

The Inspectorate of England

1. Main Characteristics of the Inspectorate.

The Office for Standards in Education, Children's Services and Skills (Ofsted) is by far the largest organisation for inspection of schools – and of other providers of education, training and care – in Europe. It is also one of the first inspectorates to have developed, from 1992 onwards, regular and systematic full inspection of schools. With Her Majesty's Inspectorate of Education (HMIE) in Scotland, Ofsted has had an important influence on the development of a new approach to school inspection, within Europe and in many other parts of the world.

Regular inspection of all schools is an important aspect of Ofsted's work but its remit is much broader. Ofsted came into being in its present form on 1 April 2007, bringing together the wide experience of four formerly separate inspectorates. Ofsted now inspects and regulates pre-school and out-of-school childcare providers, as well as social care for children and young people. It inspects the children's services provided by local councils, initial teacher education and publicly-funded adult education and skills provision. Further detail is provided in the following profile.

From its inception, Ofsted has been independent of the Department for Children, Schools and Families and its predecessor departments.¹ Her Majesty's Chief Inspector reports directly to Parliament and discusses the findings of inspection and regulation with the Parliamentary Select Committee for Children, Schools and Families. There are important links with the Secretaries of State for Children, Schools and Families and for Innovation, Universities and Skills, as well as with other departments and agencies of government, but Ofsted's formal position is probably uniquely independent in Europe.

All state-maintained schools in England were initially inspected once in four years and, later, every six years. The inspection frameworks, with their key questions and judgement criteria, evolved over the years. Before 2005, they required inspectors to make judgements on a broad range of aspects of provision and outcomes but took a clear focus on the quality of the pupils' learning and progress. Inspection teams would be in school for up to a week and, for secondary schools, would consist of perhaps 12 inspectors. In 2005, Ofsted made major

¹ The Department for Education and Skills ceased to exist in June 2007 when three new government departments were set up by the Prime Minister. These are the Department for Children, Schools and Families (DCSF), the Department for Innovation, Universities and Skills (DIUS) and the Department for Business, Enterprise and Regulatory Reform (DBERR).

changes to its inspection arrangements, with much shorter notice of inspection, smaller teams in school for no more than two days and a three-year cycle for routine school inspections. The emphasis on the pupils' achievement is, however, maintained. A specific feature of current Ofsted school inspections is that the lead inspector writes a letter to the pupils, summarising for them the findings of the inspection in language appropriate to their ages and development.

From the beginning, Ofsted has published school inspection reports. As its remit has expanded, Ofsted has continued to put into the public domain the reports for the great majority of the providers it inspects.

Apart from routine inspections of schools, colleges, adult learning and skills, children's homes, childcare, local children's services and other kinds of providers, there are thematic inspections on specific subjects or aspects of work in samples of providers. The findings from inspection and regulatory work across the range of Ofsted's remit are brought together and published in the Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI).

The majority of inspectors are employed by Ofsted's private sector partners, who work on a regional basis. These inspectors are known as Additional Inspectors (AIs) and they are much more numerous than Her Majesty's Inspectors (HMI), who are directly employed by Ofsted.

Self-evaluation by providers is central to Ofsted's approach to inspection. It is used, together with a broad range of provider performance data, as pre-inspection evidence and as a point of departure for the inspection. The rigour and accuracy of the provider's self-evaluation are also used as indicators of the quality of leadership and management.

In the last few years Ofsted has developed a risk-based approach to inspection, using the evidence of performance data and of the most recent inspection report to inform decisions about whether a provider should have a full inspection or, in the case of those that appear to be doing well, a lighter-touch visit. This proportionate approach enables Ofsted to focus its resources on those providers which are doing less well and where inspection can have the most impact.

(This summary profile has been written in good cooperation between Caroline Bolton and me; as in the other profiles its content is under my responsibility. Johan van Bruggen, 12 December 2008)

2. The Education System.

2.1. Structure, table, numbers.

Most of the data below are for the academic year 2005/06 and are from the former Department for Education and Skills except where indicated otherwise.²

ISCED level	Sector	Name of subdivision in your country	Age range of pupils	Number of schools/institution providers	Number of pupils	Number of teachers/employees
0	Pre-school early education provision in independent schools	<i>N/A</i>	<i>3-5</i>	<i>820</i>	Number taking up early education places: <i>50,100</i>	<i>0</i> <i>Staffing numbers in the independent sector are not collated by central government</i>
	Pre-school early education provision by private and voluntary providers other than schools			<i>20,700*</i>	Number taking up early education places: <i>429,400</i>	
1	<i>Maintained nursery and primary schools,</i>	<i>N/A</i> <i>N/A</i>	<i>3-11*</i> <i>Schools in primary phase may cater for pupils aged 3-7, 3-11, 5-11 or 8-11. Nursery schools cater for 3-4 year old children.</i>	<i>17,959</i>	<i>4,186,060</i>	<i>Teachers</i> <i>198,200</i> <i>Total workforce</i> <i>352,600</i> <i>(full-time equivalent)</i>

² See footnote 1.

2-3	<i>Maintained secondary schools</i>	<i>N/A</i>	<i>Usually 11-16 or 11-18</i>	<i>3,367</i>	<i>3,306,780</i>	<i>Teachers 216,300</i>
2-3	<i>City technology colleges: non-fee paying independent schools opened in urban areas between 1988 and 1993 with a combination of public and private funding. They have an emphasis on technology, mathematics and science.</i>	<i>N/A</i>	<i>11-18</i>	<i>11</i>	<i>12,470</i>	<i>Total workforce 320,500 (full-time equivalent)</i>
2-3	<i>Academies: non-fee paying independent schools with a combination of public and private funding. Most, but not all, are secondary schools. The first opened in 2002.</i>	<i>N/A</i>	<i>In most cases 11-18</i>	<i>27</i>	<i>25,240</i>	<i>Teachers 1,700 Total workforce 2,700 (full-time equivalent)</i>
0-3	<i>Maintained special schools</i>	<i>N/A</i>	<i>3-18</i>	<i>1,033</i>	<i>84,620</i>	<i>Teachers 14,500 Total workforce</i>

						40,600 (full-time equivalent)
1-2	<i>Pupil referral units (for pupils whose behaviour has led to their being excluded, for a time at least, from mainstream schools)</i>	<i>N/A</i>	<i>In most cases 11-16</i>	<i>449</i>	<i>15,240</i>	<i>Teachers 6,600 Total workforce 9,400 (full-time equivalent)</i>
0-3	<i>Independent schools</i>	<i>N/A</i>	<i>0-18 (Varies between schools)</i>	<i>2,261</i>	<i>580,510</i>	<i>0 Statistics on total numbers of staff in the independent sector are not collected by central government.</i>
3-4	<i>Further education funded by the Learning and Skills Council- 2006/07 data</i>	<i>N/A</i>	<i>16-19</i>	<i>368</i>	<i>688,000</i>	<i>126,200 total number of teachers•</i>
			<i>19+</i>	<i>of which 269 are FE colleges and 99 are sixth form</i>	<i>1.19 million</i>	

				colleges. There are a further 60 independent sixth form colleges.		♦ <i>Figure from Lifelong Learning UK and includes only teaching staff.</i>
5-6	<p><i>Universities and other higher education*</i></p> <p><i>* The most recent available data are for 2004/05. Please note that data for higher education are collected for the UK as a whole and not for England alone.</i></p>	N/A	18-adult	123 universities and 43 other higher education institutions	2.5 million, of whom 538,400 were post-graduates	79,000 full-time academic staff

2.2. Description.

ISCED level	Sector	Name of subdivision in your country
0	Pre-school education and care	<i>Children aged 3-4 years are entitled to a free part-time early education place from a range of</i>

		<p><i>registered settings:</i></p> <ul style="list-style-type: none"> • <i>day nurseries, private nursery schools, maintained nursery schools and nursery classes attached to primary schools</i> • <i>voluntary pre-schools and playgroups</i> • <i>primary school reception classes, where schools operate an early admission policy to admit four year olds</i> • <i>accredited childminders who are part of networks approved to deliver early education</i> • <i>Children's Centres</i>
0	Pre-school independent nursery education providers	<p><i>Most day nurseries in England are privately run. They take children aged 3-5, although many take younger children. Children may attend on a full- or part- time basis.</i></p>
0-3	Maintained schools	<p><i>Maintained schools are publicly funded and are supported by the local authorities in which they operate. Some are affiliated to faith groups and have a clear religious character. These schools may choose to accept only pupils of the faith with which they are associated. Most pupils who attend maintained schools live at home but a few offer boarding.</i></p>
1	Maintained nursery and primary schools,	<p><i>Primary schools may cater for the full primary age range from 3-11 years or from 5-11 years, in which case they are known as all-through primary schools. There are also nursery schools for children aged 3-5 years, infant schools for 3-7 or 5-7 year-olds, and junior schools for 8-11 year-old children. These variations may result from local authority(LA) policies, local needs or from historical reasons, such as the nature of the available accommodation. Schools with differing age ranges often exist within a short distance of each other and within the same LA boundaries.</i></p> <p><i>Compulsory schooling begins at the age of five and is divided into four key stages, ending at the ages of 7, 11, 14 and 16. In the great majority of local</i></p>

		<i>authorities in England, children transfer to secondary school at 11, the end of Key Stage 2. In a few LA areas, however, a three-tier school system exists, with first schools for children up to eight years old, middle schools for 8-12 or 8-13 year-olds and transfer to secondary school at 12 or 13.</i>
2-3	<i>Maintained secondary schools</i>	<p><i>Most maintained secondary schools receive pupils at the age of 11 and provide education at least to the age of 16 when GCSE or equivalent examinations are taken by the great majority. There is a relatively small number (164) of selective schools, which take only more able pupils but most maintained secondary schools take pupils of all abilities.</i></p> <p><i>In some areas, students transfer at 16 to colleges to continue their education in academic or vocational courses, some of them with a strong practical and work-related element. In other areas, schools have provision for 16-18 year-olds and many offer a broad range of academic and vocational subjects, as well as preparation for university entrance. Few schools can compete with the much larger further education colleges in the range of practical and work-related courses they can provide for 16-18 year-olds (construction, health care and hotel management, for example) but many schools enter into partnership with local colleges so that students take some courses in school and some in college.</i></p>
2-3	<i>City technology colleges (CTCs)</i>	<i>These are secondary schools which were opened in urban areas between 1988 and 1993 with a combination of public and private funding. They emphasise technology, mathematics and science in addition to the national curriculum. Education is free and CTCs take pupils with a broad range of</i>

