</b>	<b>221.2</b>	<b>186.0</b>	<b>191.0</b>	<b>185.5</b>
Scotland	0.0	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	0.0
Northern Ireland	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Total UK identifiable expenditure</b>	<b>223.3</b>	<b>233.0</b>	<b>252.4</b>	<b>256.8</b>	<b>209.1</b>	<b>221.2</b>	<b>186.0</b>	<b>191.0</b>	<b>185.5</b>
Outside UK	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Total identifiable expenditure</b>	<b>223.3</b>	<b>233.0</b>	<b>252.4</b>	<b>256.8</b>	<b>209.1</b>	<b>221.2</b>	<b>186.0</b>	<b>191.0</b>	<b>185.5</b>
Non-identifiable expenditure	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

## Financial tables continued

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

	2002-03 Out-turn £'s/head	2003-04 Out-turn £'s/head	2004-05 Out-turn £'s/head	2005-06 Out-turn £'s/head	2006-07 Out-turn £'s/head	2007-08 Out-turn £'s/head	2008-09 Plans £'s/head	2009-10 Plans £'s/head	2010-11 Plans £'s/head
North East	4.0	4.3	4.7	4.8	3.9	4.9	4.1	4.2	4.1
North West	4.3	4.5	4.9	5.9	4.5	4.5	3.7	3.8	3.7
Yorkshire and Humberside	4.1	4.4	4.7	4.8	3.8	4.4	3.7	3.8	3.6
East Midlands	4.7	5.0	4.9	5.6	4.4	4.4	3.7	3.8	3.6
West Midlands	4.5	4.5	5.0	4.7	4.4	4.5	3.8	3.8	3.7
Eastern	4.6	5.0	5.2	5.1	4.3	4.5	3.8	3.8	3.7
London	4.5	4.5	5.0	4.8	3.5	3.8	3.1	3.2	3.1
South East	4.6	4.6	5.4	5.0	4.2	4.2	3.5	3.5	3.4
South West	4.8	5.3	5.3	5.1	4.0	4.3	3.6	3.6	3.5
<b>Total England</b>	<b>4.5</b>	<b>4.7</b>	<b>5.0</b>	<b>5.1</b>	<b>4.1</b>	<b>4.3</b>	<b>3.6</b>	<b>3.7</b>	<b>3.5</b>
Scotland	0.0	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	0.0
Northern Ireland	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Total UK identifiable expenditure</b>	<b>3.8</b>	<b>3.9</b>	<b>4.2</b>	<b>4.3</b>	<b>3.5</b>	<b>3.6</b>	<b>3.0</b>	<b>3.1</b>	<b>3.0</b>

### 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 (CRA) published by HM Treasury in Chapter 9 of Public Expenditure Statistical Analyses (PESA) 2008. The figures were taken from the HM Treasury public spending database in December 2007 and the regional distributions were completed in January and February 2008. 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 non-departmental public bodies, 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. Further information on TES can be found in Appendix E of PESA 2008.
- (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 2007–08

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

*Evaluation of the impact of section 5 inspections. A National Foundation for Educational Research report [Ofsted commissioned publication], 20070018, April 2007*

*Narrowing the gap: the inspection of children's services, 070041, April 2007*

*Schools Omnibus 2007. An Ipsos MORI research study among 11–16 year olds on behalf of the Office for Standards in Education, Children's Services and Skills, 20070018, April 2007*

*Raising standards, improving lives. The Office for Standards in Education, Children's Services and Skills Strategic Plan 2007–2010, 070001, April 2007*

*Time for change? Personal, social and health education, 070049, April 2007*

*Ofsted Departmental Report 2006–07, CM7117, May 2007*

*Review of the impact of inspection, 20070018, May 2007*

*The Key Stage 4 curriculum: increased flexibility and work-related learning, 070113, May 2007*

*Making sense of religion: a report on religious education in schools and the impact of locally agreed syllabuses, 070045, June 2007*

