

Equality objectives progress review 2016–17

This report is a review of our progress against our published 2016–20 equality objectives. It covers the period April 2016 to March 2017.

Please direct any questions or comments to: EDI@ofsted.gov.uk.

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Introduction

This report reviews our progress against the 2016–20 equality objectives, which we published in April 2016.¹ It covers the period April 2016 to March 2017. It is intended to act as a benchmark against which we will measure our progress over the coming years.

We developed the equality objectives in consultation with our staff and equalities networks. The equality objectives relate to how we inspect and our practice as an employer and contractor. As a result, this report does not include what we found in inspections in relation to equalities over the last year. We report on our inspection findings through individual inspection reports, surveys, commentaries and annual reports.

The objectives cover three areas:

- how we inspect the extent to which providers demonstrate due regard to the equality duty
- developing and carrying out a new type of inspection of provision in local areas for children and young people who have special educational needs and/or disabilities
- how we promote equal opportunities for our workforce and tackle discrimination, bullying and harassment.

We ensured that we took the first of these objectives into account when developing our education common inspection framework,² which we implemented in September 2015, and our social care common inspection framework,³ which we implemented in April 2017.

It is reassuring that more than nine out of 10 inspections carried out under the education common inspection framework met our quality assurance standards this year, including those relating to equalities. However, after further in-depth sampling of education inspection reports, we found that there are still areas for improvement. Next year, we will report on the impact of the resulting guidance and training for education inspectors, along with information on social care inspections following the first full year of our new social care common inspection framework.

In relation to the second objective, we began our local area special educational needs and/or disabilities (SEND) inspections in May 2016. Since then, we have

¹ Ofsted's equality objectives 2016–2020; April 2016; www.gov.uk/government/publications/ofsteds-equality-objectives-2016-to-2020.

² Common inspection framework: education, skills and early years from September 2015; Ofsted, August 2015; www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015.

³ Social care common inspection framework, Ofsted, April 2017; www.gov.uk/government/collections/social-care-common-inspection-framework-sccif.

carried out 30 inspections. As a result, we are on track to inspect all 152 local authority areas across the five-year cycle, working with the Care Quality Commission, our partner inspectorate in these inspections. Engagement with parents and carers is crucial to this success, so we have continued to improve our arrangements for this over the last year.

The third objective is about our practice as an employer or staffing profile and the actions that we have taken to deal with any issues. For example, while the percentage of Black and minority ethnic (BAME) staff in Ofsted overall is higher than the Civil Service average, the figures for our inspector grades are lower. This reflects the limited diversity in sectors from which we recruit to these positions.

To help tackle this, in the last year, we launched an inspection shadowing programme for BAME middle leaders who aspire to become HMI. We also trialled new ways to increase the diversity of our contracted Ofsted Inspectors. We intend this to help the progression of BAME leaders and, in turn, widen the diversity of applicants for HMI roles in the future.

We are committed to being a force for improvement through all our work. As this review shows, we have taken significant steps to improve both the way we inspect and our workforce profile in relation to our equalities responsibilities. However, there is still more for us to do in both areas. We will continue to deal with the issues identified and will report on our progress.

Objective 1

'In all its inspections, Ofsted will assess the extent to which providers demonstrate due regard to equality duties.'

1.1 In education inspections, inspectors will assess the extent to which the provider gives due regard to relevant legal duties as set out in the Equality Act 2010. Inspectors will assess how the provider promotes equality of opportunity and takes positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of their work.

1.2 In education inspections, inspectors will take into account the extent to which gaps in achievement between different groups of children and learners, including those with protected characteristics, are being narrowed. This will form part of inspectors' evaluating the effectiveness of a provider's leadership and management.

1.3 In inspections of children's social care services, inspectors will assess the extent to which help, care and protection are sensitive and responsive to those with protected characteristics.

To ensure that we meet this objective, we will:

- be clear in all our published inspection frameworks that inspectors will take these factors into account when coming to their decisions
- carry out regular quality assurance checks to ensure that inspectors are acting in accordance with the relevant framework and other relevant guidance/training
- provide training to inspectors if weaknesses in inspection practice are found or there are new developments that they should be aware of
- consult widely, including with our employee networks, before making changes to inspection arrangements, to ensure that we take into account the views of those with protected characteristics when developing how we inspect
- report annually on the quality of our work in this area and on any causes for concern that we may identify.'