		<i>abilities.</i>
2-3	<i>Academies</i>	<i>These are new schools with a combination of public and private funding, founded to replace failing schools in areas of generally high deprivation. Although they charge no fees, they are classified as independent and as such they are not required to follow the National Curriculum. They are housed in new and purpose-built accommodation of a high standard. Most, but not all, are secondary schools. The first opened in 2002; there are currently 46 academies and the government's aim is to have 200 by 2010. Academies are all-ability schools.</i>
0-3	<i>Maintained special schools</i>	<i>Special schools provide education for pupils with significant learning difficulties and disabilities and in some case for pupils with emotional and behavioural problems. They take pupils, across the age range from 3-18, and may cater for some or all special needs from moderate learning difficulties, through to severe and profound and multiple learning difficulties, as well as for pupils with physical disabilities. These schools have generous staffing levels and are often equipped with specialist facilities, for example hydrotherapy pools and sensory areas. In recent time, an emphasis in English education on inclusion has seen a reduction in the numbers of young people educated in separate special schools, particularly those with moderate learning difficulties.</i>
1-2	<i>Pupil referral units (PRUs)</i>	<i>These are small units for pupils with disturbed and extreme behaviour which has led to their being excluded from school. Effective PRUs seek to develop in their pupils the skills and behaviours they need in order to re-integrate in mainstream education. Pupils may therefore remain in PRUs for a limited period but others stay until the end of compulsory schooling, when they are encouraged to take GCSE examinations and other national qualifications. Most but not all PRUs are for pupils</i>

		<i>of secondary age.</i>
<i>0-3</i>	<i>Mainstream independent schools</i>	<i>Independent schools charge fees to parents, although most have scholarships or bursaries to cover part or all costs for some pupils. Independent schools do not have to teach the National Curriculum and are responsible for their own staffing policies. Some are highly selective and entrance is dependent upon passing an examination; others take pupils of all abilities. Many offer boarding accommodation and take pupils from all over the country and from abroad but others are day schools and draw pupils from their surrounding areas.</i>
<i>0-3</i>	<i>Independent schools for pupils with special educational needs</i>	<i>Apart from mainstream independent schools, there are those which provide for pupils with specific and often severe special educational needs. Within any local authority(LA) there may be very few individuals who need the high level of specialist provision which these schools offer. It is often therefore more cost-effective for the LA to pay fees to specialised independent schools than to maintain its own schools for the very small number of pupils in need of such provision, which is very costly.</i>
<i>3-4</i>	<i>Further education, including sixth form colleges</i>	<i>Many schools cater for the 11-18 age range but in other areas, pupils transfer at 16+ to colleges. For historical reasons, years 12 and 13 are often known collectively in schools as the sixth form and some colleges which offer courses for 16-18 year-olds are also called sixth form colleges. Students may transfer to sixth form or to further education colleges at 16+. Broadly, further education (FE) colleges tend to be larger than sixth form colleges and to offer a wider range of vocational courses and work-based learning. FE colleges also cater for adult learners of 19 and over. Although sixth form colleges may also offer practical and vocational courses they have historically been more likely to emphasise academic Advanced Level or International Baccalaureate programmes as</i>

		<i>preparation for university entrance.</i>
5-6	<i>Universities and other higher education</i>	<i>While some FE colleges and other institutions offer degree level programmes, most courses leading to degrees are run by universities. Students usually take up university places at the age of 18 or 19 but there are also mature students who opt for university education later in life. The proportion of 18 year-olds applying to universities has also grown in line with government policy and there has been a rise in the number of degree-awarding institutions, including a large number of new universities, many of which were formerly polytechnic colleges. Almost all universities depend largely on state funding but most students must pay tuition fees and only those from poorer homes receive maintenance grants. Individual universities have high levels of autonomy in the ways in which they run themselves and in the courses they teach.</i>

3. The Tasks, Responsibilities and Roles of the Inspectorate – general statements.

3.1. Description in official documents.

The work of the Office for Standards in Education, Children's Services and Skills (Ofsted) in the fields of education and care is entirely concerned with regulation and inspection. Inspectors do not provide advice or training to providers of education and care; this work is for the local authority and for the school improvement partners who act for them.

Ofsted's regulatory work is concerned with checking on compliance with statutory requirements and regulations, for example in the provision of care for children and young people. Inspection has a broader focus and evaluates the quality of education and/or care provided, the effectiveness of leadership and management and the standards and progress achieved by the learners.

Ofsted provides, on the basis of inspection and regulatory findings, advice to the Secretary of State for Children, Schools and Families (DCSF). There are regular meetings between staff from Ofsted and the Department for Children, Schools and Families (DCSF) and the Department for Innovation, Universities and Skills (DIUS), as well as exchange of relevant documentary information.

The range of Ofsted's work has been greatly expanded over the past ten years. Legislation about the official tasks, responsibilities and scope of the inspectorate in England can be summarised as follows.

In 2000, the Care Standards Act made provision for Ofsted to undertake the regulation of childcare in England, a function which had previously been carried out by local authorities. Childcare inspectors visit at least once every three years every day care provider and every individual childminder who looks after others' children aged under eight years for more than two hours each day for reward.

The Learning and Skills Act 2000 extended Ofsted's remit to include the inspection of education of 16-18-year-olds in colleges of further education. The first inspections started in the summer term 2001. These were joint inspections with the Adult Learning Inspectorate, which then had the inspection remit for learners aged 19 and over. The second cycle of inspections started in September 2005.

The scope of inspections of local children's services, known as joint area reviews, is defined by section 23 of the Children Act 2004 and the regulations made under it. Regulations specify that, in general, the scope of the joint area review includes services for children and young people aged 0-19 inclusive, whether by statutory, voluntary or private providers, which are assessed by any of the 10 inspectorates and commissions listed in section 20 of the Children Act 2004. It also includes services for those over 19 who are receiving services as care leavers under section 23C to 24D of the Children Act 1989, and those over 19 but under 25 with a learning difficulty within the meaning of section 13 of the Learning and Skills Act 2000 and receiving services under that Act. The way Ofsted inspects council services for children and young people will change from April 2009 with the introduction of comprehensive area assessment (CAA). CAA will replace annual performance assessment (APA) and joint area review (JAR). The White Paper 'Strong and prosperous communities', published in October 2006, set out a vision for changing the way local services are delivered and assessed.

CAA will assess outcomes (for children, young people and adult learners) across an area, instead of institution by institution. The findings of this assessment will then be used to guide what, when and how Ofsted inspects.

The Education Act 2005 provides the statutory basis for much of Ofsted's inspection activity. The Act makes provision for the inspection and regulation of schools, child minding, day care, nursery education, initial teacher education and careers services. Ofsted inspects certain independent schools at the request of the DCSF in order to ensure that they comply with The Education (Independent School Standards) Regulations 2003, which specify the provision a school should make. In inspecting these schools, Ofsted uses the powers granted by section 162A of the Education Act 2005.

The Children Act 2004 required Ofsted to develop in partnership with others a framework for the integrated inspection of children's services with which the school inspection framework must be consistent so that judgements made during inspections of individual schools could feed into the inspections of local authority services for children.

The Education and Inspections Act, 2006, provides for the enlargement of Ofsted by bringing together the work of four inspectorates. On 1 April 2007, Ofsted ceased to be the Office for

Standards in Education and became the Office for Standards in Education, Children's Services and Skills, although still known as Ofsted. The new inspectorate assumed responsibility on 1 April 2007 for inspection of adult education, the Children and Family Courts Advisory and Support Service and secure training centres and local authority services for children. It also took on the registration of children's homes, residential family centres, fostering agencies, voluntary adoption agencies and adoption support agencies. These new functions are in addition to Ofsted's long-standing responsibility for inspection of education from early years to further education and initial teacher education, as well as the regulation of childcare. The Education and Inspections Act 2006 also gives Ofsted new powers to investigate complaints by registered parents and carers about their child's school.

The new Ofsted – the Office for Standards in Education, Children's Services and Skills –came into being on 1 April 2007. The Education and Inspections Act, which established the new Ofsted, specifically requires that in everything it does, Ofsted should:

- promote service improvement
- ensure services focus on the interests of their users
- see that services are efficient, effective and promote value for money.

3.2. Vision statement.

Ofsted's vision is set out in its Strategic Plan 2007-10 and on its website:

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.

The Office for Standards in Education, Children's Services and Skills came into being on 1 April 2007. The new organisation brings together the wide experience of four formerly separate inspectorates in order to make a greater difference for every child, and for all young people and adult learners. With parents and employers, these are the key users of the services we inspect and regulate. We shall listen to what they tell us. Their educational, economic and social well-being will promote the success of England as a country.

We shall communicate our findings from regulatory visits and inspection to those who have an interest in our work, including providers of care, education and training; administrators and policy-makers. In doing so, we aim to improve current provision and outcomes, to raise aspirations and to contribute to a longer term vision for achieving ambitious standards.

We report impartially, without fear or favour, demonstrating integrity in all we do. But we work closely with partners and stakeholders, including government departments and other agencies, to make sure that our inspection and regulation are used to realise our vision.

To contribute to improving services and their outcomes for users we will report with impartiality and integrity. We will communicate our findings with, and listen to, all who have an interest in improving them, from service providers to policy-makers. We want to raise aspirations and contribute to a longer term vision for achieving ambitious standards.

Ofsted also has a set of values which are central to its work:

Putting children and learners first

We start from the interests of children and learners of all ages, whatever their background; and of parents, carers and employers. We take pride in standing up for the rights and opportunities of all 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 in 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 all our dealings with others and with colleagues. We are highly professional. We value our independence and speak without fear or favour on the basis of evidence.

Valuing difference and diversity.

We value and respect difference both within Ofsted and beyond. Equality and diversity are at the heart of what we do and how we do it: our commitment is reflected in our practice internally and in all aspects of our influence and work in inspection and regulation.

Ofsted's purpose:

We will raise standards and improve lives by:

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

Ofsted's fundamental purpose since its inception has been to bring about improvements for children and learners but its vision has developed as its role and composition have expanded over the last ten years. Its logo was originally accompanied by the phrase "Improvement through inspection". With the expansion of the organisation to take on responsibility for the regulation of pre-school childcare, the phrase was changed to "Better education and care". From April 2007, the phrase has been "Raising standards, improving lives", reflecting the extension of Ofsted's work to cover social care for children as well as their education.

3.3. Development in tasks.

Before 1992, inspections of schools in England were carried out by Her Majesty's Inspectors (HMI). HMI came into being in 1839, during the reign of Queen Victoria, and remained the national inspectorate for England until the creation in September 1992 of the Office for Standards in Education, known as Ofsted. HMI have continued since 1992 to form part of the permanent professional staff of Ofsted.

