

Ofsted

Ofsted Departmental Report 2006–07

Better
education
and care



Age group
All



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Ofsted Departmental Report 2006–07

May 2007

Presented to Parliament by the Secretary of State for Education and Skills
and the Chief Secretary to the Treasury by command of Her Majesty

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Foreword

I am pleased to present the Office for Standards in Education Departmental Report 2006–07. This is the final report of the Office for Standards in Education. On 1 April 2007 a new Ofsted was created, the Office for Standards in Education, Children’s Services and Skills. While it is known as Ofsted, this is an entirely new organisation, bringing together the work of the Adult Learning Inspectorate, the children’s services responsibilities of the Commission for Social Care Inspection, and the inspection of the Children and Family Court Advisory and Support Service from Her Majesty’s Inspectorate of Court Administration with the work of the old Ofsted. Over the last 12 months much work has gone into creating this new organisation, but I am pleased to report that the Office for Standards in Education continued to meet its regulatory and inspection targets across the full breadth of its childcare and education remit.

By 2008, all childcare providers will have been inspected under the new ‘little or no notice’ inspection framework and grading system introduced in April 2005. These inspections are based on the five outcomes for children set out in Every Child Matters. In only one area, the registration of 70% of childminders within 12 weeks, was there difficulty in achieving our target, but I can report that remedial measures are now in place to bring this back on track.

2006–07 marked the first full financial year of Ofsted’s new inspection framework for schools. This was launched in September 2005 and entails a more focused review of the fundamentals of a school’s performance. There is shorter notice for schools of these inspections and they are at intervals of three years, unless there is reason to inspect sooner. Surveys conducted during the year have indicated that this approach is proving to be a success. In the autumn of 2006 Ipsos MORI found that 92% of parents are in favour of school inspection and that 81% believe that shorter notice periods are a good thing. Parents and users clearly value Ofsted’s work and I am particularly pleased that the Ofsted website (www.ofsted.gov.uk) is one of the most heavily used public sector Internet sites.

During the past 12 months Ofsted continued to manage its resources very carefully. We are confident that this will provide the foundation on which to deliver by the end of March 2008 the savings promised as part of the Gershon Review. One of the challenges for the new Ofsted over the next few years will be to establish the new organisation whilst at the same time delivering additional efficiency savings. Everyone at the new Ofsted is committed to doing this, as well as achieving excellence in the care of children and young people, and in education and skills for learners of all ages.



Christine Gilbert
Her Majesty’s Chief Inspector

Ofsted in 2006–07

Purpose

2006–07 was Ofsted's final year as the Office for standards in education in England, and it made preparations for its role in the new Office for Standards in Education, Children's Services and Skills which was launched on 1 April 2007.

Until April 2007 Ofsted was the non-ministerial government department responsible for regulating childcare, inspecting schools, colleges, and teacher education, and leading the inspection of children's services in England. Its purpose was to serve the interests of children and young people, their parents and the community by providing impartial and authoritative inspection, advice and evaluation, by reporting on the quality and standards of education and childcare, and by stimulating improvement in providers and the system.

Aim

Ofsted's overall aim has been to contribute to better education and care through effective inspection and regulation.

This aim has been achieved through:

- establishing and implementing effective inspection and regulation frameworks that meet the needs of all of our stakeholders (children and young people, parents, schools, local authorities, colleges, teachers, employers and other education suppliers, and childcare providers)
- developing a skilled and motivated workforce that takes pride in its work and is both innovative and accountable
- listening to children and young people and putting their needs first
- reporting without fear or favour and effectively disseminating inspection findings to better inform, educate, influence and provide advice

- focusing our resources so that inspection is increasingly differentiated according to risk, resulting in a greater impact and improvement.

Ofsted also disseminates good practice, on the basis of its evidence, on such matters as approaches to caring for and supporting children, the effectiveness of different types of educational provision and the impact of particular innovations and government strategies.

In support of Ofsted's central strategic aim, we set ourselves the goal of being a well-run organisation, using public resources efficiently and effectively, and being an exemplary employer. We also aimed to become a national exemplar of home-based working. We are committed to equality of opportunity and access, and to promoting all aspects of equality in our work. Our plans for race and disability are set out in our *Race equality scheme* and *Disability equality scheme*, published on our website at www.ofsted.gov.uk. These are currently being revised in the context of the new Ofsted.

Ofsted from 1 April 2007

In his 2005 Budget Statement, the Chancellor of the Exchequer announced that the Government would create a single inspectorate for children and learners. Part of the Government's strategy for public service inspection, this proposal is set out in the Education and Inspections Act 2006. It has resulted in the establishment of the Office for Standards in Education, Children's Services and Skills – the new Ofsted – on 1 April 2007.

The new organisation brings together the wide experience of four inspectorates in order to make a greater difference for children, young people and adult learners, contributing to their educational, economic and social well-being and contributing more to our success as a country.

The new Ofsted has staff with expertise and experience: inspectors, analysts, statisticians, administrators and support staff. They have brought to the new organisation a wide range of specialist knowledge, skills and experience drawn from:

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

Together, they provide expertise across the full range of services for children, young people and learners of all ages.

This Departmental Report focuses on the work of Ofsted during 2006–07, but includes a brief section which outlines the strategic direction that has been developed for the new Ofsted, as well as summarising the objectives that it has set for the coming three years.

In this section of the report we have provided a synopsis of our activities during 2006–07, as well as detailed information on our performance against each of the five strategic objectives and their associated targets set out in the *Ofsted Strategic Plan for 2006 to 2007*.

Annex B provides an ‘at a glance’ view of our performance against these targets over time, as well as providing a guide to the standardised vocabulary that is used to report progress against targets.

Early years

Objective 1

Ensure that providers of education and care help children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

The purpose of the Early Years Directorate is to help ensure that childcare settings do all they can to make sure that children are safe, healthy, and developing and learning in the way that they should. The Directorate achieves this by registering and carrying out inspections of childminders and day-care providers. It also makes judicious use of its regulatory powers to enforce improvements where it has concerns about provision for children.

Registration of childcare settings

Registration includes establishing the suitability of the childcare provider (the registered person) and the premises before a provider is allowed to care for children. Ofsted also checks any other adult who will have contact with children in a childminding setting. In the case of day care, Ofsted checks the registered person (including all the committee members where the provision is run by a committee) and the day-to-day manager of the setting.

During the registration process, or at inspection, Ofsted checks that the registered person has rigorous vetting and recruitment processes in place to ensure that all staff are suitable to work with children. It is the responsibility of the registered person when employing staff to check the Protection of Children Act 1999 list through an enhanced Criminal Records Bureau (CRB) disclosure before offering someone a job looking after children. Ofsted inspects registered day-care providers and childminders regularly to ensure that they continue to provide a suitable standard of care for young children, in line with the National Standards for the provision of childcare.

Ofsted’s target is to complete 70% of applications for registration for childminding within 12 weeks. This has been a particular challenge for Ofsted over the past year, primarily because of delays in the return of information from the Criminal Records Bureau (CRB) process. The problems were exacerbated by teething problems as we moved in 2006 from eight regional offices to three and introduced the National Business Unit (NBU). The NBU was set up to deal with the administration of the registration process and to be the first point of contact for all enquiries about early years registration and inspection. During this period of change, from April to September 2006, the average percentage of decisions reached within 12 weeks for childminder applications was 54%. However, performance against this target from September 2006 onwards has improved month by month and the percentages for November 2006 to January 2007 were 62%, 66% and 67%. The performance returned to target in February 2007, with 72% of applications being checked within 12 weeks. This improvement is expected to be maintained.

Register providers within target timescales

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

On course

There was slippage on this target during 2006–07. Work was undertaken to identify the reasons for slippage and to implement appropriate action. Performance improved and came back on course in February 2007.

We have worked closely with the CRB to encourage them to improve the speed of response and we have improved our internal processes to minimise any possible delays. This has been largely successful and we are now meeting our 70% target. From September 2006 onwards the completion rate improved month by month and in February 2007 we completed 72% of registrations in 12 weeks and 84% within 14 weeks.

In the case of day-care providers, Ofsted's target is to complete 70% of applications for registration within 25 weeks. Throughout the year this target has been consistently exceeded. The average percentage of decisions reached over the year was 90%, and the highest rate, reached in November, was 93%.

Register providers within target timescales

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

On course

The target has consistently been exceeded. The average over the year is 90%, with the lowest monthly percentage being 84% and the highest 93%.

Inspection of childcare settings

In April 2005 Ofsted started its third cycle of inspections to the National Standards. Over the past year Ofsted has made good progress towards its current inspection target, which is to inspect all registered providers (as at 1 April 2005) at least once between 1 April 2005 and 31 March 2008. The total number of active providers on 1 April 2005 was 101,614.

Inspect the required annual quota of all registered providers so that they are all inspected at least once by 31 March 2008

On course

At the end of January 2007, Ofsted had completed 51,962 inspections of childminders and day-care providers (this includes providers that subsequently resigned or had their registration cancelled). This leaves a further 43,032 (42%) inspections to be completed between February 2007 and the end of March 2008, subject to further resignations and cancellations. Steps have been taken to ensure that this work remains on track.

The framework for this inspection programme is structured around headings from four of the five outcomes for children set out in *Every Child Matters*; the 14 National Standards for childminding and day care are arranged under these headings.^{1,2} Building on the grading of the main judgements introduced during the previous inspection programme, the Early Years Directorate and the Education Directorate are using common grades (outstanding, good, satisfactory, and two levels of inadequate). This allows close cross-directorate working, sets the direction for being able to cross reference judgements across all early years provision and facilitates integrated inspections. Analysis of the grades given to childminders and day-care providers over time enables Ofsted to measure the impact of inspection, although we recognise that other agencies also contribute to improvement.

¹ The five outcomes are: being healthy; staying safe; enjoying and achieving; making a positive contribution; and achieving economic well-being.

² *Every Child Matters: change for children*, DFES, 2004, underpinned by The Children Act 2004.