Update on actions taken to meet objectives in 2016–7

Education inspection

1. The two education inspection equality objectives (1.1 and 1.2) have informed the implementation of Ofsted's common inspection framework for the inspection of education providers.

Education common inspection framework

2. The inspection framework was published in September 2015. It states that:

'Inspectors will assess the extent to which the school or provider complies with relevant legal duties as set out in the Equality Act 2010 and the Human Rights Act 1998, promotes equality of opportunity and takes positive steps to prevent any form of discrimination, either direct or indirect, against those with protected characteristics in all aspects of their work.'
3. The framework also makes clear that inspectors will evaluate the experience and outcomes for individuals and groups of children:

'Inspection is primarily about evaluating how well individual children and learners benefit from the education provided by the school or provider. Inspection tests the school's or provider's response to individual needs by

observing how well it helps all children and learners to make progress and fulfil their potential.⁴

4. The inspection handbooks for early years, schools and further education and skills set out what this means in terms of expectations of inspectors and those inspected.⁵

Quality assurance of inspection against the framework

5. We have a comprehensive quality assurance process to ensure that all education inspections are carried out in accordance with the inspection framework and the relevant inspection handbook.
6. Quality is assured at each stage of the inspection process, from the selection of inspectors, to the pre-inspection preparation, to the conduct of the inspection and the production of the report. The process is designed to ensure that inspections meet all the required standards, including those relating to equality and diversity. Inspectors are expected to check equality and diversity information on provider websites, look at equality and diversity on inspection and report on what they find.
7. This year, our quality assurance process found that quality standards were met in:
 - 94% of early years inspections
 - 97% of school inspections
 - 93% of further education and skills inspections.

National sampling – in-depth look at equality and diversity reporting

8. In addition to routine quality assurance checks, over 2016–17, we sampled inspection reports nationally to evaluate the way in which we report on certain issues, including equality and diversity.
9. Teams of HMI carried out the sampling. They looked in depth at the relative strength in the quality of reporting on different issues. All the reports had met the minimum quality assurance checks described above and were fit for publication. The sampling gave us further information about how we can improve our reporting of this important aspect of our work.
10. Overall, we found that reporting on equality and diversity was a relatively weaker aspect across all education remits, but that it had improved over the course of the year. In the most recent sample in 2017, the proportion of

⁴ Common inspection framework, Ofsted, 2015; www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015.

⁵ See footnote 4.

reporting on equalities and diversity that was comparatively 'adequate' or 'strong' was:

- 55% in section 5 school inspections compared with 30% the year before
 - 66% in independent school inspections compared with 31% the year before
 - 80% in further education and skills inspections compared with 76% the year before
 - 82% in early years inspections – the same as the previous year.
11. The reviews of section 5 school reports showed that, in the better cases, equality and diversity issues were threaded across sections and references were clear and explicit. Examples were well chosen and effective. The reports explained how leaders tackle discrimination and promote equality and diversity. They included, where appropriate, references to protected characteristics and the school's success in meeting equality objectives. However, there are very clear areas for us to improve on. In too many cases, reports provided little or no meaningful consideration of equalities issues, often being restricted to generic commentary (for example, mentioning 'tolerance' or 'respect'). They contained little that underpinned the commentary in the report or to suggest a focused evaluation of this aspect. References to how teaching promotes pupils' understanding of equality and diversity were infrequent.
 12. In the further education and skills reports reviewed, equality and diversity were often integrated into relevant key judgements. These reports provided insight into the strengths and weaknesses of provision and reassurance that inspectors had considered equality and diversity as an important factor during the inspection. Inspectors explained clearly how leaders at all levels contributed to equality and diversity. However, it was unusual to see reports that explored equality and diversity in depth, including reporting on groups with protected characteristics. For example, it was rare to see reports that included text on lesbian, gay, bisexual, and transgender (LGBT) groups or specific minority ethnic groups.
 13. In the early years inspection reports reviewed, strong reporting of age-appropriate equality and diversity was threaded well through different sections of the reports. These reports provided a good level of detail about how childcare providers promote equalities and diversity, although the impact on children's learning and development could be more evaluative.