In 1992, Ofsted came into being and embarked upon a systematic programme of inspection of all maintained schools and later, of further education colleges, local education authorities and initial teacher education institutions in England. HMI were too few in number to inspect all schools in England on a regular basis. Ofsted, however, awarded contracts for the inspection of schools to private contractors, who employed sufficient numbers of inspectors to carry out cycles of

inspections of all schools in England. Initially schools were inspected every four years and then every six years. Many of the inspectors employed by contractors were retired headteachers, or serving or former local education authority professionals. From September 2005, new inspection arrangements came into being, under which schools are inspected every three years, but with much lighter touch, two-day inspections with small teams and concise written reports. Most of the school inspectors continue to be drawn from private sector partners of Ofsted, now known as regional inspection service providers (RISPs).

In 2001, Ofsted's remit was expanded to include the inspection of all childcare providers, both in nurseries and in the homes of individual childminders. Childcare inspectors, who had previously been employed by local education authorities, transferred to Ofsted, greatly expanding the size of its workforce. From 2005, Ofsted inspectors began to work with other inspectorates in England to carry out inspections of all the services for children and young people which are provided by local authorities. Inspections of schools, colleges and initial teacher education, as well as regulation of childcare, continued.

In April 2007, Ofsted's remit and inspection workforce were once more expanded to take on, in addition to its existing work, the responsibilities of three other inspectorates: the Adult Learning Inspectorate (ALI); the work relating to children of the Commission for Social Care Inspection (CSCI); and the work relating to the children and family courts of HM Inspectorate of Court Administration (HMICA).

3.4. Which organisations are inspected except schools?

Ofsted inspects or regulate the following services in England:

- Childminders
- Full and sessional day-care providers
- Out of school care
- Crèches
- Adoption and fostering agencies
- Residential schools, family centres and homes for children
- All state maintained schools
- Some independent schools³
- Pupil Referral Units
- the Children and Family Courts Advisory and Support Service
- The overall level of services for children in local authority areas (these are called joint area reviews)
- Further education
- Initial Teacher Education
- Publicly funded adult skills and employment based training.

³ Many independent schools are inspected by teams made up of senior staff from the independent sector and the quality of reporting is monitored by Ofsted. Other independent schools, often small schools catering for pupils with emotional and learning difficulties, are directly inspected by Ofsted.

4. Structure, Position, Staff and Budget.

4.1. Structure

Ofsted is led by a non-executive Board and a Corporate Management Team.

The non-executive Board has ten members including the Chairman and Her Majesty's Chief Inspector (HMCI). The Board meets four times a year and is responsible for:

- Setting the strategic priorities, targets and objectives for Ofsted
- Corporate governance to secure the efficient and effective performance of Ofsted's functions
- 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.

The Board must also have regard to:

- the need to safeguard and promote the rights and welfare of children
- the views and satisfaction of children, parents and employers
- the need to ensure that Ofsted inspection and regulatory action is proportionate
- any developments in approaches to inspection or regulatory action
- best practice amongst persons performing functions comparable to those of the Chief Inspector.

Corporate management team.

The Corporate Management Team is led by Her Majesty's Chief Inspector and ensures effective corporate and strategic management of Ofsted. It consists, in addition to HMCI, of directors of the five directorates: Education, Children, Finance, Learning and Skills and Corporate Services. The Corporate Management Team supports and assists HMCI in leading and managing Ofsted. Although individual members of the Corporate Management Team have specific responsibilities, they act collectively and corporately to:

- Plan and co-ordinate the management and delivery of all Ofsted's functions;
- Co-ordinate the contributions of all Divisions to the achievement of Ofsted's objectives;
- Monitor the achievement of Ofsted's strategic targets and other performance data
- Promote the organisational development of Ofsted and its workforce;
- Promote productive relationships with all of Ofsted's stakeholders; and
- Ensure that all aspects of Ofsted's work are well communicated to staff.

For more information about Ofsted's Board and Corporate Management team, please refer to <http://www.ofsted.gov.uk/Ofsted-home/About-us/Our-structure-and-leadership/The-Ofsted-board>.

The Education Directorate looks after Ofsted's responsibilities in relation to education up to the age of 16, together with initial teacher education and the assessment and inspection of children's services in local areas. These responsibilities include inspection of schools and

monitoring of schools causing concern; curriculum and subject surveys; inspection of initial teacher education; annual performance assessment and joint area reviews of children's services; and advice to HMCI and DCSF on related government policy.

The Children's Directorate looks after Ofsted's responsibilities in relation to childcare and children's social care. These responsibilities include the inspection and regulation of childminding and day care; social care services for children; children's homes; family centres; adoption and fostering services and agencies; the secure estate; the Children and Family Court Advisory and Support Service; contributing to assessment and inspection of children's services in local authorities; surveys and advice to HMCI and DCSF.

The Finance Directorate's key activities include: the preparation of Ofsted's annual resource accounts and performance reports for Parliament, liaison with the Treasury and DCSF on funding issues, the provision of Ofsted's management information and finance consultancy to budget holders.

The Learning and Skills Directorate looks after Ofsted's activities in relation to learning and skills provision for those above the age of 16. These responsibilities include the inspection of work based and adult and community learning; further education colleges and independent specialist colleges; employment and skills related provision; learning and skills provision in the secure estate; surveys on related topics; and advice to HMCI and DCSF..

The Corporate Services Directorate provides support services, including: contract management, human resources, information services and communications. It also includes research, analysis and international services in which Ofsted's data and inspection evidence are analysed and Ofsted's international engagement is maintained. The National Business Unit provides the first point of contact for all enquiries to Ofsted as well as processing registrations for care.

The inspection and regulatory work of the Education, Children's and Learning and Skills directorates is organised regionally. For this purpose England is divided into three large regions, the North, Midlands and South, each with its own regional divisional manager, assistant divisional managers, HMI and administrative staff. In carrying out inspections of maintained schools, Ofsted works closely with five private sector partners by whom most of the inspection force is employed, the regional inspection service providers (RISPs). For inspections of post-16 colleges, Ofsted works with the national inspection service provider (NISP).

4.2. Position.

Ofsted is independent of the Department for Children, Schools and Families. HMCI does not report to a government minister but to the Parliamentary Select Committee for Children, Schools and Families, which is made up of Members of Parliament (MPs) from each of the main political parties in England. Her Majesty's Chief Inspector reports twice yearly to the Select Committee and, together with senior colleagues, answers questions from MPs about the work of Ofsted and its findings from inspection and regulatory work.

Ofsted's role includes providing advice to the Secretary of State for Children, Schools and Families, based upon the findings of inspection. In addition to institutional inspections, Ofsted carries out thematic inspections which may provide evidence about the degree of effectiveness with which government initiatives and strategies are working nationally.

Ofsted inspects the children's services provided by local authorities. Some HMI are responsible for co-ordination of inspection activity in their areas and are known as local managing inspectors (LMI). LMI have a monitoring function in relation to their local authority and its educational provision but they have lines of communication for two-way exchange of information with local authority officers. These channels are an important source of local knowledge for LMI and so for Ofsted.

Ofsted is in regular communication with the Qualifications and Curriculum Authority (QCA), as with all government bodies in the pre-university education sector, but has no formal role in the development of curriculum or of national tests and examinations.

Ofsted inspects all initial teacher education, which takes place in universities or is school-based, but has no role in its delivery.

There is no formal connection with industry or with organisations of employers or employees or with firms or companies that offer workplaces for students.

Ofsted is not formally linked with teacher professional bodies or unions. As with other government bodies with an education brief, Ofsted has dialogue with the National College for School Leadership and the General Teaching Council but no role in their work. Ofsted occasionally commissions external research, for example that carried out recently by the National Foundation for Educational Research on the impact of its work. Ofsted has occasional dialogue with researchers who are interested in its work or seek to make use of its significant bank of inspection data. International researchers visit Ofsted from time to time to learn more about inspection methodology in England.

Ofsted has no power over the financing of individual schools. Normal annual budgets for schools in the maintained sector are decided by their local authorities. Within those budgets, schools have freedom to make their own spending decisions. Governing bodies of individual schools are responsible for making spending decisions in each financial year. Arrangements for funding of academies are different. They are established and managed by independent sponsors and funded by the Government at a level comparable with other local schools.

Ofsted itself does not make decisions about the future of schools inspected but makes judgements about the quality of education which each provides. Ofsted publishes the judgements in the form of written inspection reports. The Secretary of State does not have the power to change the judgements or the content of inspection reports but may use the content as he/she sees fit. Both the Secretary of State and the local authority have powers to intervene in individual schools if they are causing concern and they may well use information in inspection reports to inform such interventions.

4.3. Staff and budget

The resources of Ofsted are summarised in the table: (academic year 2005-2006):

Resources in terms of...	Pre-school education	Primary education	Secondary education	Non-university higher education	Special education	University	Adult education
<p><i>The number of Full Time Equivalent inspectors in an evaluating function (inspectors in the classical sense)?</i></p> <p>Please note that numbers are approximate.</p>	<p><i>Although some of Her Majesty's Inspectors (HMI) specialise in aspects or phases of education, they usually work in more than one, and in some cases all, age ranges from 3-18 years, as well as inspecting initial teacher education in universities and schools.</i></p> <p><i>Ofsted does not inspect universities, apart from their provision for initial teacher education.</i></p> <p><i>Ofsted works with partner organisations in the private sector to carry out its programme of inspections. Between them these partners employ approximately 1,600 accredited Additional Inspectors (AIs), who work closely with HMI and with the Additional Inspectors employed directly by Ofsted.</i></p>						<p><i>110 Her Majesty's Inspectors (HMI)</i></p> <p><i>500 Additional Inspectors (AI)</i></p> <p><i>(These AIs' working hours are variable. They are not full-time or salaried Ofsted staff.)</i></p>
	<p><i>Childcare inspectors (CCI), inspecting and regulating pre-school day care.</i></p>			<p><i>770 CCI+ 50 staff responsible for compliance, investigation and enforcement of childcare regulations</i></p>			
	<p><i>Children's inspectors who transferred into the expanded Ofsted on 1 April 2007 and are responsible for inspection of children's services in local authority areas.</i></p>			<p><i>200</i></p>			
	<p><i>Inspectors of schools, further education for 16-19 year olds and initial teacher education</i></p>			<p><i>250 HMI</i></p> <p><i>220 Additional Inspectors, employed by Ofsted</i></p> <p><i>*1,600 (approximately) Additional Inspectors employed by the RISPs and NISP- see above.</i></p>			
<p><i>... the number of FTE in an administrative function?</i></p>	<p><i>25 senior managers, including directors and divisional managers</i></p> <p><i>75 assistant divisional managers</i></p> <p><i>165 team/area managers</i></p>						