Reporting on findings

In August 2006, Ofsted published *Safe and sound*, a report which shows how registered childcare settings help children in staying safe and being healthy.³ The report sets out evidence that in the overwhelming majority of cases children placed in the paid care of registered providers continue to be safe and well cared for. Many childcare providers improved their provision for children since their previous inspection, particularly in response to points raised at the inspection, demonstrating clearly the impact Ofsted makes in bringing about improvement and contributing positively to outcomes for children.

Report annually on findings from our early years regulatory work in Ofsted publications

On course

Food for thought, a report on healthy eating in registered childcare, was published in March 2006.

Safe and sound was published in August 2006.

Making a difference, a report on the impact of inspection on inadequate settings, was published in September 2006.

The vast majority of childcare providers are judged as promoting satisfactory or better outcomes for young children. However, in September 2006, Ofsted issued a report called *Making a difference*, which shows the impact of inspection on improving the quality of care for children in settings where the care had previously been judged inadequate.^{4,5} During the 15 months to June 2006, Ofsted judged 1,100 care providers to be inadequate. Although at 3% this is a very small minority of the providers inspected, it is clearly not good enough for those children and their families that use the provision. Ofsted gave inadequate providers actions to help them focus on what mattered most to bring about rapid improvement. When inspecting these providers again within a year Ofsted found that a very large majority had carried out the actions and had improved to a satisfactory standard or even better.

Where we judged care to be so poor that children were at risk of harm, or providers were unwilling or unable to change, our inspections led some inadequate providers to resign. Where Ofsted had continuing concerns and providers did not resign, Ofsted took more serious action, and in some cases cancelled their registration. Making our findings public helps the parents of children in inadequate childcare provision to realise that their children are not getting a very good service. Ofsted makes it clear that their children not only deserve better, but that they could also, with effort from the provider, have an improved quality of childcare.

Take necessary enforcement action within the prescribed time limit (reinspect providers previously judged as 'Inadequate – Category 1' or 'Inadequate – Category 2' within 12 months and 6 months respectively)

On course

The average rates for reinspecting providers judged as Category 1 and Category 2 within the set targets over the last three months were 87% and 70% respectively. Where inspections have not occurred within the target time, the reason is normally that we are taking enforcement action.



³ *Early Years: safe and sound* (HMI 2663), Ofsted, 2006.

⁴ *Making a difference* (HMI 2660), Ofsted, 2006.

⁵ Ofsted judges as inadequate any setting that does not meet one or more of the National Standards and fails to promote satisfactory outcomes for children.

Investigating complaints

Ofsted investigates complaints made about childcare providers and childcare provision. The target is to complete investigations into 70% of complaints received about providers within 30 working days. Over the 10 month period from April 2006 to January 2007, Ofsted consistently exceeded this target: the completion rate for investigations of complaints averaged 80%. This is a significant achievement and reflects Ofsted's commitment to safeguarding children in childminding and day-care settings.

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

On course

The target has consistently been met and exceeded, with the average monthly percentage since April 2006 being 80%.

In addition to its published reports, Ofsted published on its website a range of statistics, including a quarterly summary of the number of early years providers and how many places they offer, and regular updates on the quality of childcare and nursery education provision in England.

Case study: day nursery

At its inspection the nursery was judged as providing inadequate outcomes in all areas for children. Children's health was compromised by dirty equipment, food with high levels of sugar and salt, and a failure to display and update details of children's allergies. Children had limited access to fresh air and vigorous physical play. The nursery was poor at safeguarding children as staff had only limited knowledge of child protection issues and were unaware of their responsibilities to protect children from harm. Older children's behaviour was not managed effectively. Adults' knowledge of early child development was limited and they did not plan or resource activities sufficiently to meet children's individual needs. As a result children did not make enough progress with early education, and those with special needs or English as an additional language were not adequately supported.

Ofsted set actions: to promote children's health and safety; to ensure staff were suitable and able to carry out their responsibilities in child protection; to improve staff understanding to manage children's behaviour effectively; and to plan for a range of activities appropriate to each child's stage of development.

By the time of the reinspection the nursery had made good progress with all actions, checking new staff more rigorously to ensure suitability, and revising policies and practices to ensure all adults were carrying out their responsibilities. The nursery had developed the range of equipment available to children and undertaken staff training on child development, and this was reflected in a wider range of activities and improved planning and assessment. Staff had completed child protection training and the nursery had introduced a range of safety measures including CCTV, daily risk assessments and a duty manager system. Children's behaviour was managed more effectively.

As a result of these measures the nursery now provides satisfactory care and early education for children.



Case study: after school and holiday club on school premises

At the original inspection the inspector found that children's safety and well-being was not secure because action was not always taken to check the suitability of new staff; too few staff were qualified; staff were not aware of the National Standards and associated regulations, or their responsibilities; and there were no records on staff or on their daily attendance.

Ofsted set actions relating to staff suitability checks, staff qualifications and record keeping. Following the inspection a new supervisor was appointed.

At the reinspection the inspector found that new arrangements were in place to check staff suitability; sufficient staff were qualified and they were continuing training; and all documents required were now complete and available for inspection. Organisation for children's safety had also improved. For example, children wore identification bands so staff could easily identify those attending the club. The inspector judged the organisation as good.

Schools, colleges, teacher training and children's services

Objective 2

Help learners to achieve their full potential by reporting clearly, independently and unambiguously on quality and standards in education.

Ofsted is responsible for a statutory programme of inspection of maintained schools, independent schools, colleges, local authority children's services, initial teacher training providers and further education teacher training providers. This work is undertaken by the Education Directorate, in some cases in cooperation with other inspectorates. The Education Directorate is also responsible for a programme of subject and thematic surveys to report on and evaluate education initiatives and aspects of the curriculum.

Maintained schools

The 2006–07 programme of inspection of maintained schools delivered by Ofsted and its Regional Inspection Service Providers (RISPs) met the targets set for the year. The relationships between Ofsted and the RISPs have matured over the year as the arrangements for section 5 inspections, which started in September 2005, have been established and developed in the light of experience and feedback.

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

On course

During 2006–07, 7,682 section 5 inspections have been completed. A total of 11,564 section 5 inspections have taken place in the current cycle, representing 50% of all schools.

Review of 2006–07 continued

An evaluation of the first two terms of section 5 inspections and their impact in promoting improvement was published in July 2006. It reported that:

- inspections were generally planned and managed well
- the quality of inspection reports was satisfactory and improved over the first six months
- the cost of inspection has been reduced significantly, both for Ofsted and for schools
- most schools agreed that the new system had reduced bureaucracy and stress, although it is demanding for senior leaders
- a great majority of headteachers reported that inspection identified the right issues for improvement
- headteachers found the dialogue with inspectors useful
- school self-evaluation is central to the new arrangements and its quality has improved.

Focusing on the importance of self-evaluation, Ofsted issued jointly with the DfES further guidance on *Improving performance through school self-evaluation and improvement planning*. The guidance offered ways to manage the self-evaluation process without adding to the bureaucratic burden.

Move to a proportionate and risk-based system of inspection for schools and further differentiate the inspection of other providers by the end of 2006–07.

Met

New arrangements for light touch inspections for the most successful schools, and monitoring visits for schools requiring special measures and given a notice to improve, were implemented in September 2006. Trials of monitoring inspections in grade 3 schools took place throughout the autumn and spring terms. Following evaluation, it was agreed that the programme of monitoring grade 3 schools will continue after April 2007.

A consultation, primarily web-based, was held during the year on moving to an inspection system for maintained schools that is more proportionate to risk. Ofsted was seeking views on proposals to: reduce the number of inspector days for schools where achievement is high, self-evaluation is good and the previous inspection report is at least good; introduce monitoring visits to schools given a notice to improve; and monitor schools which, while satisfactory overall, have areas of underachievement. The consultation indicated that there was strong support for these proposals.

Ofsted is now using a reduced number of inspector days for approximately 20% of inspections in higher achieving schools, monitoring all schools with a notice to improve six to eight months after the last inspection, and monitoring 5% of schools judged satisfactory.

Schools causing concern

Ensure all schools causing concern are monitored in line with an agreement with the DfES.

Met

A total of 828 visits to schools causing concern were made during 2006–07. Of these visits, 75% were to schools in special measures.

The programme of monitoring visits to schools in special measures has been maintained. These visits have been tailored more closely to the needs of the school. Visits to schools which have had a fresh start, and academies and their predecessor schools, have also continued.

As part of Ofsted's work with schools, in November 2006 we published a report on *Improving behaviour*. The report was based on the progress made in 2005 and 2006 by secondary schools which had been judged to have unsatisfactory behaviour following routine institutional inspections. The report had a good story to tell, describing how the schools had managed to

reduce low-level disruptive behaviour in a reasonably short time by using simple strategies consistently.

In schools where behaviour policies were not planned, managed or organised well, their impact was minimal and levels of exclusion remained high. The key to successful provision was support from senior managers in seeing it as a part of school improvement, together with the sharing of relevant information with teachers, middle managers and senior staff. Behaviour improved when schools focused on resolving the underlying causes, for example poor literacy and underdeveloped social and emotional skills.

Independent schools

The target number of inspections for non-association independent schools in 2006–07 was met. In January 2007, Ofsted introduced revised inspection arrangements for these schools. The changes were the subject of a consultation which took place in autumn 2006. The schools are now inspected once every three years rather than every six, thus providing more up-to-date information for parents and others. The inspections are shorter and self-evaluation plays a greater role in the process. The notice period for schools has also been reduced to bring it into line with that for maintained schools. From summer 2008, the weight of inspection will be reduced still further for successful schools.

Complete the annual quota of inspections of independent schools (that are not members of the Independent Schools Council) so that all will have been inspected by autumn 2009.

On course

In 2006–07, 290 inspections took place, representing 25% of all non-association independent schools.

Children's services in local authorities

The programme of joint area reviews (JARs) is on course and the first cycle of reviews will be completed on time. Two additional JARs were brought forward in the programme for 2006–07 at ministerial request.