*The contribution made by centres of vocational excellence to the development of vocational work in schools, 070058, June 2007*

*Developing social, emotional and behavioural skills in secondary schools, 070048, July 2007*

*History in the balance. History in English schools 2003–07, 070043, July 2007*

*Parents, carers and schools, 070018, July 2007*

*Early years. Getting on well: enjoying, achieving and contributing, 070059, August 2007*

*Attendance in secondary schools, 070014, September 2007*

*Pupil referral units: establishing successful practice in pupil referral units and local authorities, 070019, September 2007*

*Food in schools: encouraging healthier eating, 070016, October 2007*

*Raising standards, improving lives. The Office for Standards in Education, Children's Services and Skills Strategic Plan 2007–2010, 070179, October 2007*

*Reforming and developing the school workforce, 070020, October 2007*

*The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2006/07, ISBN 9780102951097, October 2007*

*Reaching the Key Stage 2 standard in swimming, 070023, November 2007*

*Poetry in schools: a survey of practice 2006/07, 070034, December 2007*

*The Young Apprenticeships programme 2004–07: an evaluation, 070032, December 2007*

*Geography in schools: changing practice, 070044, January 2008*

*How well are they doing? The impact of children's centres and extended schools, 070021, January 2008*

*Identifying good practice: a survey of business, administration and law in colleges, 070026, January 2008*

*Identifying good practice: a survey of college provision in agriculture, horticulture and animal care, 070028, January 2008*

*Identifying good practice: a survey of college provision in construction, planning and the built environment, 070025, January 2008*

*Identifying good practice: a survey of college provision in engineering and manufacturing technologies, 070024, January 2008*

*Identifying good practice: a survey of post-16 science in colleges and schools, 070027, January 2008*

*Primary languages in initial teacher training, 070031, January 2008*

*Rising to the challenge: a review of the Teach First initial teacher training programme, 070170, January 2008*

*The initial training of further education teachers, 070194, January 2008*

*Evaluation of the Primary and Secondary National Strategies 2005–07, 070033, February 2008*

*Every language matters: an evaluation of the extent and impact of initial training to teach a wider range of world languages, 070030, February 2008*

*Developing financially capable young people, 070029, March 2008*

*Reducing exclusions of black pupils from secondary schools: examples of good practice, 070240, March 2008*