	900 administrative staff
<p>... the annual budget of the inspectorate relative to the total budget for education in 2000 and in 2005 (% of the budget for education in 2000 and 2005)?</p>	<p>Please note that Ofsted is independent of the DCSF and DIUS and has a separate budget. Shown below are expenditure on education in England by the then DfES and Ofsted's budget for the years in question.⁴ It would be misleading to show the Ofsted budget as a percentage of total educational spending, from which it is separate. Moreover, Ofsted's inspection and regulatory remit has expanded to include children's services and childcare, as well as educational provision.</p> <p>DfES data</p> <p>Total education spending in England 2000/01: £35,922 million</p> <p>Total education spending in England 2004/05: £52,419 million</p> <p>Total education spending in England 2005/06: £56,201 million (estimate)</p> <p>Source: Department for Education and Skills Departmental Report, 2006</p> <p>Ofsted</p> <p>Net resource budget:</p> <p>2000-01 £103.6 million ; 2004-05 £213.3 million; 2005-06 £220 million</p> <p>Source: Ofsted</p>

5. Full Inspection of Schools as a Task of the Inspectorate.

5.1. General description.

Inspection provides an independent, external evaluation of the quality and standards of the school. The published inspection report tells parents, the school and the wider community about the quality of education at the school and whether pupils achieve as

⁴ In June 2007, the DfES ceased to exist and its function were transferred to two new government departments, the Department for Children, Schools and Families and the Department for Innovation, Universities and Skills.

much as they can. The inspection team's findings provide a measure of accountability and must help the school to manage improvement.

The above paragraph is taken from the framework for the inspection of schools but the same principles apply to all Ofsted's institutional inspections.

5.2. The main aspects of quality to be inspected.

5.2.1. Quality and standards:

Inspectors are required to make judgements on the following main aspects of maintained schools' performance:

- Achievement and standards
- Pupils' personal development and well-being
- Quality of provision, including teaching and learning, curriculum and care, guidance and support for pupils
- Leadership and management
- The overall effectiveness of the school
- The school's capacity to improve

In reporting on achievement and standards, inspectors draw upon detailed performance data provided by Ofsted. These data show the progress made by pupils over time as well as the standards achieved in national tests and examinations. The progress data take into account the contextual factors within which the school is operating, for example proportions of pupils from deprived backgrounds and of pupils whose mother tongue is other than English, and are therefore known as CVA (contextual value added) data. Although CVA data provide important evidence for the judgement on achievement, inspectors also make use of the evidence of observation, for example from scrutiny of pupils' written work, and performance data which schools may provide.

Inspectors evaluate teaching and learning in lessons and from the evidence of pupils' work. They speak with pupils to elicit their views of the quality of their education and the care which the school provides, as well as the extent to which they feel safe and secure in school. There is a strong focus on the well-being and safety of pupils. Their behaviour, attitudes and other aspects of personal development are assessed from observation of lessons, movement around the site and discussions with them and with staff, as well as from parental questionnaire returns. In evaluating the curriculum, inspectors take into account the extent to which it meets the full range of the pupils' needs and aspirations, particularly in the later years of secondary education. Provision for separate subjects is not reported on during school inspections. Leadership and management are evaluated in terms of the impact which they have on the quality of the provision and the pupils' achievement as well as on the capacity of the institution to make further improvements. This latter judgement rests on evidence that the school leadership has already demonstrated the capacity to improve through successfully completed action, based upon rigorous and accurate self-evaluation.

5.2.2. Infrastructure:

School inspections report on the condition of buildings only in so far as it has a bearing on the quality of education provided or on health and safety. School inspection reports are concise and are therefore likely to make reference to accommodation only where it is unusually good or poor. Any concerns about site security are made clear in discussion with headteachers but not in the written report to ensure that such information does not fall into the hands of persons who may make improper use of it.

5.2.3. Management:

During school inspections, inspectors evaluate:

- how effectively leaders and managers at all levels clearly direct improvement and promote the well-being of learners through high quality care and education
- how effectively performance is monitored and improved through quality assurance and self-assessment, leading to clear identification of challenging targets
- how well management at all levels provides the school with the capacity to make the necessary improvements, as shown in its track record and performance since the last inspection
- how well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can and so that the school complies with statutory requirements in recording and dealing with any racist incidents
- the adequacy and suitability of staff, including the effectiveness of processes for recruitment and selection of staff to ensure that learners are well taught and protected
- the adequacy and suitability of specialist equipment, such as ICT, learning resources and accommodation
- how effectively and efficiently resources are deployed to achieve value for money
- the extent to which governors and other supervisory boards discharge their responsibilities.

5.2.4. Actors.

Inspectors meet with the headteacher and senior members of staff to discuss the school's performance in each of the main areas of the inspection framework outlined above. Their discussions take as the starting point the school's own evaluation of its performance and seek to verify, or otherwise, the school's judgements. Inspectors will discuss with headteachers which members of staff, and governors if available, they should meet in order to collect the evidence needed. If, for example, the school has drawn attention to a recent drive to improve standards in literacy it may well be that the headteacher and inspection team will agree that a meeting with the lead teacher for literacy would be helpful. Inspectors will not normally meet with whole departments or administrative staff. Individual subjects are not reported on and meetings will be sought with subject leaders only where there is a particular reason to do so. The period of inspection is short at a maximum of two days and inspectors must be highly focused in collecting evidence and allocating meeting time.

5.3. The inspection process.

Currently all schools are inspected every three years. In exceptional circumstances, for example when serious concerns are reported to Ofsted about a school, HMCI has power to order an immediate inspection. Schools are usually notified of an inspection two to three days in advance. They are asked to complete a self-evaluation form (SEF), with detailed factual information, as well as assessment of their performance, before the inspection. No other advance information is required from schools. Inspection judgements will be provided as oral feedback before inspectors leave the school, and then set out in a written inspection report which is sent to the school within five working days of the end of the inspection, in order for comments and correction of factual errors to be made. Inspection judgements are made on a four-point scale: outstanding, good, satisfactory or inadequate. The final report is normally sent to the school three weeks after the end of the inspection and then published on Ofsted's website.

In the preparation phase the lead inspector is provided with the school's self-evaluation form (SEF) if one has been completed, the last inspection report and performance data prepared by Ofsted statisticians. (S)he will use these documents to plan the inspection and to write a pre-inspection briefing (PIB) in which initial hypotheses (but not judgements) are set out, inspection activities proposed, the most significant issues highlighted and key sources of evidence identified. The school is notified by administrative staff of the inspection two or three working days in advance and the lead inspector then telephones the headteacher to make arrangements and to explain the inspection process, answering any questions the school may have. The lead inspector emails the PIB to the school before the inspection begins. The school is asked to distribute to parents and carers Ofsted's questionnaire, seeking their views of the school.

The pre-inspection briefing allocates to team members aspects of the inspection framework on which they are asked to report. On arrival inspectors meet with the headteacher, and perhaps senior colleagues, and discuss any issues arising from the PIB. They also finalise arrangements for other meetings. Inspectors spend the rest of the school day gathering evidence, mainly by observing lessons and other activities, meeting with key staff and pupils, scrutinising documents and pupils' work, reading parental questionnaire returns and analysing data. An inspectors' meeting is usually held at the end of the day to agree initial judgments and to refocus the inspection if new issues have arisen. Feedback to the head through discussion is ongoing, enabling him/her to point to new evidence to confirm, or otherwise, developing judgments. Most inspections last for two days and on the second day further evidence gathering or consolidation may continue, followed by meetings of the inspection team to agree judgments. A final feedback meeting is held with the headteacher, usually with the chair of governors and senior staff present. Final judgments on each aspect of the framework are given and explained.

The completing and reporting phase: a draft report is ready, usually by the end of the day after the inspection. The report is concise and is normally finalised three weeks from the end of the inspection. Inspectors provide with the report a letter to the pupils

at the school, summarising the main outcomes of the inspection. Before publication, the school has an opportunity to comment on the draft report and to correct any factual errors, and judgments based on factual errors. The report is then sent electronically to the school and must be distributed to parents within five days. The report will then appear on Ofsted's website. All schools are expected to address recommendations from inspection and their progress in doing so will be evaluated at the next inspection.

Follow-up inspections take the form of monitoring visits to schools judged inadequate at their most recent inspection or judged satisfactory overall but with one or more significant weaknesses. HMI carrying out these visits focus on the areas of weakness identified by inspection and make judgements about the progress which the school has made in eradicating them. Inspection activities are planned with this focus in mind. A letter summarising judgements is sent to the school and published on Ofsted's website but inspectors communicate their judgements in oral feedback before leaving the school.

Practical organisation.

Frequency: Each school is normally inspected every three years. Schools giving cause for concern are monitored more frequently. Those judged to be inadequate and lacking the capacity to improve are usually visited by Her Majesty's Inspectors each term to check on their progress.

In addition HMI may visit schools to carry out subject visits, or thematic inspections, for example of progress in implementing government initiatives (see further). The findings of such visits contribute to a national picture in different subjects and aspects of schools' work.

Teams: inspectors usually work in teams. The number varies, generally between one and five inspectors, according to the size of the school and whether the inspection is a reduced tariff inspection, which are carried out in the most effective schools and involve smaller teams, who are in school for only one day.

In preschool – childcare Ofsted regulates childcare to ensure that provision meets minimum government standards, the *National Standards for under 8s day care and childminding* and so to help ensure that children are safe and well cared for in whatever type of registered provision they attend. Ofsted also inspects the quality of government-funded nursery education. Inspectors report on the quality and standard of childcare provided against the National Standards, any conditions of registration imposed, and other regulations. Inspections are carried out with little or no notice.

Before inspectors leave, they give feedback to the provider. If the applicant needs to do something, an agenda for action, with appropriate timescales, is discussed and agreed. The inspector also tells the applicant about any conditions that may be imposed on the registration. In all cases, Ofsted will send a copy of the report to the provider and will publish it on its website. Providers must, except in certain prescribed circumstances, provide a copy of the report to the parents of all children attending.

For colleges offering provision for students aged 16 and over and for Further Education (FE) and sixth form colleges: the Inspection Framework for this sector requires an overall judgment on how effectively and efficiently the provision meets learners' needs, and how can it be improved further.

In making this judgment inspectors must consider:

- the overall effectiveness of the provision
- the main strengths and weaknesses of the provision
- the capacity to make improvements
- any improvements made since the last inspection
- the effectiveness of any links with other organisations to promote the well-being of learners.