Undertake the annual quota of JARs so that the inspection of all children's services is completed by autumn 2008.

On course

The programme of JARs is on schedule and all authorities will have been inspected by autumn 2008. During 2006–07, 50 reports were published.

The annual performance assessment (APA) process was revised in 2006 to take account of the experience and review of the 2005 process. In November the ratings for 102 APAs were published on time in line with targets.

Complete the performance assessments of all children's services annually.

Met

The 2006 APAs have been completed – 103 APAs have been carried out in three blocks over the year. The 2006 programme total excluded the 47 authorities undergoing JARs during the year. The ratings for all but one APA were published on 1 November 2006.

Review of 2006–07 continued

All local authorities involved in the 2006 APA process were asked for their views on the arrangements and the impact of APA on local authority services. Of the 36 responses received, the majority were positive. Background information about the process was judged to be clearer than that provided in 2005, as was the guidance on self-assessment. For many of the authorities responding, APA was perceived to be a good tool for the internal review of progress against the five Every Child Matters outcomes. Local authority staff continue to be concerned about the workload caused by their APA, although there was a strong consensus that it had reduced this year. The issues raised in the consultation are being considered fully in the planning for the new arrangements for 2007.

Annual performance assessments of local authorities judged that children's services in three quarters of authorities are good or very good and almost all are at least satisfactory. Educational provision by local authorities is generally good. Provision by local authority children's services for the most vulnerable young people is often only satisfactory and in some cases inadequate.

Colleges

Ofsted is on course to complete the new cycle of college inspections by summer 2009, with 93 colleges inspected during 2006–07. In addition, 21 independent specialist colleges and 15 secure units were inspected. There has also been significant and detailed work undertaken over the year to incorporate the Adult Learning Inspectorate into the new Ofsted.

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

On course

The programme of college inspections is on schedule and all colleges will have been inspected by summer 2009. This year 93 colleges were inspected.

Learners were generally satisfied with their college courses and with college provision. They achieved well overall in a wide range of contexts. Broadly, they enjoyed lessons, and the progression by full-time learners to higher-level courses, further training or employment was good. Attendance and punctuality were good and usually closely monitored.

Inspectors noted improvements in learners' achievement in language and literature and in mathematics and science. However, some weaknesses remained, including a lack of higher grade passes in GCSE English and poor retention on advanced supplementary (AS) and some modern foreign language courses. Some students began GCSE and AS mathematics and science courses that they found too difficult and in which their chances of success were low.

The proportionate approach to inspection, in which those colleges which were performing well when last inspected receive a lighter touch inspection providing their high levels of performance are maintained, has been successfully introduced. This has been refined further and proposals for further reductions for the best performing colleges are being consulted on and are being piloted. Up to 30% of colleges may be included in the light touch inspection approach. All outstanding and good colleges will still be subject to annual desk monitoring by inspectors to check performance. Satisfactory colleges will continue to have a significant proportion of their work inspected on a four-year cycle. Colleges in this category will also receive an annual monitoring visit from inspectors. Shortened timescales for the reinspection of inadequate provision are also proposed. Inadequate colleges will receive a monitoring visit six to nine months after inspection, followed by a full reinspection after 12 to 15 months.

Teacher training

The first year of the six-year programme of initial teacher training (ITT) inspections is now complete. The new arrangements have reduced the inspection on the best performing providers. Inspection overall has had a demonstrable impact by improving the quality of ITT,

particularly on those judged to be less than good. Thematic reports have been produced on initial teacher training in vocational subjects and on the last three years of the Graduate Teacher Programme.

Complete the annual quota of inspections of ITT providers so that all are inspected by summer 2011.

On course

The first year of the six-year programme is now complete and it is on track to complete the cycle in 2011. This year, 80 ITT and 14 designating recommending bodies (DRB) inspections took place.

The quality of ITT in school-based providers has improved. The sample inspected in 2005/06 was generally of similar good quality to that found in partnerships led by higher education institutions (HEIs). However, some providers of primary ITT are not ensuring that trainees have practical experience of work with the full age range of pupils they wish to teach. The quality of training for those wishing to teach in FE is too inconsistent, especially with respect to specialised support for workplace training. Employment-based ITT programmes are also uneven in their overall effectiveness.

Planning is now taking place to develop, pilot and implement a new model for the inspection of initial teacher training from autumn 2008. The proposed developments are intended to increase the impact of inspection and value for money. These new arrangements are likely to include a risk assessment, greater use of self-evaluation, tailored inspections and single inspection events. The evaluation criteria on which providers are judged will be reviewed.

The programme of inspections of further education teacher training is on target to complete the cycle by July 2008 with 12 inspections having taken place so far this year. In addition, a thematic report *The initial teacher training of further education teachers* was produced which found that the quality of the taught

elements of further education teacher training courses had improved from last year, and was often good. However, the quality of the practice element is still inadequate in many cases.

Complete the annual quota of inspection of all higher education providers of further education teacher training, so that all have been inspected by July 2008.

On course

This is on track for completion with 36 inspections having taken place this year, comprising 24 inspections of initial training of further education teachers and 12 national awarding body (NAB) inspections.

Subjects and national initiatives

Ofsted has produced a number of reports which evaluate rigorously the quality and provision in subjects and other national initiatives in schools and colleges. The following are a sample of the reports that have been published during 2006–07:

- *Direct learning support in colleges: a survey of current practice*
- *Improving behaviour*
- *Healthy schools, healthy children? The contribution of education to pupils' health and well-being*
- *Inclusion: does it matter where pupils are taught?*
- *The logical chain: continuing professional development in effective schools*
- *School sport partnerships*
- *Extended services in schools and children's centres*
- *Evaluating mathematics provision for 14–19 year olds*
- *Sharing good practice: a survey of history in colleges*
- *Towards consensus? Citizenship in secondary schools.*

Review of 2006–07 continued

As an example, the findings of Ofsted's evaluation of extended services in schools and children's centres were published in July 2006 (see *Extended services in schools and children's centres*). Almost all the provision inspected was effective in meeting the needs of the children, young people and adults who participated. In half the settings, the impact of the services on most outcomes for the users was good or better. Leadership and management were also at least good in over half the settings, all of which were strongly committed to services which were inclusive in providing for a broad range of participants' needs and abilities. However, there was a lack of continuity in services when children moved from children's centres on to school.

Evaluate rigorously the quality and provision in subjects and other national initiatives in schools, colleges and teacher education.

On course

During 2006-07 a total of 1,002 subject and 486 survey visits took place. Twenty-four survey reports were published.



Case study: School sport partnerships: a survey of good practice

In October 2006, Ofsted published *School sport partnerships* to identify good practice to help partnerships, schools and clubs to analyse their provision. In one school, a pupil leader in Year 10 took responsibility for a rugby session and showed her secure knowledge, planning and organising skills. She set up the equipment and resources and showed her leadership by briefing her assistants about their role and then explaining the learning aims and objectives to the group. This was followed by a pulse-raising activity and a sequential stretch, all led by the pupil leader. A focus on drills for ball-handling skills became progressively more challenging and finished with a conditioned game during which she encouraged her peers to apply the skills they had just been practising. A cool down and peer assessment activity, designed to discover the extent to which the aims of the session had been met, concluded the lesson effectively.

Case study: Evaluating mathematics provision for 14–19 year olds

In summer and autumn 2005, Ofsted carried out a survey inspection to establish the factors which make the most significant contributions to high achievement, motivation and participation in 14–19 mathematics, and the factors which act against high achievement. In an effective lesson on numerical techniques for solving equations, students made good use of a spreadsheet and a graph-plotting package to compare the efficiency of a range of methods. Because the teachers had emphasised the underlying geometric interpretation, students were able to invent situations in which the methods might fail. In one case, students were expected to attempt an initial example before the teacher demonstrated the solution. This encouraged them to discuss their work with each other and to reflect on the notes they had just taken on the underlying theory.

Secondment of headteachers

In September 2006, 15 headteachers or senior managers joined the Education Directorate on secondment from their schools for a period of two terms. This project has worked well. Ofsted has provided a 'hands on' inspection opportunity for the headteachers and senior managers. In feedback on the first term of their secondments they have commented that the experience has significantly improved their skills, for example in data analysis and self-evaluation, as well as providing them with a deeper understanding of inspection and the work of inspectors. All of these they believe will be valuable when they return to their schools. Inspectors have had the benefit of working closely with serving practitioners bringing a fresh perspective to inspection.

Dissemination of information and advice

Objective 3

Ensure that Ofsted's data and inspection findings are made widely available and used to make the fullest possible contribution to the inspection process, the improvement of provision, and debate on educational policy and provision of advice.

Ofsted has one of the largest educational databases in the world. We have focused on improving the availability of information and advice at both national and regional levels to ensure that we meet the needs of all of our stakeholders. In particular we have worked to improve communications with local communities and to respond more quickly to policy issues that impact on the full range of our inspection services.

RAISEonline (Reporting and Analysis for Improvement through school Self Evaluation) is the database that is jointly provided by Ofsted and the DfES. It offers ground-breaking presentations of performance data which enable inspectors to develop sophisticated hypotheses about school performance prior to an

inspection, and interactive analyses of performance to support schools in their self evaluation. Each school has its own secure password to log on and assess their own data. The database was updated during 2006–07 to give primary schools validated 2006 data for Key Stage 1 and Key Stage 2 results. However, technical and operational difficulties brought about frustrating delays in delivering the 2006 data. Nevertheless, validated data for Key Stage 4 were released during March 2007 and Key Stage 3 data in April.

The main method of disseminating the results of our findings is through *The Annual Report of Her Majesty's Chief Inspector of Schools*. This provides Parliament with an evaluation of the quality and standards of education and care nationally, and the impact that inspection and regulation are having on quality and standards. This year *The Annual Report* was published on 22 November 2006, together with a list of outstanding providers.