## Children's Rights Director

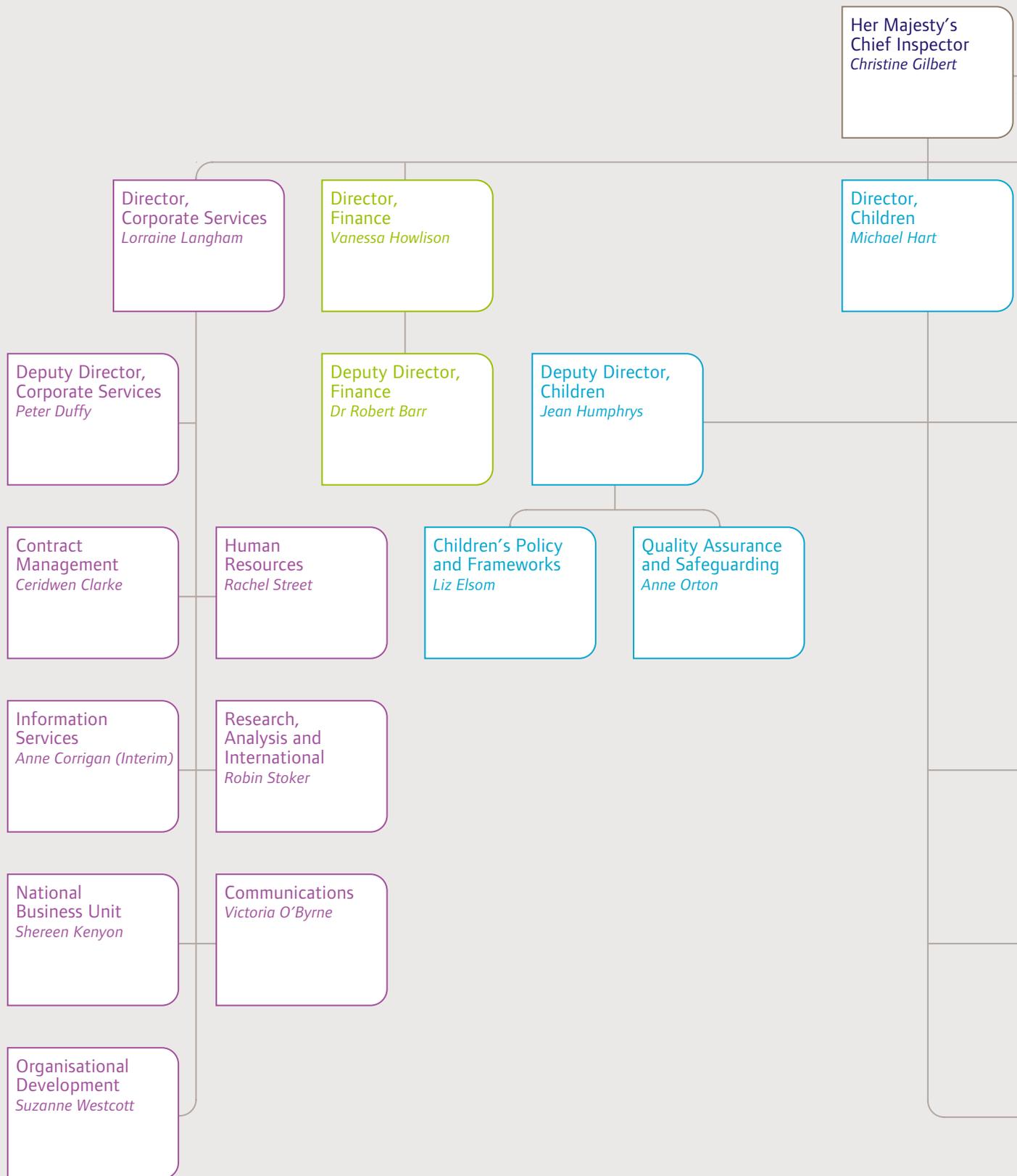
*Children's messages on care, 070141, November 2007*