As well as forming an overall judgment, inspectors must answer five key questions:

- How well do learners achieve?
- How effective are teaching, training and learning?
- How well do programmes and activities meet the needs and interests of learners?
- How well are learners guided and supported?
- How effective are leadership and management in raising achievement and supporting all learners?

Judgments are based on evidence, gained by observing learning and interviewing learners and staff. Inspectors examine learners' work and other documents relating to training, assessment, verification and qualifications.

There are organisational differences in the inspection of colleges which reflect the fact that they are usually much larger and more complex than schools. Ofsted adopts a proportionate approach to the inspection of colleges, with lighter touch inspection for the most effective.

Universities: Ofsted does not inspect universities other than their provision for initial teacher education (ITE). Procedures for inspection of ITE are different from those used to inspect schools but self-evaluation remains central and judgments are made on the same four-point scale. ITE inspections are proportionate and may be short or full as risk assessment indicates. Providers are given at least eight weeks' notice of inspection and visits are arranged to enable inspectors to select weeks in which they can gather suitable evidence. Providers nominate a representative to liaise with the inspection team to facilitate arrangements. On short inspections, the main purpose is to check that at least good quality training is maintained. Inspectors will visit schools to meet trainees and trainers, and scrutinise documentation. Providers are expected to show evidence of how they meet the nationally prescribed requirements for ITE. On full inspections, in addition to these activities, inspectors visit schools and observe trainees teaching. This evidence contributes to judgments about the effectiveness of management and quality assurance.

Adult learning and skills: The size and frequency of inspection vary according to risk. More resources will be targeted at underperforming providers. Risk will be determined

by the outcomes from the previous inspection (including any that have been changed as a result of reinspection). Recent data on learners' success rates, information from monitoring visits, from local and regional link inspectors, and from survey visits, will also be used. Where providers have developed provision in new areas and/or where learner numbers have substantially increased, the level of inspection resource might be higher than that suggested by an analysis of previous inspection grades.

Adult learning inspections will be guided by the principles set out in the Common Inspection Framework, which can be found at [http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Common-Inspection-Framework-for-inspecting-education-and-training/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Forms-and-guidance/Browse-all-by/Other/General/Common-Inspection-Framework-for-inspecting-education-and-training/(language)/eng-GB). The inspection team will be primarily involved in assessing the effectiveness of the provider in securing the achievements of individual learners and the quality of their learning experience. The Common Inspection Framework requires the evaluation of the overall effectiveness of provision, achievement and standards, the quality of provision including teaching and learning in sector subject areas and work-based and community contexts, and leadership and management. It also requires inspectors, where appropriate, to judge how the provider contributes to the well-being of young people and vulnerable adults up to the age of 25.

Inspectorate methods vary according to the nature of the provider but Ofsted's frameworks and guidance are published on its website. Self-evaluation is central to inspection. Schools are provided with a self-evaluation form (SEF) which covers the full range of aspects of their work covered by the inspection framework. The SEF is too long for inclusion in this questionnaire but can be downloaded from Ofsted's website at:

http://www.ofsted.gov.uk/assets/Internet_Content/Shared_Content/Files/sef_primary.pdf

Parents are invited to fill in a simple questionnaire before the school inspection:

	(Please tick)	strongly agree	agree	disagree	Strongly disagree	don't know
1.	<i>My child enjoys school.</i>					
2.	<i>My child is making good progress because the teaching is good at school.</i>					
3.	<i>I feel that my child is safe and well cared for at school.</i>					
4.	<i>Behaviour in school is good.</i>					
5.	<i>The school is well led and managed.</i>					
6.	<i>The school takes account of children's views.</i>					
7.	<i>The school seeks the views of parents/carers and takes account of their suggestions and concerns.</i>					

Interviews are held with headteachers and key staff, and governors if available. Decisions about which members of staff will be interviewed about different aspects of the school's work are made in negotiation with the headteacher. Allocation of responsibilities differs from one school to another and it final decisions about who should be interviewed cannot be made until the headteacher has been consulted. The topics are connected with the framework for inspection. Interviews with pupils seek their perceptions of all aspects of the school's work, including the extent to which they feel they are succeeding in school and the extent to which they feel safe from bullying or harassment. Interviews with parents: inspectors do not usually meet with parents but will try to do so if requests are made. Parents may also contact inspectors by telephone to convey their views of the school.

Observations: lessons are observed to verify the school's own evaluation of the quality of teaching and learning. Inspectors do not necessarily see all members of staff teaching but take from the school's self-evaluation form and from discussions with the headteacher the school's view of the quality of teaching. Inspectors then observe lessons selectively to form a view about whether the school's evaluation is accurate, too generous or too harsh. Pupils' work is scrutinised for the same reason.

Inspectors of schools have access to a broad range of *performance data* in advance of the inspection and use the data to form hypotheses which they test out during the inspection. They use:

- Outcomes of national assessments and tests for pupils aged 7 and 11 (primary schools) and 14 (secondary schools) in English, mathematics and science. Summative end-of-key-stage tests are prescribed by the national Qualifications and Curriculum Authority (QCA).
- General Certificate of Secondary Education (GCSE) and equivalent qualifications, usually taken at 16 years of age. These examinations are available in a wide range of subjects and are summative examinations set by national examination boards.
- General Certificate of Education Advanced Supplementary and Advanced levels are usually taken at ages 17-19. They are also available in a broad range of subjects and are set by the national examination boards.
- Non-statutory tests in mathematics, English and science provided by QCA for pupils in years other than those in which national tests are prescribed. Many schools use these tests and may offer results and analysis of them to inspectors.
- Other tests data (eg. reading test results) the school may offer.

Documents that are analysed include:

- School self-evaluation form (SEF): this is the school's own evaluation of the quality of its provision and of the outcomes for learners. There is no statutory requirement for the school to complete the SEF but self-evaluation, in whatever form it is presented, is central to the inspection process.
- Governors' minutes: notes of meetings of the governing body.

- The last inspection report
- Safeguarding (child protection) policy and procedures: procedures followed by all school staff to ensure pupils' safety and for initiating investigation in the event of any suspected abuse or neglect of individual children. Schools have a statutory obligation to have such procedures in place.
- The school development plan: the school's priorities for improvement, based upon its self evaluation, and the means by which it intends to achieve them.
- Any other relevant documents which the school wishes to bring to the attention of the inspectors.

National or regional data: Ofsted provides, for each primary and secondary maintained school, a detailed analysis of performance data from which it is possible to see what progress pupils have made over time, both overall and by different groups, for example boys and girls, pupils from minority ethnic groups, pupils with learning difficulties and those for whom English is an additional language. Schools may also have their own analysis of performance data provided by local authorities. Inspectors will use all available data of this kind, as well as the evidence of observation, to come to a view about whether the school's evaluation of the pupils' achievement is an accurate one.

Ofsted *guidelines, framework and instruments* are used by all members of the inspectorate during a full school inspection. These are mandatory, as are the *judgement criteria*. All these documents are regularly updated and may be found on Ofsted's website.

5.4. The judgment about the school and the possible consequences.

The overall effectiveness of schools is judged on a four point scale, as are the other key aspects of its work. The four categories are: outstanding, good, satisfactory, inadequate. These are used for the judgment about the aspects of quality (see Section 5.4) and also for the judgment about the overall effectiveness of the school as a whole.

In 2007/08, the proportions of judgments made about the schools inspected were as follows: 15%- outstanding; 49%- good; 32%- satisfactory; 5%- inadequate.

When a school is judged to be inadequate it is placed in one of two categories of concern. If inspectors judge the school inadequate but are of the opinion that it has the capacity to improve, it will be given a *notice to improve*. If it is inadequate overall but its leadership and management have not demonstrated capacity to make the necessary improvement, it will be made subject to *special measures*.

Ofsted has no power to close schools. Most schools in categories of concern make the required progress in less than two years but for those which fail to do so, the Secretary of State has the power to intervene and instruct a local authority to begin the closure procedures. Local authorities may themselves decide to close such schools, often to amalgamate them with other schools or to open on the site a new school or academy. They may also choose to place the school causing concern in federation with a successful local school, the headteacher of that school having charge of both. Schools in categories of concern and their local authorities are expected to make rapid improvements. They are monitored by HMI inspection

visits, which result in reporting letters to the school; the letters are copied to the local authority and the DCSF and published on Ofsted's website.

Schools may challenge inspection judgments by complaining in the first instance to Ofsted, at which stage a review of the inspection evidence will be carried out. A complainant who is dissatisfied with Ofsted's handling of his or her case may refer it to the Independent Complaints Adjudicator and, if (s)he is not content with the outcome of that process, the Parliamentary and Health Service Ombudsman can then be asked to consider the complaint. Legal steps are also open to those who may wish to seek a judicial review of the case.

Schools given a notice to improve will be monitored by Ofsted. Inspectors will re-visit the school about six months after inspection and come to a view about whether it is making the necessary progress. If it is not, it is likely to be made subject to special measures.

5.5. Full inspection of independent schools.

Independent schools

Ofsted inspects those independent schools which are not members of associations affiliated to the Independent Schools Council or the Focus Learning Trust. Schools that are members of these associations are inspected by the Independent Schools Inspectorate (ISI) or the Schools Inspection Service (SIS) and Ofsted monitors their work to ensure quality and consistency. Ofsted inspects non-association independent schools at the request of the DCSF in order to ensure that they comply with The Education (Independent School Standards) Regulations 2003, which specify the provision a school should make.

Since January 2007, schools are generally inspected every three years and this will result in a report which is published on Ofsted's website. Ofsted carries out inspections in partnership with the National Inspection Services Provider (NISP) for independent schools. Inspectors judge whether the school satisfies the regulations for registration, and, where it does not, it is required to produce an action plan for improvement. Failure to make the necessary improvement(s) may lead to the school being de-registered and required to close. New schools must comply with the regulations before they are allowed to open. Ofsted's inspectors may also visit independent schools for other reasons, for example if a school wishes to make a material change, or to judge a new applicant's readiness for registration, or to monitor a particular issue at a school or follow its progress against the action plan.

The Framework for the inspection of independent school differs in some respects from that used in the maintained sector and requires inspectors to report on:

- the quality of education provided by the school
- the spiritual, moral, social and cultural development of pupils
- the welfare, health and safety of pupils
- the suitability of proprietor and staff
- the school's premises and accommodation
- the provision of information for parents, carers and others
- the procedures for handling complaints.

The inspection of educational provision in non-association independent schools is generally conducted every three years and this results in a report which is published on Ofsted's

website; the report resulting from the first inspection of a newly opened school is not published.