Publish HMCI's annual report for 2005/06

Met

The Annual Report was published on schedule in November 2006.

Each year we identify, in discussion with the DfES, the major issues on which we should provide advice to the Secretary of State for Education and Skills, especially those involving the evaluation of policy. Consequently, in the past 12 months we have conducted an agreed programme of work which includes rapid response surveys, which are intended to provide the DfES or HMCI with quick answers to urgent education-related questions which arise during the year, other work looking at the impact of inspection, as well as agreeing a programme for the next 12 months.

Identify, in discussion with the DfES, the major issues on which Ofsted should provide advice to the Secretary of State for Education and Skills.

On course

The agreed work programme for 2006/07 has been implemented on schedule.

The agreed work programme for 2007/08 was presented to the Secretary of State by HMCI in December 2007.

Further develop the capacity to provide a response to, and regular updates on, key policy issues.

On course

During 2006–07 the following reports were produced: *Improvements in London schools 2005/06*, *Community cohesion*, *Safeguarding children: an evaluation of procedures for checking staff appointed by schools* and *School inspectors' letters to pupils: lessons learned and ways forward*.

Improvements in London schools 2005/06, which was published in December 2006, reported that standards are rising faster in poorly performing schools than in similar schools nationally. In 2005/06 a significantly higher proportion of London secondary schools were graded good or better for overall effectiveness, quality of teaching and leadership and management than schools nationally. The investment in the London Challenge, a five-year partnership between the Government, schools and London boroughs to improve the quality of secondary schools in the capital, had helped schools and local authorities to improve. However, the survey highlighted that there is still further to go to ensure equality in the achievement of all London pupils. The report commented that the London Challenge team of advisers has helped build management and leadership capacity in schools, alongside the local authorities' own advisers. They have ensured that schools can make the

best use of national and local resources. Funding has been made available to ensure that creative and innovative ideas which solve problems can be acted on swiftly. Teacher recruitment initiatives, high quality leadership training and good opportunities for professional development have improved the teaching workforce.

Undertake regular and systematic evaluation of inspection and strategic programmes and take action on the outcomes.

On course

An Ipsos MORI survey of parents' views on school inspection was published in October 2006 and showed that 92% of parents were in favour of inspection, with just 4% not in favour. An independent report on the impact of inspection has taken place. The interim findings were published in July 2006 and the final report will be published later in 2007. A survey of pupils' views of section 5 inspections and their impact was also commissioned from Ipsos MORI and will be published later in 2007.

In common with all public bodies Ofsted responds to written requests for information and treats all appropriate requests under the Freedom of Information Act, even if the Act itself is not mentioned. During the past 12 months we have continued to stay ahead of the target percentage that has been set for responding within 20 working days. Due to the formal information gathering process and reporting that is in place to measure performance against our statutory obligations, reporting against this target is on a quarterly basis – the next retrospective assessment is in May 2007 for the period January to March 2007. We currently have several appeals with the Information Commissioner, although to date only one has been resolved, and in this case the Commissioner agreed with Ofsted's handling of the request.

Respond to 90% of requests for information under the Freedom of Information Act within the 20 working days target.

On course

More than 90% of all requests for information have been responded to within the 20 working day target over the course of the year.

Improving our efficiency

Objective 4

Ensure efficiency and value for money in departmental operations. Strengthen internal governance and our understanding of, and engagement with, stakeholder opinion.

Efficiency Programme – Gershon Review

During 2004, in response to the Gershon Review, Ofsted developed a long-term strategy that would deliver efficiency cost savings in line with the Government's wish to redirect resources to front-line service delivery. These efficiency savings contribute to those outlined by the DfES in their Efficiency Technical Note published in December 2005. All of the required changes were implemented under the umbrella of the Improving Ofsted Programme, which was completed at the end of March 2006.

Ofsted's Gershon savings target is to reduce its annual budget by 20%, representing about £40 million, by the end of March 2008. We are confident that the 20% target will be met on schedule. We will ensure that, despite the expansion of Ofsted's budget and remit on 1 April 2007, we can still track progress in achieving this target.

Efficiency Programme – Better Regulation

The Government aims to keep the burden of inspection and regulation to the minimum. In 2006 the Chancellor of the Exchequer set inspectorates the challenging

target of delivering a 30% reduction on their 2003–04 budgets by 2008–09. In 2003–04, the baseline year, the total relevant expenditure of the inspectorates that now make up the new Ofsted was £266 million. The new Ofsted's budget for 2007–08 is much smaller, at £236 million, and in 2008–09 our gross budget will be £186 million. Consequently achieving this financial target is a major challenge for Ofsted.

Meet targets for annual cost savings in 2006–07 that will deliver a 20% reduction in the annual Ofsted budget (based on the 2003–04 budget baseline) by the end of March 2008 and the Better Regulation Executive (BRE) target in 2008–09.

On course

We are on course to achieve the 20% Gershon target in full by the end of March 2008.

The Improving Ofsted Programme had an impact on more than 1,000 Ofsted staff. The net 'Lyons effect' of all these staff changes has been to reduce the headcount in London and the South East by some 250 posts.

The 'old' Ofsted remains on target to meet its headcount reduction of some 500 posts overall by the end of March 2008. However, staffing numbers will be affected by the increase in Ofsted's remit and the transfer of staff from the Adult Learning Inspectorate (ALI), the Commission for Social Care Inspection (CSCI) and from HM Inspectorate of Court Administration (HMICA) at the start of April 2007.

In April 2005 Ofsted re-committed to working with the Investors in People (IiP) standard and during 2006–07 work has concentrated on preparing for assessment. An initial diagnostic assessment commenced in January 2007 and feedback was obtained in mid-February. Elements of the standard that have been met have been 'banked' for 12 months, meaning that further assessment will only be required for those outstanding elements.

Review of 2006–07 continued

Following the diagnostic assessment, action plans are being driven forward and have integrated the results from the staff survey and the work and wellbeing survey that were conducted in autumn 2006.

Gain accreditation, under the 2005 standard, as an Investor in People by the end of March 2008.

On course

Accreditation remains on course following interim assessment.

Carry out a third staff survey by March 2007.

Met

The staff survey was completed in October/November 2006 and the results were shared with all staff during February 2007.

A Management Board meeting was held in February to discuss the action planning process for the survey, and also incorporated liP assessment feedback.

One of the efficiency targets that Ofsted set itself in the *Strategic Plan for 2006 to 2007* was to reduce sickness absence by a further 10% by the end of March 2008. The average working days lost per person for 2006–07 stands at 11.73 which shows slippage against this target.

This issue is a priority for the next 12 months.

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

Slippage

At the end of March 2007 the average annual working days lost per employee was 11.73 – our target is 9.6 or less by March 2008.

This issue is a priority for the next 12 months.

Ofsted also set itself an efficiency target based on response times to complaints about the work of Ofsted, and monitors performance in both the Early Years and Education Directorates.

Respond to 85% of complaints about Ofsted's work within the published target times.

In Early Years:

Slippage

The target of 85% is not being achieved.

In three of the last nine months the response rate within target has been 70% or higher, the highest being 78%.

The number of complaints received each month that feature in this target represents less than 0.5% of the total number of early years visits carried out each month. A far greater number of concerns are closed informally well within the time scale.

In Education:

Ahead

Since 1 April 2006, 90% of the responses to complaints have been made within the target timescale.



Better regulation

Ofsted does not produce its own regulations, it cannot deliver regulatory reform orders and it does not produce its own regulatory impact assessments (RIAs), although it does contribute to some of those produced by the DfES.

Over the past 12 months Ofsted made contributions to two regulatory impact assessments. The first was published by the DfES in August 2006 and concerned the Childcare Act 2006. It considered the probable impact of the Act on businesses, charities, voluntary organisations and the public sector. Contributions were also made to a second partial regulatory impact assessment on the Early Years Register. It is understood that the DfES will publish this at the end of March 2007.

Ofsted's primary contribution to reducing the burden of regulation is by making inspection and regulation more proportionate and cost effective. Since all Departmental Reports must have a section headed 'Better regulation', this part of the report brings together the key themes on the changes to inspection methodology that have also been covered in earlier sections of this report.

- In July 2006 Ofsted completed an evaluation of the first two terms of section 5 inspections of maintained schools. Amongst other things, this showed that the cost of inspection had been reduced significantly, both for Ofsted and for schools, and that the new system had reduced bureaucracy and stress. Self-evaluation plays a key role in the new section 5 inspections and Ofsted issued jointly with the DfES further guidance on *Improving performance through school self-evaluation and improvement planning*. The guidance offered ways to manage the self-evaluation process without adding to the bureaucratic burden.
- A primarily web-based consultation was also held during the year on moving to an inspection system for maintained schools that is more proportionate to risk. Ofsted was seeking views on reducing the tariff of inspector days for schools where achievement is high, self-evaluation is good and the track record in inspection is good; introducing monitoring visits to schools given a notice to improve; and monitoring

schools which, while satisfactory overall, have pockets of underachievement. The consultation indicated that there was strong support for these proposals.

- In autumn 2006, Ofsted consulted on proposed changes to the inspection system for independent schools and as a consequence introduced new arrangements in January 2007. These schools are now inspected once every three years, thus providing more up-to-date information for parents. The inspections are shorter and self-evaluation plays a greater role in the process. From summer 2008, the weight of inspection will be reduced still further for successful schools.
- A proportionate approach to the inspection of colleges, in which those which were performing well when last inspected receive a lighter touch inspection providing their high levels of performance are maintained, has been successfully introduced. This has been refined further and proposals for further reductions for the best performing colleges are being consulted on and are being piloted. Up to 30% of colleges may be included in the short inspection approach. Shortened timescales for the reinspection of inadequate provision are also proposed. Inadequate colleges will receive a monitoring visit six to nine months after inspection, followed by a full reinspection after 12 to 15 months.
- Planning is now taking place to develop, pilot and implement a new model for the inspection of initial teacher training from autumn 2008. The proposed developments are intended to increase the impact of inspection and value for money. These new arrangements are likely to include a risk assessment, greater use of self-evaluation, tailored inspections and single inspection events. The evaluation criteria on which providers are judged will be reviewed.