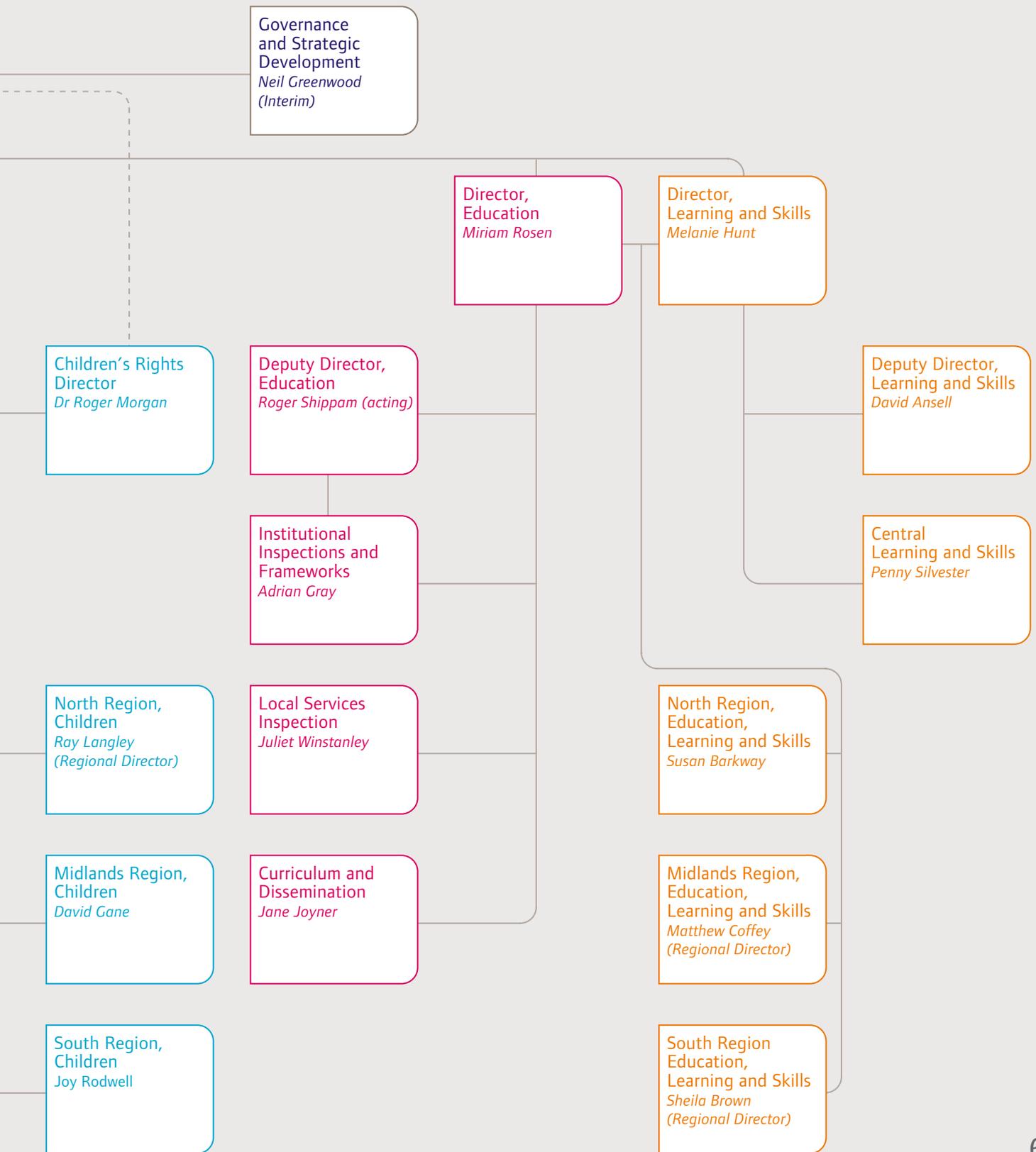
*Making ContactPoint work: children's views on the government guidance, 070171, November 2007*

*Children on care standards: children's views on National Minimum Standards for children's social care, 070140, December 2007*

*Children on bullying, 070193, February 2008*

# Annex E: Organisation chart





## 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 and Support Service (Cafcass)

The Children and Family Court Advisory and Support Service 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](http://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 in which service providers that we inspect or regulate have delivered their services or aspects of their services, and that might be used by 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 have shorter, 'lighter touch' inspections where the risk to children and learners in vulnerable circumstances is low.

## Provider

Organisation and/or individual(s) (whether public, voluntary or private) providing services to children and learners. Providers include the following types of organisation:

- 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 Courts Advisory Service (Cafcass)
- the overall level of services for children in local authority areas
- further education colleges
- initial teacher training institutions
- publicly funded adult skills and employment-based training.

## 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.

## 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.

## Vulnerable (children in vulnerable circumstances)

Children in vulnerable circumstances are those who particularly need protection against harm and/or who need welfare services. A number of situations may make children and young people particularly vulnerable, including:

- living away from home
- disabilities (physical or mental)
- abuse or bullying
- race and racism
- child abuse
- domestic violence
- drug-misusing parents/family members
- families living in temporary accommodation
- living as migrants; victims of trafficking; or unaccompanied asylum-seeking children or young people
- being young carers.