Ofsted also inspects the welfare of boarders in all independent schools under the Care Standards Act 2000, having regard to the National Minimum Standards for Boarding Schools or Residential Special Schools or Children's Homes, as appropriate. This is an integral part of the inspection of the whole school. Ofsted's social care inspectors also inspect residential special school annually and children's homes twice a year.

Three different models are used for inspection of independent schools. The type and duration of the inspection and the size and composition of the inspection team are determined by taking account of risk factors, the date and outcome of the previous inspection, size of school, age range, number of class groups and whether there are under-fives, pupils with special educational needs or boarding pupils and whether the school is newly registered.

The three models are: the 'standard' model; the 'light touch' model; and the 'shorter' model. A 'standard' inspection involves one planning day and usually two days on site with an additional inspector day if there is Early Years Foundation Stage provision. A 'light touch' inspection involves one planning day and one day on site, generally involving only one inspector

The 'shorter' inspection relates to newly registered schools that are being inspected in the first 12 months since opening. This will usually involve one inspector spending one day on site and a planning day that the lead inspector may use flexibly. On integrated inspections of social care and education, inspectors are strongly advised to spend at least part of the planning day together on site.

Inspectors judge whether the school satisfies the regulations for registration; where it does not, it is required by the DCSF to produce an action plan for improvement. Failure to make the necessary improvement(s) may lead to the school being deleted from the register of independent schools by the registering authority and required to close. New schools must comply with the regulations before they are allowed to open and accept pupils. Ofsted's inspectors may also visit independent schools for other reasons, for example to judge a new applicant's readiness for registration, to assess a school's application to make a material change, to monitor a particular issue at a school or to follow its progress against a submitted action plan.

6. Inspection of specific themes and aspects of provision: subject and survey inspections.

6.1. General position.

The focus for this type of inspection is not the whole institution as in full inspection, but a particular subject or aspect of the provision. The changes in Ofsted's arrangements for routine school inspections mean that they no longer provide time for inspectors to collect detailed evidence about the quality of provision in individual subjects. Subject and survey inspections provide the means of providing this evidence. Visits may be made to a number of providers in different areas of the country to evaluate the impact of national initiatives, such as the

reforms to the 14-19 curriculum, or to focus on the quality of teaching and learning in a specific subject area, for example mathematics in schools or construction in colleges. These result in Ofsted's thematic reports, which are available in the publications and research section of the website. The themes and subjects selected for these inspections change annually. They are agreed each year between Ofsted and the DCSF.

Subject and survey inspections:

- feed into the Chief Inspector's Annual Report to give a national picture of strengths and areas for development
- provide the basis for Ofsted to disseminate findings, including good practice, through its website, conferences, talks and articles
- give providers detailed feedback to support their self-evaluation.

6.2. Examples of particular themes or topics.

Some recent examples of subject and survey reports:

- *Assessment for learning: the impact of National Strategy support* (070244), October 2008
- *Identifying good practice: a survey of business, administration and law in colleges* (070026), January 2008
- *White boys from low-income backgrounds: good practice in schools* (070220), July 2008
- *Mathematics: understanding the score* (070063), September 2008
- *Implementation of 14–19 reforms: an evaluation of progress* (070258), September 2008

Other titles may be found in HMCI's Annual Report 2007/08 and on Ofsted's website.

6.3. Processes and methods in thematic inspections.

The inspection programme having been agreed, providers are selected for inspection by Ofsted. Subject and survey inspections comprise a mixture of direct observation of teaching, discussions with staff and pupils, and the scrutiny of learners' work and of documentation, such as schemes of work. Inspectors evaluate achievement, provision, and leadership and management using the same criteria as in institutional inspections, but interpreted in subject and survey terms. The inspection focus, together with dialogue based on the institution's own evaluation, will determine the precise balance of inspection activity.

Subject inspections will include discussions with a wide range of learners about their work, both in lessons and elsewhere. Discussions are held with the lead member of staff in the subject or area being inspected. During subject inspections, lessons are observed to evaluate the quality of teaching and learning in the relevant subject. A wide range of learners' work is scrutinised both in lessons and in a context in which more detailed scrutiny is possible. A selected sample is requested from the provider, to include the work of different groups of learners. Other observations may be appropriate, depending on the focus of the inspection. If

pupils' behaviour in school were the focus, for example, inspectors would be likely to observe pupils during breaks and as they leave and enter school, as well as during lessons.

Individual teachers are given feedback on lessons observed by the inspector(s). This is done as soon as is practicable after the observation has taken place. Inspectors give a detailed feedback on their findings at the end of the visit. Key members of the institution's staff attend the feedback meeting. This happens at the end of the visit, immediately before inspectors leave. Individual providers receive a feedback letter soon after the visit. There is no follow-up. The letter is posted on Ofsted's website at the end of the half term in which the visit takes place.

Joint area reviews

In addition to the institutional and thematic inspections described above, Ofsted carries out inspections of children's services in local authorities. These are known as joint area reviews and judge the contribution that the council and its partners in the local area are making to improve outcomes for children and young people. The procedures are summarised below.

Joint area reviews are carried out within a three-year programme running until December 2008 when all 150 local authority areas will have been inspected.⁵ A joint area review judges the contribution that the council and its partners in the local area are making to improve outcomes for children and young people. Joint area reviews gather evidence during on-site fieldwork investigations into the contributions local services make to improving outcomes for some of the most vulnerable groups of children and young people, and those groups of children and young people who are not doing well enough or who are at risk of underachieving. They also follow up areas of weakness identified in the annual performance assessment. The reports for joint area reviews are published on Ofsted's website.

In addition to joint area reviews, every council has an annual performance assessment. Annual performance assessment focuses on the contribution that a council's services have made in the previous twelve months towards improving outcomes for children and young people. It analyses a wide range of published evidence, including data. Unlike the joint area review, there is no on-site investigative fieldwork carried out for annual performance assessment, although inspectors meet with the council's senior managers to discuss any issues that have arisen during the analysis of information. The views of children and young people are also collected as part of the annual performance assessment by means of a confidential online questionnaire.

The way Ofsted inspects council services for children and young people will change from April 2009 with the introduction of comprehensive area assessment (CAA). CAA will replace annual performance assessment (APA) and joint area review (JAR). CAA will assess outcomes (for children, young people and adult learners) across an area, instead of institution

⁵ Ofsted's inspection of council services for children and young people will change from April 2009 with the introduction of the new comprehensive area assessment (CAA). This will replace joint area reviews and annual performance assessment. For more details, please see www.ofsted.gov.uk.

by institution. The findings of this assessment will then be used to guide what, when and how Ofsted inspects.

The CAA will:

- promote improvement in outcomes for all children, young people and adult learners, and in particular for those from underachieving groups, with a focus on closing the attainment gap
- contribute to the protection and safeguarding of children and young people, especially those children and young people who are being harmed or who are at risk of harm
- strengthen support for families of vulnerable or disadvantaged children and young people
- ensure that adult learning is linked to securing or improving employment prospects, accessing higher education and family and community development
- promote economic wellbeing, through encouraging good quality childcare, opportunities for learning and improving skills, and entry to employment.

6.4. Inspection of staff

Ofsted has no role in the performance management of staff in the providers it inspects. Inspectors observe lessons and provide individual feedback to teachers afterwards but the evaluation is of a particular lesson and not of the overall performance of the teacher. The inspection report includes a judgement on the quality of teaching and learning in the institution as a whole but makes no reference to individual teachers. Similarly, inspection provides evaluation of the leadership and management for the institution overall, including the work of governors, senior staff and middle managers. However, reference may well be made to the quality of the leadership provided by the principal or headteacher

6.5. The judgment about themes, topics and staff and its possible consequences.

All subject and survey visits feed into overview reporting on subjects or other aspects of education. Individual schools and colleges will not usually be mentioned by name but they will receive a feedback letter shortly after the visit, setting out the findings of the inspection and noting any areas for development. This letter will usually be published on Ofsted's website at the end of the half term in which the visit takes place and will be available to the next institutional inspection team, who will be interested in the impact of the visit and the response made to any recommendations. Schools will be expected to share the feedback with their school improvement partner or local authority link officer. Where areas of weakness are identified by inspection, the school/college and the local authority, where applicable, will be likely to take action to bring about improvement. Ofsted does not place schools in categories of concern following subject visits. The focus is upon a specific aspect of the school or college. No attempt is made to evaluate the overall effectiveness of the institution.

7. Inspection of the school's self-evaluation.

7.1. Obligation of schools concerning quality assurance and improvement.

In the maintained sector, all schools are expected to take responsibility for monitoring and evaluating their own work and for school improvement. They are supported in this by their local authorities and by school improvement partners (SIPs), who work in schools for several days each

year. SIPs work for and on behalf of the LA and report to the LA on the progress of schools with which they work. They have significant experience at a senior level in education, often as headteachers.

Academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.. Academies have independent status but expectations of them in relation to self-evaluation, quality assurance and improvement are the same as for the maintained sector in general and they are inspected by Ofsted.

Ofsted provides maintained schools with a self-evaluation form (SEF), see on http://www.ofsted.gov.uk/assets/Internet_Content/Shared_Content/Files/sef_primary.pdf. There is no legal requirement to complete it but in practice the overwhelming majority of schools do so and report that they find the exercise a useful one. Schools are expected by their local authorities and by Ofsted to carry out monitoring and evaluation of their work but the methodology they use is for them to decide. Where the SEF is completed, it is used by inspectors preparing for school inspection and as the basis of discussions with school staff about the pupils' achievement and the quality of education provided.

The self-evaluation form (SEF) is intended to record the outcomes of a school's ongoing process of rigorous self-evaluation. The SEF is expected to be an accurate diagnostic document with all evaluations fully supported by evidence. Ofsted sees school self-evaluation as a crucial element in the cycle of review, planning and school improvement, expecting schools to identify through this process both strengths on which to build and areas of weakness, or relative weakness, which will form the basis of school improvement planning and development. School self-evaluation should identify what needs to be tackled to effect improvement. Inspectors make considerable use of the SEF when discussing their arrangements for inspection. The impact of institutional self-evaluation in helping to bring about improvement will be a major factor in their judgements about the effectiveness of leadership and management and their capacity to improve in the future.

Areas for self-evaluation correspond with the elements of the inspection framework, although the SEF requires in addition detailed factual information about the school and about the views of parents, learners and other stakeholders as they have been reported to the school.

Inspectors have no role in completing the SEF or in other approaches to self-evaluation undertaken by schools. Senior school staff, middle managers, governors, school improvement partners and local authorities (where applicable) all have a role in the self-evaluation process.