All of these lighter-touch arrangements have involved substantial change, but ensure that inspection remains a powerful tool, alongside self-evaluation, in promoting improvement in education.

Review of 2006–07 continued

In all cases these changes have made our inspection and regulation more proportionate and cost effective, and have harmonised Ofsted's range of activities, bringing them much closer together.

Governance

During 2006–07 Ofsted has implemented a programme of improvement in all of the financial management processes used across Ofsted. This has included a project to begin the process of replacing the accounting system as well as activities designed to increase the level of financial advice and support that the Finance Directorate provides to the Ofsted divisions and business units. In implementing all of these changes Ofsted was able to reach its target of being fully compliant with HM Treasury's financial management standards by the end of March 2007.

Ensure full compliance with HM Treasury's financial management standards by the end of March 2007.

Met

An assessment of compliance at the end of December 2006 showed 96% compliance with the standards and full compliance was achieved at the end of March 2007.

In parallel with the work being done on financial management a second programme of work has been undertaken to ensure that Ofsted is also fully compliant with the HM Treasury standards on corporate governance. Compliance was achieved at the end of March 2007.

Ensure full compliance with HM Treasury's corporate governance standards by the end of March 2007.

Met

At the end of December 2006 85% compliance had been achieved, as compared with 38% in spring 2005. Full compliance was achieved at the end of March 2007.

With the establishment of the new Ofsted on 1 April, which has a totally new governance structure, work will now commence on ensuring that the new organisation achieves and maintains full compliance with these HM Treasury corporate governance standards.

Consultancy and professional services

HM Treasury is considering how best to collect and report data on the purchase of professional services by central government. Consequently as an interim measure, in common with other government departments, Ofsted is now reporting on its spending on consultancy for the first time in a Departmental Report.

Ofsted is following the Office of Government Commerce (OGC) and HM Treasury joint guidance on the minimum processes and control criteria for purchasing professional services. The OGC Professional Services Forum have agreed common definitions of the terms 'professional services' and 'consultancy' and it is these definitions that have been used to calculate our spending totals. Spending on professional services and consultancy, covering areas such as IT, property and estates, financial and legal advice, is included under this heading. In 2006–07 Ofsted's expenditure was £4.7 million on consultancy and professional services. Ofsted is playing its full part in a process to improve the use of consultancy across government as a whole. Including introducing new arrangements to address recommendations in the recent National Audit Office report on central government's use of consultants.



Corporate social responsibility and sustainable development

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

An important benefit of being organised on a regional basis is that it allows our staff to build local links so that our inspection and regulatory activity and its contribution to local improvement are as strong and relevant as possible.

In the autumn of 2006 our internal auditors carried out an advisory audit on corporate social responsibility (CSR) and sustainable development (SD). This audit made a series of recommendations that would enable us to follow best practice in these areas. Consequently, with the establishment of the new Ofsted on 1 April 2007, these recommendations will be being used to develop the CSR and SD strategies for the organisation by the autumn of 2007, together with an implementation plan that will help to roll out best practice across the whole organisation.

Regional and national delivery, and taking on additional responsibilities

Objective 5

Effectively integrate our national and regional operations, and successfully take on additional inspection and regulatory responsibilities, in order to provide a more focused regulation and inspection service for children and learners.

Integrating national and regional operations

At the end of March 2006 Ofsted completed a reorganisation into three regions, with the formal opening of new and refurbished offices for the North in Manchester, for the Midlands in Nottingham and for the South in Bristol. The completion of this complex programme of moves involved the closure of offices in London, Leeds, Birmingham, Harlow, Woking, Preston and Pudsey. This reduced the overall office space being used by Ofsted by 12% and resulted in a reduction of 4,733 square metres of office space in London and the South East.

The central operation was also slimmed down, with roles in corporate services functions (HR, procurement, finance and so on) being moved from London out into the regions. During the past 12 months work has concentrated on embedding this new regional structure which is designed to ensure that more resources are moved closer to the front line.

At the same time that the new regional organisation was implemented Ofsted established the National Business Unit (NBU) in Manchester, which provides a national telephone contact centre with responsibility for helplines and all incoming calls. During 2006–07 the NBU has expanded its operations, and key improvements have been the Education Directorate helpline, which was successfully absorbed in June 2006, and new document handling and mailing solutions that were introduced at the same time. The NBU has pioneered new approaches to the way in which Ofsted delivers services to our customers and to the public at large.

Review of 2006–07 continued



During the initial phase of operation of the National Business Unit (NBU), pick up 80% of all calls in 20 seconds and by the end of September 2006 implement a portfolio of measures that exceed this performance level.

Met

The target performance has been met as the NBU has consistently stayed ahead of the required target (currently 91.8% of calls are picked up within 20 seconds).

Undertake the necessary preparations to successfully absorb staff and inspection responsibilities from CSCI, HMICA and the ALI into the organisation from April 2007.

Met

This programme was to create a new Ofsted by bringing together the staff and inspection responsibilities from ALI, CSCI, HMICA and Ofsted. It delivered against all of its implementation milestones. Management of the risks against these milestones, and the consequent contingencies, were closely considered and monitored to ensure that the 'go live' date of 1 April 2007 was not jeopardised. The new Office for Standards in Education, Children's Services and Skills successfully came into being on 1 April 2007.

Creating the new Ofsted

One of our major priorities in 2006–07 has been the preparatory work for the creation of the new Ofsted, with its enhanced remit, on 1 April 2007.

The new organisation brings together the work of the Adult Learning Inspectorate (ALI), the children's services responsibilities of the Commission for Social Care Inspection (CSCI), and the children and families elements of Her Majesty's Inspectorate of Court Administration (HMICA) with that of the 'old' Ofsted. The Children's Rights Director will also be based in the new Ofsted. The complex arrangements that have been necessary to create the new organisation from the four original inspectorates have been successfully completed as part of the Creating the New Ofsted programme. This work will continue on into 2007 as we embed our new organisational structure and new ways of working.

The new organisation brings together the wide experience of four 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 our success as a country.

The new Ofsted's vision

The new Ofsted will 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 new Ofsted's purposes

The new Ofsted will use its objective evaluation to:

- serve children and learners
- drive improvement
- secure value.

Serving children and learners

The new Ofsted will take pride in making a difference for learners of all ages, and in helping to safeguard the youngest and most vulnerable. It will listen to what they have to say and act on what they tell us. The organisation aims to command the confidence and respect of the public it serves, providing users with information and assurance they trust.

Driving improvement

The new Ofsted will encourage high quality public services through rigorous inspection and regulation. These focus and incentivise improvement and help services to become more effective. It will make sure that service providers understand what it reports and the implications for its work, and it will celebrate outstanding achievement. The organisation will use learning from its objective analysis to advise providers and policymakers on what works. It will seek the views of those it inspects and regulates, and those who use the information it provides, to help it offer a modern, innovative and user-friendly service.

Securing value

The new Ofsted is demanding in the efficiency and effectiveness it expects of others and of itself, on behalf of the taxpayer and the government who fund our public services. It provides evidence about whether money is spent wisely and if investment is producing results. It focuses inspection and regulation where they will make the greatest difference and will continue to develop its work to be efficient and effective, reducing the demands on service providers. The organisation will build on what works and learn what needs to be improved to increase efficiency and provide value for money.

Those three purposes inform all of the new Ofsted's work and have helped the organisation to determine its priorities for the next three years. These are set out in more detail later in this section of the report.

The new Ofsted's priorities

The Education and Inspections Act 2006 requires the new Ofsted to carry out its work in ways which encourage the services it inspects and regulates:

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

Long-term strategy continued

These requirements match the three purposes. It is right that the same commitment to improvement, user-focus, efficiency and effectiveness is expected of the new Ofsted itself.

The *Strategic Plan for 2007 to 2010* sets out six priorities to enable the organisation to achieve its purposes. They therefore derive directly from the requirements placed on it by parliament. The first priority below is of paramount importance; the others represent the ways in which the organisation will make a reality of the first.

Ofsted will be setting a series of targets for each of these priorities that will be used to chart its progress over the next three years. Consistent with its statutory duty to promote improvement, some of these targets will need to relate to system-wide performance to which Ofsted is only one contributor. As a new organisation, Ofsted does not currently have complete data in all these areas. Consequently, establishing baselines and the methodology for measuring performance is therefore a priority. Following this work more detailed information on the targets associated with each of these priorities will be published in the updated version of its *Strategic Plan* in the autumn of 2007.

Priority: Better outcomes – an organisation with impact

We live in a world where we face ever increasing challenges. Whilst life chances for our population are much improved, there are individuals and groups for whom this is not the case. Frank and independent inspection and regulation make a difference for all children and for learners of all ages. They help improve provision and raise standards. Inspection should help to ensure that all citizens have the opportunity to make the most of their talents and to contribute to the economic success of the UK.

Inspection and regulation will be focused on those areas and issues where it has the most impact to:

- safeguard children and young people, improve their life outcomes and general well-being, improve the continuity of care and break cycles of deprivation
- raise standards for young people and tackle the attainment gap in schools
- ensure that all young people reach age 19 ready for employment, training or further study
- tackle the adult skills gap.

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

In our first priority we set out our ambitions to improve outcomes for children, young people and adult learners. We need to make sure that Ofsted's services are capable of achieving this, by reviewing how we work and where we work. We want to offer a high quality, well coordinated and targeted service in the interests of users and other stakeholders, and to find the most effective ways of identifying best practice.

In order to achieve this priority we shall:

- ensure that all services have an inspection which is coherent and well matched to the needs of the user and the quality of the service, developing our ability to target inspection where it makes most difference
- improve our systems and work with partners to ensure that we are alert to poor or declining services and take swift enforcement action where necessary
- improve the quality of the information available to support self-evaluation and risk assessment
- check that providers take account of users' views to bring about improvements
- develop ways of using the views of users and stakeholders to influence how, what and when we inspect, and to promote improvement and as a basis for tracking future improvement

- respond quickly and effectively to identify and share best practice and report impartially on the impact of government policy on education, care and skills and on areas of concern and high public interest
- work with the Department for Education and Skills to find ways in which the outcomes of our surveys can be better used to inform policy.

Priority: Better communication – clear and authoritative

Our work is of value if it improves outcomes for children and learners and offers users information about the quality of services which enables them to exercise choice. We need to make sure that our regulation and inspection place the right information in the hands of the right people so that they can take action to improve services and maximise the impact of those services. We also need to ensure that information is presented in ways that are accessible to users.

In order to address this priority we shall:

- ensure that all our reports and letters are published as quickly as possible, written clearly and concisely and in order to help providers to improve, and presented in a variety of ways which will make them accessible to all users
- develop an electronic library of good practice in key areas of our work to inspire providers as they try to improve, and work with partners to ensure a coherent approach to disseminating good practice
- join up the inspection information we have across Ofsted to give a more complete picture of local provision so that parents have clear information to help them make choices
- increase the usability of our web information services, and make information available more quickly to children, learners, parents, employers and others who want it

- provide dedicated web pages for providers and users to let us know their views on changes we are introducing to improve inspection and regulation
- ensure that the messages we are giving are consistent across the organisation and convey accurate information to users and providers.

Priority: Better consultation – engaging with service users

We want to improve the ways we listen to service users, and to improve our inspection and regulation as described in earlier priorities. We have stressed the importance we place on engaging with service users in ways that make sense to them. Their views are crucial in helping us to understand where we need to focus our efforts. They tell us what works and what does not.

In order to address this priority we shall:

- find the best and most inclusive ways to engage stakeholders, partners and the public
- find out how different groups want to be informed about and access our findings
- increase opportunities for service users to let us know about their experiences and what matters to them, and make sure that regulation and inspection focus on the important issues raised by service users
- respond to complaints about Ofsted in a fair and customer focused manner, and use complaint information to help improve our services
- develop strong links with employers.

Long-term strategy continued

Priority: Better value – promoting and delivering value for money

We are determined to promote value for money for the taxpayer in the services we inspect, reporting clearly on the value obtained from the investment of public funds. We will also deliver value for money from our own spending, making sure that economy, efficiency and effectiveness are at the heart of decision making at every level. We will redirect money from administration to our direct services, and develop new ways of working which enable us to make more effective use of our resources. We will meet all the financial challenges we are set.

In order to provide better value and to make more efficient use of our resources we shall:

- use our strategic direction for inspection and regulation to lay the foundations for further cost reductions
- strengthen our management information systems to allow more effective management and deployment of resources
- ensure that our business support functions are efficient, provide good value for money and compare well against relevant benchmarks
- find better ways to assess and measure the value for money of services within our remit
- set and monitor our performance against high standards for sustainable development and other aspects of corporate social responsibility.

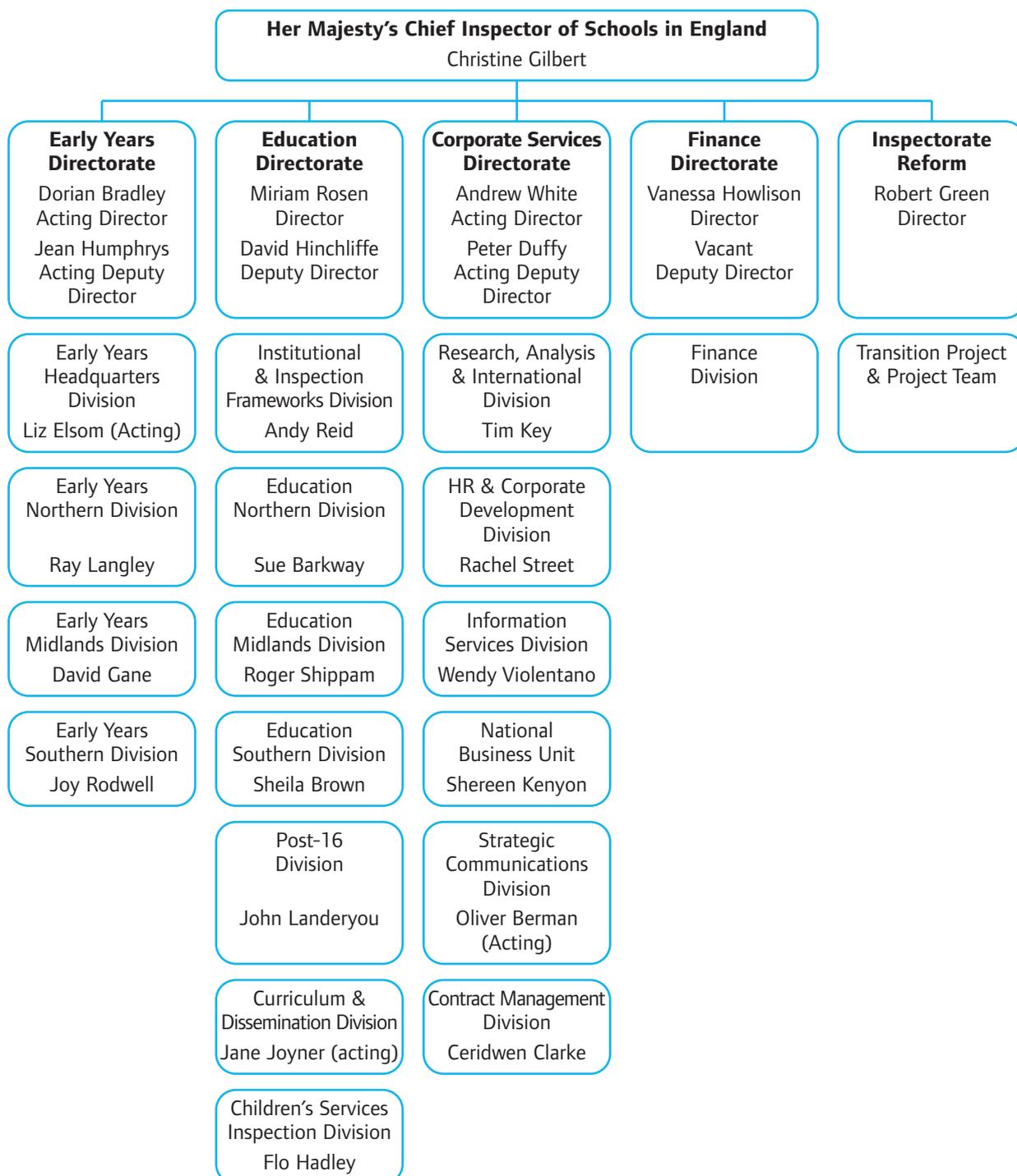
Priority: Better ways of working – delivering results through people and partnerships

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

In order to meet our aspirations we shall:

- attract and retain people who are the best in their field, with the right skills and competencies and with a range of diverse backgrounds
- train, to a continuing high standard, all those who work for us and in partnership with us
- act on staff feedback to become an even better employer for both home-based and office-based staff
- strengthen our people policies and development strategy in ways that help build a learning culture, and enable Ofsted both to learn from, and to promote, best practice in other organisations
- ensure that all those who work on Ofsted's behalf have excellent professional inspection and regulation skills, and know the contribution they make to our vision, objectives and priorities
- review our long-term workforce strategy, to ensure the right balance between permanent employees and contracted inspectors, with opportunities for inward and outward secondments
- review all our policies to ensure that we promote equality of treatment for all – whatever their race, age, disability or sexual orientation – in our own workforce and in those we inspect.

Organisational structure at 31 March 2007



Annex B

Performance against targets over time

Performance against targets

Ofsted has no outstanding service delivery agreement (SDA) targets that were established as an outcome of the 2000 spending review. This Departmental Report outlines progress against the internally derived targets defined in the *Ofsted Strategic Plan for 2006-07*.

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

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

For interim assessments of those targets yet to reach their completion dates the terms used are:	
Term	Definition
Met early	Target has been met ahead of schedule.
Ahead	Progress is exceeding plans and expectations.
On course	Progress in line with plans and expectations.
Slippage	Progress is slower than expected.
Not yet assessed	A new target for which data is not yet available.

In reporting on progress against targets, financial years are indicated by a dash in the year range (for example, 2006–07) and academic years are indicated by a forward slash (for example, 2006/07).

Performance against targets over time *continued*

KEY: 2006–07 = financial year; 2006/07 = academic year			
Targets	2004–05	2005–06	2006–07
Early Years			
Reach a 'decision to register' 70% of childminder applications within 12 weeks of receipt.	ON COURSE Completion rate 75% plus monthly.	SLIPPAGE Target not met between May and October 2005.	ON COURSE There was initial slippage on this target but corrective action has brought performance back on target.
Reach a 'decision to register' 70% of day-care applications within 25 weeks of receipt.	ON COURSE Completion rate 80% plus monthly.	ON COURSE Completion rate 70% plus monthly.	ON COURSE Completion rates average over 90%.
On receipt of a relevant complaint, investigate the continued suitability of the provider within 30 working days.	ON COURSE Target consistently exceeded each month.	ON COURSE Target met in every month – with the exception of October 2005.	ON COURSE Target consistently met and exceeded.
Take necessary enforcement action within the prescribed time limits.	ON COURSE All 532 enforcement actions taken within externally prescribed limits.	ON COURSE All 498 enforcement actions taken within externally prescribed limits.	ON COURSE Reinspection rates for providers (in two 'inadequate' categories) are on target.
Inspect all registered providers at least once by 31 March 2008.	MET Target for completing previous inspection cycle met by end March 2005.	ON COURSE At the end of January 2006 18,219 inspections had been completed. This left 70% of childcare providers to be inspected by March 2008.	ON COURSE At the end of January 2007 51,962 inspections had been completed. This leaves 42% of childcare providers to be inspected by March 2008.
Report annually on findings from our early years regulatory work in Ofsted publications.	ON COURSE Published <i>Early years: protection through regulation</i> in August 2004.	ON COURSE Published <i>Early years: firm foundations</i> in August 2005.	ON COURSE Published <i>Early years: safe and sound</i> in August 2006.