In the majority of schools, senior and middle managers routinely observe lessons, scrutinise pupils' written work and analyse performance data to track the progress over time of individual pupils and of groups, for example pupils from minority ethnic backgrounds, boys and girls, high and low attainers or those for whom English is an additional language. They may also interview pupils to gather their views of the quality of provision. Many schools survey parental opinion, usually through the use of questionnaires. They often use or adapt the Ofsted parental questionnaire (copy shown in section 5.4). Schools make use of the data provided by the DCSF and by Ofsted to evaluate their pupils' performance, over time and in comparison with that of schools operating in similar contexts.

7.2. Standpoint of the inspectorate about the inspection of school self-evaluation.

Ofsted provides the SEF as an instrument for school self-evaluation and encourages schools to complete it within the normal cycle of review and planning and at least annually. Ofsted does not usually have any direct contact with schools about their self-evaluation processes and outcomes other than in years in which schools are inspected.

Shortly before inspection, the lead inspector accesses the SEF electronically, if one has been completed, and uses it in planning the visit. Inspectors discuss the content of the SEF with senior school staff and take it as the basis of their identification of inspection activities, focussing on the issues which emerge from the SEF. If no SEF has been completed, inspectors will use alternative school self-evaluation documents or discussion with headteachers in the same way.

Schools often report that they make use of the SEF as the basis of their routine self-evaluation processes, regardless of whether an inspection is due in a given year. Once the SEF is completed, schools may share it with other partners as they choose. They may use it as the basis of discussions with local authority personnel and school improvement partners. Local authorities expect schools to carry out self-evaluation, whether by using the SEF or by other means.

Ofsted currently inspects all maintained schools every three years and in the course of each inspection a judgement is made on the rigour and accuracy of the school's self-evaluation, with a strong focus on its effectiveness in bringing about improvement. Leadership and management are evaluated across a range of aspects but no separate judgement on the quality of school development planning is required by the inspection framework.

Ofsted provides the following guidance for inspectors on using the SEF:

- The SEF, as the summary of the outcomes of a school's process of self-evaluation, is at the heart of the inspection; it serves as the main document when planning the inspection, and provides crucial evidence in evaluating the quality of leadership and management and the school's capacity to improve.
- When compiling the pre-inspection briefing, the lead inspector will evaluate the school's view of itself as expressed in the SEF under the headings of the evaluation schedule, and explore the extent to which this is compatible with the available evidence. Issues for inspection will arise from apparent inconsistencies between the SEF's conclusions and the evidence, if the SEF highlights significant weaknesses, or from significant matters that the SEF seems to have omitted.
- The conclusions in the SEF, in the light of the pre-inspection analysis, should be discussed at the first meeting with the headteacher and senior leaders. Inspectors should also ask about the self-evaluation process and how it led to the writing of the SEF, and ascertain the extent of involvement of governors (who have final responsibility for it).
- Following this discussion, the inspection team will formulate strategies for inspection in consultation with the school.
- In the regular meetings between the head and the lead inspector, at other meetings between the staff and the inspection team, and in team meetings, there should be further reference to the SEF in the light of the inspection evidence that has been gathered.
- The SEF should be seen as merely a summary of the outcomes of a school's self-evaluation process. The quality of the SEF is a good guide to the quality of the whole process, but it is not an infallible one. The inspection should determine

whether the SEF represents the school's full view of itself and whether the wider process of monitoring, self-evaluation and review is having an impact on the school's improvement.

- The leadership and management section of the report should include an evaluation of the quality of the school's self-evaluation processes.

7.3. Practice.

The way in which the self-evaluation is used has already been described in the preceding section.

The SEF requests in electronic form factual information about the school as follows:

- aims and distinctive features
- characteristics of the school, its pupils, context and staff
- key financial data
- partnerships with other organisations
- religious character if applicable
- compliance with statutory requirements

The SEF then asks the school to provide the following evaluative information:

- parents' and other stakeholders' views of the school
- achievement and standards
- pupils' personal development and well-being
- quality of provision
- leadership and management
- overall effectiveness and efficiency

In discussions with senior school staff, all aspects of the inspection framework can be covered with reference to the judgements made in the SEF. The balance and focus of discussions with headteachers and other staff are modified according to the information provided by the school in its self-evaluation and by the pre-inspection analysis of pupil progress and attainment data.

Interviews with pupils will be about pupils' perceptions of the school and the quality of the education they receive and about the degree to which they feel secure, well cared for and free from bullying and harassment.

In the observations, the school's evaluation of the quality of teaching and learning, pupils' achievement and their personal development are tested out by inspectors' observation of lessons and of pupils at other times, for example break and lunch times. The lead inspector may invite the headteacher to join him/her in observing a lesson and subsequently discuss the quality of the teaching and learning seen in relation to the school's self-evaluation of provision in that area.

7.4. The judgment about the school self-evaluation and its possible consequences.

In 2007/08, 70% of secondary schools inspected were good or outstanding in their self-evaluation, 26% were satisfactory and 3% were inadequate.

Of primary schools inspected, 71% were good or outstanding in their self-evaluation, 26% were satisfactory and 2% were inadequate.

No specific action follows from a negative judgement about the quality of a school's self-evaluation. However, leadership and management which are inadequate in self-evaluation are likely to have weaknesses in other aspects and these in turn are likely to have a negative impact upon the effectiveness of the school as whole. For consequences of negative inspection judgements on schools overall, see above in section 5.5.

8. Advisory Tasks of the Inspectorate.

8.1. Tasks.

Ofsted does not give advice to providers in the course of inspections. This work is undertaken by school improvement partners (SIPs), local authorities and consultants whom schools and colleges may choose to employ.

Ofsted's advice to the Secretary of State and to the Parliamentary Select Committee takes the form of reporting inspection findings from across the remit. These findings will include evaluations of government initiatives and strategies and will contribute to ministers' knowledge of how well policies are working in practice. Findings are set out in the form of published reports, the most significant of which is a detailed Annual Report, presented each year to Parliament by HMCI. Information and advice are also discussed at face-to-face meetings between HMCI and other senior Ofsted staff and colleagues in the DCSF. HMCI reports in person to the Select Committee and also meets with ministers on a regular basis.

8.2. Practice.

See 8.1.

9. Other Tasks of the Inspectorate.

9.1. Curriculum development.

Ofsted has no role in curriculum development. In England, a separate body, the Qualifications and Curriculum Authority (QCA), has this role at national level.

9.2. Databases.

Ofsted has a large database in which inspection findings, pupil performance data and written reports are stored. Ofsted maintains data and analysis in relation to learners' attainment and progress for all maintained schools and colleges. A significant proportion of the data is in the public domain and schools can access their own performance data on a password-protected area of the website.

9.3. Examinations.

Ofsted has no role in the arrangements for tests or examinations.

9.4. Handling complaints.

During inspections

Parents and carers of children in schools can make their views known to inspectors via Ofsted's questionnaire which is sent out just before the inspection. They can also ask to meet with inspectors, individually or in groups, or telephone inspectors to explain any concerns. In all cases, inspectors will do what they can to follow up concerns and complaints where they seem to bear upon the quality of education, pupils' personal development and achievement and their safety and well-being. Inspectors will always meet with groups of learners in the course of inspections to hear their views of the institution, their progress and their sense of well-being. The inspection team will follow up any significant areas of concern which learners may raise. Members of staff may also raise concerns by asking to meet with the inspection team.

Between inspections

Ofsted can consider complaints from parents or carers of pupils registered at a school and from people who are not registered parents although in these cases its powers to investigate are more limited. Ofsted can respond to complaints in a number of ways and in exceptional cases can arrange an immediate inspection of the school. Ofsted cannot consider complaints from parents of pupils attending independent schools.

Ofsted can investigate concerns about:

- quality of education
- the pupils are not achieving as much as they should, or their different needs are not being met
- the school is not well led and managed, or is wasting money
- safeguarding (child protection) issues
- the pupils' personal development and well-being are being neglected.

Ofsted is unable to:

- investigate incidents that are alleged to have taken place
- judge how well a school investigated or responded to a complaint
- mediate between parents or others and the school to resolve a dispute.

9.5. Financial or staff management of schools or districts.

Ofsted has no role in the auditing of accounts but inspectors make a judgement about the efficiency with which resources are used to ensure best value for money.

10. Risk – Based Evaluation.

Proportionate inspection

Ofsted has put in place and is continuing to develop a proportionate approach to inspection in different areas of its remit. Resources are limited and Ofsted wants to ensure that they are concentrated in areas of greatest need. A risk-based approach to programming inspections has therefore been developed. School performance data and the evidence of previous

inspection are used to identify the most effective schools which are then given lighter touch inspections, involving a visit of one rather than two days' duration. These are known as reduced tariff inspections (RTIs). The inspection framework is the same as for other school inspections and the processes are different only in that less inspector time is spent in school so the evidence gathering must be even more sharply focused than during a two-day inspection. All other schools are given full two-day inspections.

When schools are judged inadequate in the course of an inspection and are made subject to special measures they are subsequently visited three times a year by HMI. This monitoring continues until the school is judged to be providing a satisfactory standard of education. By the end of two years, most of these schools have recovered but those still in special measures by this stage are given a full reinspection. Ofsted also monitors schools judged to be in need of significant improvement and given a notice to improve. Monitoring visits to such schools take place about six months after the original inspection and there is a full reinspection a year from that time. Inspectors may also visit within a year of inspection, those schools which were judged satisfactory overall but with one or more important areas of weakness.

The above paragraph describes the normal arrangements for the scheduling of school inspections. However, Her Majesty's Chief Inspector has the power to cause any school to be inspected at any time; in rare and exceptional circumstances, for example complaints from parents which suggest that the situation in a school is giving serious cause for concern, inspections may be carried out at once.

Further education colleges are visited annually by one of Her Majesty's Inspectors. Where the evidence of the visit indicates cause for concern the next scheduled full inspection may be brought forward. Conversely, where the most recent full inspection was positive and the visit indicates that matters are continuing to go well; the visit will take place at the scheduled time or may even be deferred.

Inspections of services for children provided by local authorities are known as joint area reviews and the resources deployed are proportionate to risk. While some on-site fieldwork investigations are undertaken in all local areas, joint area reviews are proportionate to risk. Higher performing areas therefore have fewer on-site fieldwork investigations and a smaller inspection team than poorer performing areas which have a greater number of on-site fieldwork investigations and a larger inspection team. From April 2009, comprehensive area assessment (CAA) will continue with this proportionate approach to inspections of children's services in local areas.

11. Reports of Inspectors.

11.1. Kinds of reports.

Reports of regular inspections:

Regular inspection of colleges, adult learning providers, maintained schools and teacher education providers is followed by web-based publication of the inspection reports. Institutional inspection reports in the maintained sector are mostly in the public domain and

are intended for learners, parents and carers, staff, local authorities where relevant and other interested parties.