Performance against targets over time *continued*

KEY: 2006–07 = financial year; 2006/07 = academic year			
Targets	2004–05	2005–06	2006–07
Schools, colleges, teacher training and children's services			
Complete annual quota of inspection of all maintained schools on a three-year cycle up to summer 2009.	ON COURSE On target to meet six-year time interval between inspections.	MET The six-year cycle was completed on schedule. ON COURSE 6,000 inspections of maintained schools have been arranged for 2005/06.	ON COURSE On target to meet the quota by 2009, with 50% of all section 5 inspections completed at the end of March 2007.
Complete annual quota of inspections of all independent schools by autumn 2009.			ON COURSE On target with 25% of all independent schools inspected at the end of March 2007.
Complete the annual quota of college inspections by summer 2009.	ON COURSE Completed the required number of annual inspections.	MET Inspection programme completed in June 2005. ON COURSE New cycle started in September 2005.	ON COURSE Programme of inspections on schedule with 93 colleges inspected this year.
Ensure all schools causing concern are monitored in line with an agreement with the DfES.			MET A total of 828 visits to schools causing concern were made in 2006–07.

Performance against targets over time continued

KEY: 2006–07 = financial year; 2006/07 = academic year			
Targets	2004–05	2005–06	2006–07
Schools, colleges, teacher training and children's services continued			
Complete the first three years of the original six-year programme of inspections of all ITT providers by summer 2005, and complete the new programme by summer 2011.	ON COURSE Completed the required number of annual inspections.	MET Inspection programme for ITT providers completed in June 2005. ON COURSE The new framework was introduced in September 2005.	ON COURSE The first year of the six-year programme is complete and is on track for completion by the target date.
Complete the inspection of all higher education providers of further education teacher training by July 2008.	ON COURSE Completed the first year on the programme on schedule.	ON COURSE 18 inspections have taken place at the mid-way stage and the programme is on target.	ON COURSE On track with 36 inspections having taken place in the current year.
Complete the performance assessments of all children's services annually.			ON COURSE The 2006 annual performance assessments were completed on schedule.
Undertake the annual quota of JARs so that inspection of all children's services is completed by autumn 2008.		ON COURSE The programme of JARs started in September 2005.	ON COURSE The programme of JARs is on schedule and all authorities will have been inspected by autumn 2008.
Evaluate rigorously the quality and provision in subjects and other national initiatives in schools, colleges and teacher education.			ON COURSE A total of 1,002 subject and 486 survey visits had been made up to the end of February 2007.

Performance against targets over time *continued*

KEY: 2006–07 = financial year; 2006/07 = academic year			
Targets	2004–05	2005–06	2006–07
Schools, colleges, teacher training and children's services <i>continued</i>			
Move to a proportionate and risk-based system of inspection for schools and further differentiate the inspection of other providers by the end of 2006–07.			ON COURSE New arrangements for special measures introduced in September 2006 and evaluations of reduced tariff inspections completed.
Dissemination of information and advice			
Publish HMCI's annual report for the years 2004/05, 2005/06 and 2006/07.	MET Published <i>Annual Report</i> on schedule.	MET Published <i>Annual Report</i> on schedule in October 2005.	MET Published <i>Annual Report</i> on schedule in November 2006.
Identify, in discussion with the DfES, the major issues on which Ofsted should provide advice to the Secretary of State for Education and Skills.			ON COURSE Agreed programme of advisory work for 2006/07 implemented on schedule.
Further develop the capacity to provide a response to, and regular updates on, key policy issues.			ON COURSE Rapid response surveys conducted during the year on improvement in London schools and community cohesion.
Respond to 90% of requests for information under the Freedom of Information Act within the 20 working days target.			ON COURSE In the past two quarters 97% of requests have been handled within the target time.

Performance against targets over time continued

KEY: 2006–07 = financial year; 2006/07 = academic year			
Targets	2004–05	2005–06	2006–07
Dissemination of information and advice continued			
Undertake regular and systematic evaluation of inspection and strategic programmes and take action on the outcomes.			ON COURSE Two Ipsos MORI surveys of both schools and parents and pupils were conducted in 2006–07.
Improving our efficiency			
Meet targets for annual cost savings that will deliver a 20% reduction in the annual Ofsted budget by the end of March 2008, and the BRE target in 2008–09.		ON COURSE The medium-term financial plan will deliver the savings target by the end of March 2008.	ON COURSE On course to deliver the 20% savings target by end of March 2008. Planning in place to deliver BRE savings in 2008–09.
Get accreditation as an Investor in People by the end of March 2008.			ON COURSE Accreditation remains on course following interim assessment.
Reduce levels of sickness absence by 10% by March 2006, and by a further 10% by end of March 2008.	ON COURSE 10% reduction from January 2004 to January 2005.	MET On target to achieve the 10% reduction in sickness by March 2006.	SLIPPAGE Action plan to bring performance back onto target put into place in February 2007.
Ensure full compliance with HM Treasury's financial management standards by end of March 2007.			MET Full compliance achieved at end of March 2007.
Ensure full compliance with HM Treasury's corporate governance standards by end of March 2007.			MET Full compliance achieved at end of March 2007.

Performance against targets over time *continued*

KEY: 2006–07 = financial year; 2006/07 = academic year			
Targets	2004–05	2005–06	2006–07
Improving our efficiency <i>continued</i>			
Carry out a third staff survey during the period of the 2005–08 Strategic Plan (by end of March 2007).		NOT YET ASSESSED Next staff survey scheduled for 2006–07.	MET The staff survey was completed and the results shared with all staff in February 2007.
Respond to 85% of complaints about Ofsted's work within published target times.	SLIPPAGE One division did not meet its target for resolving complaints.	MET At the end of the section 10 inspections 100% of complaints had been acknowledged on target. Section 5 inspections are also on course.	Early Years SLIPPAGE The response rate is currently 78%. Difficulties in meeting the target arise from a small number of complex complaints that take considerable time to resolve. Education AHEAD 90% of complaints are responded to within the target time.
During the initial phase of operation of the National Business Unit pick up 80% of calls in 20 seconds and by the end of September 2006 implement a portfolio of measures that exceed this performance level.			MET The performance has consistently stayed ahead of target and has reached 91.8%
Undertake the necessary preparations to successfully absorb staff and inspection responsibilities from CSCI, HMICA and the ALI into the organisation from April 2007.			MET The Creating the New Ofsted programme met all of its milestones and the new Ofsted came into being on 1 April 2007.

Table 1: Total public spending for Ofsted

	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07 Estimated	2007–08 Plans
Consumption of resources:							
Regulation and inspection of childcare and education	155,175	197,528	208,125	227,973	234,161	193,911	204,400
Total resource DEL	155,175	197,528	208,125	227,973	234,161	193,911	204,400
<i>of which:</i>							
Near Cash	152,154	193,764	204,026	224,187	229,758	193,911	201,800
Total resource DEL	155,175	197,528	208,125	227,973	234,161	193,911	204,400
<i>of which:</i>							
Depreciation	2,352	3,544	4,099	4,292	8,818	658	2,500
Capital Spending							
Regulation and inspection of childcare and education	8,503	5,276	1,573	1,346	987	-106	600
Total capital budget	8,503	5,276	1,573	1,346	987	-106	600
<i>of which:</i>							
Capital DEL	8,503	5,276	1,573	1,346	987	-106	600
Total public spending⁽¹⁾	161,326	199,260	205,599	225,027	226,330	193,147	202,500

Notes

- (1) Total public spending calculated as the total of the resource budget plus the capital budget, less depreciation.
- (2) See section headed 'Report against efficiency programme' for more information on Ofsted's cost reduction targets.
- (3) This table was created using data from the HM Treasury COINS/PES database and has been adjusted to show the impact of the cost reduction programme.
- (4) 2006-07 shows a negative figure for total capital budget due to proceeds from the sale of one of the surplus estate properties.
- (5) From 2004-5 the outturn figures and plans for 2007-8 have been adjusted to reflect the impact of the Machinery of Government change in relation to the children's care remit of the Commission for Social Care Inspection (CSCI). Further adjustments are required to take account of the Adult Learning Inspectorate (ALI) and the remit of HM Inspectorate of Court Administration (HMICA) for the inspection of the Children and Family Court Advisory and Support Services (CAFCASS).

Table 2: Resource budget for Ofsted

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Outturn	Outturn	Outturn	Outturn	Outturn	Estimated	Plans
	£'000						
Resource DEL							
Regulation and inspection of childcare and education							
Administration and inspection							
RfR1 A	155,175	197,528	208,125	227,973	234,161	193,911	204,000
Total voted	155,175	197,528	208,125	227,973	234,161	193,911	204,000
Total resource budget	155,175	197,528	208,125	227,973	234,161	193,911	204,000
<i>of which:</i>							
Near Cash	152,154	193,764	204,026	224,187	229,758	193,911	201,800
<i>of which:</i>							
Pay	6,192	8,956	10,175	9,216	10,425	10,361	8,582
Procurement	145,962	184,808	193,851	214,971	219,333	183,550	193,218
Depreciation	2,352	3,544	4,099	4,292	8,818	658	2,500
Total resource budget	155,175	197,528	208,125	227,973	234,161	193,911	204,400

		Table 3: Capital budget for Ofsted							£'000
		2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
		Outturn	Outturn	Outturn	Outturn	Outturn	Estimated Outturn	Plans	
Capital DEL									
	Regulation and inspection of childcare and education								
	Administration and inspection								
	RfR1 A	8,503	5,276	1,573	1,346	987	-106	600	
	Total voted	8,503	5,276	1,573	1,346	987	-106	600	
	Total capital budget	8,503	5,276	1,573	1,346	987	-106	600	
Note	(1) 2007-08 plans reflect the expenditure for the expanded remit of the new Ofsted.								