Inspection reports for independent schools inspected by Ofsted are published on the Internet. These are generally schools catering for pupils with learning or emotional difficulties or disabilities. Ofsted monitors the quality of inspection reports for independent schools which are carried out by the Independent Schools Inspectorate and the Schools Inspection Service (see section 5.6) but has no responsibility for the publication, distribution or otherwise of the reports.

Reports of thematic inspections:

Subject and survey visits feed into overview reporting on subjects or other aspects of education which are published on the Internet. Individual schools will not usually be mentioned by name but they will receive a short feedback letter shortly after the visit, setting out the findings of the inspection and noting any areas for development. This letter will usually be published on Ofsted's website at the end of the half term in which the visit takes place. It will be available to the next institutional inspection team, who will be interested in the impact of the visit and the response made to any recommendations.

Letters about schools causing concern:

Monitoring visits to schools causing concern by HMI are followed by letters in which the feedback given to the school at the end of the visit is summarised. These letters are published on Ofsted's website.

Children's services:

Inspections of children's services in local authority areas result in written reports which are also published on Ofsted's website.

Childcare:

Reports on visits to childcare settings for young children are also published but those for individual childminders are without names or addresses of the providers.

The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills:

The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills summarises the inspection evidence from across the full range of Ofsted's inspection and regulatory remit. It is laid before Parliament as required by law and is published in print and on the Internet, with a wide distribution.

11.2. Target audiences.

Most reports and letters are in the public domain and are available on the Internet. Inspection reports are written in a language and a format that makes them suitable for a wide audience, including teachers, parents and many learners. Inspectors seek to avoid the use of jargon and to make use of an accessible style. Following school inspections, the lead inspector summarises the findings in a letter to the school's pupils, written in language appropriate to their ages and development.

11.3. Confidential or public.

See in 11.1 and other sections.

12. Recruitment and Training of Inspectors.

12.1. General remarks.

Ofsted carries out various types of inspections and so works with various types of inspectors:

- Her Majesty's Inspectors (HMI), employed by Ofsted. HMI carry out inspections in schools, colleges of further education, local authorities, publicly-funded adult education, education in secure accommodation and initial teacher education organisations.
- Childcare Inspectors (CCI), also employed by Ofsted, visit all providers of day care for young children.
- Children's Inspectors, who are responsible for inspection of children's services in local areas.
- Additional Inspectors (AIs), most of whom are employed for school inspections by private sector organisations known as Regional Inspection Service Providers (RISPs) and for college inspections by the National Inspection Service Provider (NISP). Most school inspection work is carried out by AIs but HMI also work on inspections in all sectors of education.

12.2. Recruitment conditions.

Her Majesty's Inspectors (HMI) will normally be expected to have a degree or equivalent and a relevant professional qualification, for example a teaching qualification for school inspectors and a vocational or teaching qualification for those joining from college backgrounds. HMI are recruited from a range of educational and care organisations. There is no specified minimum number of years' experience but they are expected to have broad, varied and successful experience in education, including some at a senior level.

Additional Inspectors must normally have a relevant degree and/or equivalent professional qualification, for example, a teaching qualification for school inspectors, or relevant vocational and/or teaching qualification for college inspectors and/or a leadership and management qualification. Additional Inspectors are normally expected to have:

- a minimum of five years' recent and successful experience within the relevant setting, for example teaching, training, inspecting or advising
- a minimum of two years' recent, successful and substantial management experience in the relevant area;
- a wide range of experience within the relevant area, for example in more than one institution;
- up-to-date professional knowledge, for example of the curriculum, recent developments and statutory requirements (where appropriate) within the relevant area.

Childcare Inspectors will normally have a degree, preferably from within the fields of childcare, health, social work or education. Childcare Inspectors are normally expected to have significant knowledge of the early years context, with supporting experience and the ability to work within a regulatory environment, preferably gained through relevant experience.

The recruitment processes for HMI and Childcare Inspectors involve written exercises, as well as interviews before a selection panel. Recruitment procedures for Additional Inspectors are a matter for Regional Inspection Service Providers (RISPs), who are responsible for ensuring that those they employ have the necessary range of qualifications, skills and experience. The performance of Additional Inspectors on their first inspections is assessed by HMI.

All inspectors are required to have strong oral and written communication skills and competence in the use of information and communication technology. They are expected to be self-motivated and flexible to enable effective home working. All inspectors are subject to Criminal Records Bureau checks to ensure their suitability to work with children.

12.3. Training.

HMI and CCI new to Ofsted take part in a formal induction programme to enable them to become familiar with the organisation and its procedures. They are also allocated during their first year mentors, who are experienced inspectors able to provide advice, support and guidance as the need arises. RISPs are responsible for induction procedures for their newly recruited AIs

12.4. In-service training.

Ofsted's professional development for inspectors has two key elements. First, Ofsted organises regular conferences and other training events at which new developments in the inspection system or in education and care more widely are disseminated through presentations and seminars. Information is also provided as the need arises through electronic bulletins, often at times when it is impractical to gather together a dispersed body of inspectors. Secondly, inspectors identify their personal training needs in the course of their individual performance reviews and arrangements are made, wherever possible, to meet them. Development opportunities may take the form of attendance on courses but are more likely to involve a widening of experience through participation, perhaps in a shadowing role, in inspection activity or other work in sectors new to the individual. This is especially likely in the case of inspectors new to Ofsted.

RISPs are expected to ensure that the additional inspectors they employ have suitable opportunities for professional development and in particular to ensure that they are kept up-to-date with changes and modifications to the inspection system. To this end, RISPs provide professional development days led by experienced inspectors and usually timed for periods close to and after the ends of academic terms to avoid interference with inspection activity. Supplementary information is provided by means of electronic bulletins sent by RISPs to inform Additional Inspectors of any new inspection requirements, advice and support or concerns as and when they arise.

13. Evaluation of the Inspectorate.

13.1. Internal.

Ofsted has an ongoing project to evaluate internally the impact of its work and a group of HMI has responsibility for taking this work forward. Feedback is sought from those who are inspected by means of on-line questionnaires which providers are encouraged to complete. Respondents are asked to comment on the quality of the inspection, the burdens placed on staff, the usefulness of the report and recommendations and the impact of the process and outcomes on provider improvement. Ofsted also samples the views of parents, learners and local authorities. Visits to the Ofsted website are monitored to ascertain levels of interest in the inspection reports and other on-line publications. Ofsted monitors through survey work the financial and time costs to schools of inspection. In 2006 and 2007, Ofsted published internal evaluations of the impact of school inspections, covering a wider range of inspection and regulatory activity. HMI and senior staff from the RISPs assure quality of individual inspections through visits to the site and through scrutiny of draft reports.

13.2. External.

Ofsted is keen to identify ways in which its work has a positive impact upon achievement and the quality of education and care. It is clearly problematical to establish a causal link between inspection activity and provider improvement but Ofsted has commissioned from within its own resources and externally, research projects to demonstrate the impact of its work.

The National Foundation for Educational Research (NFER) has been commissioned by Ofsted to carry out an independent, external evaluation of its school inspections. The first stage of the report was published in July 2006 and the second in May 2007. At the time of writing further work on the impact of school inspection is being undertaken by the NFER. NFER's first two reports can be found at:

[http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Leadership/Governance/Impact-of-Section-5-inspections-maintained-schools-in-England/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Leadership/Governance/Impact-of-Section-5-inspections-maintained-schools-in-England/(language)/eng-GB)

and

[http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Leadership/Governance/Impact-reports-2007/\(language\)/eng-GB](http://www.ofsted.gov.uk/Ofsted-home/Publications-and-research/Browse-all-by/Education/Leadership/Governance/Impact-reports-2007/(language)/eng-GB)

13.3. Consequences.

The evaluation of impact began at a similar time to the implementation of Ofsted's new school inspection arrangements in September 2005. School inspection arrangements are currently under review and new arrangements will be introduced in September 2009.

Ofsted is responsible for the development of its own inspection arrangements and methods but works in close consultation with the DCSF, with whom the programme of subject and survey inspections is agreed.

The DCSF is keen to make use of inspection findings to evaluate the impact of policy and the subject and survey programme is planned with this in mind. For example, since 1998 the DCSF has implemented a series of national strategies designed to raise standards in basic

skills, particularly literacy and numeracy in both primary and secondary education. HMI have inspected the effectiveness of the strategies in operation and have published a series of reports setting out their findings.

14. Developments, prospects.

14.1. Developments.

A major issue for Ofsted during the last year has been its merger with other inspectorates on 1 April 2007, when the new Ofsted assumed responsibility for the inspection of adoption and fostering agencies, residential schools and homes for children in public care, children's services in local authority areas, the Children and Family Courts Advisory and Support Service and publicly funded adult education. The creation of the new Ofsted, with its greatly expanded remit, was a huge undertaking but it was completed successfully. The arrangements for inspection of schools had undergone major changes in September 2005. In short, the challenge for the organisation has been to implement successfully a greatly expanded inspection and regulation remit while continuing a full programme of its established work.

14.2. Prospects.

Ofsted continues to review and develop its inspection and regulatory work in order to focus its resources where they are most needed and to strike the right balance between rigorous evaluations on the one hand and, on the other, reducing as far as possible the burdens of inspection on providers. New inspection arrangements for children's services will be introduced in April 2009 and for schools in September 2009.

Other areas of inspection.

See earlier sections about the expansion of Ofsted's remit.

14.3. Other remarks.

Not necessary.

15. Information: website, contact, links.

Ofsted: www.ofsted.gov.uk

Department for Children, Schools and Families: <http://www.dcsf.gov.uk>

Department for Innovation, Universities and Skills: <http://www.dius.gov.uk>

Qualifications and Curriculum Authority: <http://www.qca.org.uk/>

Independent Schools Council: <http://www.isc.co.uk/>

DCSF First Release statistics: <http://www.dcsf.gov.uk/rsgateway/>

Universities in the UK: www.universitiesuk.ac.uk

Specialist schools, city technology colleges and academies- Specialist Schools and Academies Trust: www.specialistschools.org.uk

Training and Development Agency for Schools: <http://www.tda.gov.uk/>

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E-mail: Caroline.Bolton@ofsted.gov.uk

16. References.

Each of the following publications is available on Ofsted's website, www.ofsted.gov.uk

Every Child Matters: framework for the inspection of schools in England from September 2005; Ofsted (July 2005)

Handbook for the inspection of initial teacher training; Ofsted (2005)

Handbook for the inspection of initial training of further education teachers; Ofsted (2004)

Joint area review of children's services from April 2007; Ofsted (2007)

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