Table 4: Capital employed by Ofsted

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
	Outturn	Outturn	Outturn	Outturn	Outturn	Forecast	Projected
	£'000						
Assets on balance sheet at end of year:							
Fixed Assets							
Tangible	12,028	15,041	11,309	9,513	2,302	890	977
Intangible	81	466	520	947	194	197	200
<i>of which:</i>							
Land and buildings	943	1,975	357	364	1,169	-	-
Equipment and computers	5,303	5,924	4,333	2,683	635	673	713
Furniture, fixtures and fittings	5,464	6,723	6,222	6,111	343	60	104
Vehicles	318	419	397	355	155	157	160
Software	81	466	520	947	194	197	200
Current Assets							
Debtors	7,052	6,191	5,654	5,227	3,781	3,816	3,341
Cash at bank and in hand	14,207	779	2,115	3,011	2,331	2,211	1,811
Creditors <1 Year	- 26,939	- 15,889	- 18,280	- 16,730	- 19,956	- 15,270	- 14,540
Creditors >1 Year	- 2,108	- 1,268					
Provisions	- 571	- 462	- 550	- 10,686	- 14,085	- 12,035	- 10,698
Total capital employed	3,750	4,858	768	- 8,718	- 25,343	- 20,191	- 18,909
Note							
(1) 2007-08 projections reflect the expenditure for the expanded remit of the new Ofsted.							

Table 5: Administration costs for Ofsted

	£'000							
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
	Outturn	Outturn	Outturn	Outturn	Outturn	Estimated	Plans	
Administration expenditure								
Pay bill	6,192	8,956	10,175	9,216	10,425	10,361	12,084	
Other	13,378	14,728	19,655	15,330	13,348	16,148	16,481	
Total admin expenditure	19,570	23,684	29,830	24,546	23,773	25,509	28,565	
Administration income	-84	-120	-174	-390	-197	-161	-95	
Total administration budget	19,486	23,564	29,656	24,156	23,576	26,348	28,470	

Table 6: Staff in post

	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	
	Outturn	Outturn	Outturn	Outturn	Outturn	Estimated	Plans	
Civil Service full-time equivalents	1,484	2,456	2,545	2,450	2,259	2,189	2,709	
Overtime	8	10	10	10	9	6	6	
Casuals	10	45	12	12	11	43	43	
Total	1,502	2,511	2,567	2,472	2,279	2,238	2,758	

Notes

(1) For further information on Ofsted's staffing reduction targets please see the section headed 'Report against efficiency programme'.

(2) 2007-08 plans reflect the expanded remit of the new Ofsted.

Table 7: Identifiable expenditure on services by country and region

	£ million						
	2001–02	2002–03	2003–04	2004–05	2005–06	2006–07 Estimated Outturn	2007–08 Plans
	Outturn	Outturn	Outturn	Outturn	Outturn		
North East	8.0	9.2	9.6	9.9	10.3	9.6	9.0
North West	23.5	25.9	27.0	27.5	33.6	29.5	27.8
Yorkshire and Humberside	15.8	18.2	19.1	19.5	20.4	19.0	17.8
East Midlands	15.2	17.9	18.9	17.3	20.6	18.7	17.6
West Midlands	17.4	21.0	21.1	21.8	21.0	22.7	21.4
Eastern	17.3	22.1	24.0	24.1	24.0	23.6	22.2
London	26.0	30.7	29.9	32.1	30.0	25.5	24.0
South East	21.5	33.3	32.7	36.2	34.3	33.7	31.7
South West	16.0	20.9	23.3	22.2	21.8	19.9	18.7
Total England	160.7	199.1	205.6	210.6	216.0	202.0	190.0
Scotland	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Northern Ireland	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total UK identifiable expenditure	160.7	199.1	205.6	210.6	216.0	202.0	190.0
Outside UK	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total identifiable expenditure	160.7	199.1	205.6	210.6	216.0	202.0	190.0
Non-identifiable expenditure	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Total identifiable on services	160.7	199.1	205.6	210.6	216.0	202.0	190.0
Note	2007–08 plans reflect the expanded remit of the new Ofsted.						

	£ per head									
	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08			
	Outturn	Outturn	Outturn	Outturn	Outturn	Estimated	Outturn	Plans		
North East	3.1	3.6	3.8	3.9	4.0	3.8	3.5			
North West	3.5	3.8	4.0	4.0	4.9	4.3	4.0			
Yorkshire and Humberside	3.2	3.6	3.8	3.9	4.0	3.7	3.5			
East Midlands	3.6	4.2	4.4	4.0	4.8	4.3	4.0			
West Midlands	3.3	4.0	4.0	4.1	3.9	4.2	4.0			
Eastern	3.2	4.1	4.4	4.4	4.3	4.2	4.0			
London	3.5	4.2	4.0	4.3	4.0	3.4	3.1			
South East	2.7	4.1	4.0	4.5	4.2	4.1	3.8			
South West	3.2	4.2	4.7	4.4	4.3	3.9	3.6			
Total England	3.2	4.0	4.1	4.2	4.3	4.0	3.7			
Scotland	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
Wales	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
Northern Ireland	0.0	0.0	0.0	0.0	0.0	0.0	0.0			
Total UK identifiable expenditure	2.7	3.4	3.5	3.5	3.6	3.3	3.1			

Notes for Tables 7 and 8

(1) The spending data shown in tables 7 and 8 is consistent with the country and regional analyses (CRA) published by HM Treasury in Public Expenditure Statistical Analyses (PESA). PESA contains more tables analysed by country and region, and also explains how the analysis was collected and the basis for allocating expenditure between countries and regions

(2) The tables do not include depreciation, cost of capital charges or movements in provisions that are in DEL/AME. They do include salaries, procurement expenditure, capital expenditure, and grants and subsidies paid to individuals and private sector enterprises.

(3) The figures were taken from the HM Treasury Public Expenditure database and the regional distributions were completed in January and February 2007. Therefore the tables may not show the latest position.

(4) Across government, most expenditure is not planned or allocated on a regional basis. Social security payments, for example, are paid to eligible individuals irrespective of where they live. Expenditure on other programmes is allocated by looking at how all the projects across the department's area of responsibility, usually England, compare. So the analysis shows the regional outcome of spending decisions that have on the whole not been made primarily on a regional basis.

(5) The functional categories used are the standard United Nations Classifications of the Functions of Government (COFOG) categories. This is not the same as the strategic priorities used elsewhere in the report.

Annex D

Key reports published in 2006–07

General

Departmental Report 2005–06, CM 6813, May 2006

Strategic Plan 2006 to 2007, HMI 2658, May 2006

Race equality scheme, HMI 2652, September 2006

Annual Report of Her Majesty's Chief Inspector of Schools 2005/06, ISBN 102943451, November 2006

Early years and childcare

Early years: Safe and sound, HMI 2663, August 2006

Making a difference: how Ofsted inspections improved inadequate care for children, HMI 2660, September 2006

The Foundation Stage: a survey of 144 settings, HMI 2610, February 2007

The impact of inspection across education and care, HMI 2522, March 2007

Primary and secondary education

Evaluating mathematics provision for 14–19 year olds, HMI 2611, May 2006

Improving performance through school self-evaluation and improvement planning: further guidance, (joint Ofsted/DfES), HMI 2646, June 2006

Safeguarding children: an evaluation of procedures for checking staff appointed by schools, HMI 2647, June 2006

English as an additional language: an evaluation of pilot training courses, HMI 2649, June 2006

School inspections: an evaluation, HMI 2373, July 2006

School inspectors' letters to pupils: lessons learned and ways forward, HMI 2376, July 2006

Extended provision in children's centres and schools, HMI 2609, July 2006

Healthy schools, healthy children? The contribution of education to pupils' health and well-being, HMI 2563, July 2006

Towards consensus? Citizenship in secondary schools, HMI 2666, September 2006

Creative Partnerships: initiative and impact, HMI 2517, September 2006

School sport partnerships: a survey of good practice, HMI 2518, October 2006

An evaluation of the Paul Hamlyn Foundation's Musical Futures Project, HMI 2682, October 2006

Improving behaviour: lessons learned from HMI monitoring of secondary schools where behaviour had been judged unsatisfactory, HMI 2377, November 2006

Evaluation of the impact of learning support units, HMI 2378, November 2006

Independent Schools Council inspections 2005/06, HMI 2375, November 2006

Evaluating internationalism in schools, HMI 2683, November 2006

Post-16

Evaluation of the Young Apprenticeships programme, HMI 2653, October 2006

Sharing good practice: a survey of history in colleges, HMI 2367, November 2006

Health and social care: good practice post-16, HMI 2370, December 2006

Direct learning support in colleges: a survey of current practice, HMI 2368, January 2007

Inclusion

Inclusion: does it matter where children are taught? Provision and outcomes in different settings for pupils with learning difficulties and disabilities, HMI 2535, July 2006

Current provision and outcomes for 16 to 18-year-old learners with learning difficulties and/or disabilities in colleges, HMI 2371, January 2007

Key reports published in 2006–07 continued

Teachers and teacher training

The logical chain: continuing professional development in effective schools, HMI 2639, July 2006

Initial teacher training in vocational subjects, HMI 2678, January 2007

An employment-based route into teaching 2003–06, HMI 2664, January 2007

Initial training of further education teachers: findings from 2005/06 inspections of courses leading to national awarding body qualifications, HMI 2677, January 2007

Local authorities

Improvements in London schools 2000–06, HMI 2509, December 2006

Annual performance assessment 2006: councils' view of the process, HMI 2688, December 2006

Building on the best: overview of local authority youth services 2005/06, HMI 2706, February 2007

Frameworks and handbooks

Handbook for inspecting colleges, HMI 2651, May 2006

Best practice in self-evaluation: a survey of schools, colleges and local authorities, HMI 2533, July 2006

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