Training

14. The improvement in the relative quality of reporting on matters related to equalities and diversity reflects the ongoing training provided over the course of the year to further develop inspectors' understanding of these issues. This included:

- mandatory equalities training as part of the corporate induction for all new inspectors
 - sessions on equalities in our national conferences
 - a focus on reporting on equalities and diversity in report writing training for HMI and other lead inspectors.
15. We will continue to monitor our reporting of equalities and diversity over the coming year to ensure that we learn from the reviews. We will also evaluate the impact of training for inspectors to build on the good practice identified in 2016/17.

Social care

Frameworks

16. During 2016/17, we have been developing new social care inspection frameworks. These will be put into use in 2017/18. They are informed by objective 1.3 above.
17. In June 2016, we launched our 'Future of social care inspection' public consultation. Proposed changes included:
- a new social care common inspection framework (SCCIF) for a range of social care settings from April 2017
 - proposals for the inspections of local authority children's services (ILACS) from January 2018.
18. We carried out an equalities impact assessment on the proposed new frameworks to ensure that:
- 'due regard' was made to the three aims of the public sector equality duty (section 149 of the Equality Act 2010)
 - all the protected characteristics were considered
 - the relevant stakeholders were involved and/or consulted.
19. The proposals included a set of underpinning principles for inspection. These included the objective of consistently high expectations and ambition for all children, wherever they live or receive help, based on their individual needs and circumstances. The proposals were welcomed by the overwhelming majority of respondents.

SCCIF

20. The outcome and next steps report was published on 22 February 2017, along with the SCCIF and associated guidance.⁶
21. Following on from earlier inspection frameworks, all inspections carried out under the SCCIF will look at the extent to which:

‘Children are treated with dignity and respect. They experience care and help that are sensitive and responsive to their identity and family history, including age, disability, ethnicity, faith or belief, gender, gender identity, language, race and sexual orientation. The care and help assist them to develop a positive self-view and to increase their ability to form and sustain attachments and build emotional resilience and a sense of their own identity (descriptor of ‘good’, overall experiences and progress of children and young people).’
22. As part of the ‘effectiveness of leaders and managers’ judgement, inspectors evaluate the extent to which leaders and managers actively promote equality and diversity and tackle bullying and discrimination.
23. Inspector training events for the SCCIF were held in April 2017. This included:
 - sessions on the framework’s methodology and evaluation criteria
 - workshops on inspecting settings where there are children who have special educational needs and/or disabilities.
24. The corporate induction requires all social care HMI and regulatory inspectors to complete an online training package on equality. The need to consider and report on equality and diversity issues is threaded through ongoing report-writing training for all social care inspectors.
25. We began inspecting under the SCCIF in April 2017. In May, we held a workshop with a wide range of internal and external stakeholders to plan its evaluation. Evaluation reports will make specific reference to how well inspections address equality, diversity and inclusion.

ILACS

26. Under ILACS, inspectors will evaluate whether the help, protection and care provided to children, young people and care leavers are sensitive and responsive to the protected characteristics. There is a specific criterion about protecting children and care leavers from bullying, homophobia and other forms of discrimination. The framework includes specific reference to supporting the good mental health of children, young people and care leavers.

⁶ ‘Future of social care inspection’, Ofsted, February 2017;
www.gov.uk/government/consultations/future-of-social-care-inspection.

27. As is the case on our current universal inspection programme of local authority children's services (the single inspection framework), inspectors will review samples of children's cases that reflect the protected characteristics wherever possible. They will take into account the composition of local communities.
28. We will review the draft framework to ensure that it aligns with the SCCIF so that we evaluate all social care providers against the same high standard. The ILACs framework is subject to further consultation and testing throughout the remainder of 2017. We are also reviewing our quality assurance processes. This review will include how we assure the quality of reporting on equalities issues.

Objective 2

'Ofsted will report on how well local areas identify and meet the needs of children and young people who have special educational needs and/or disabilities by introducing a new type of inspection in 2016.'

To ensure that we meet this objective, we will:

- work with the Care Quality Commission to design a new inspection framework for this area, which will look across health and education services
 - consult widely, including with those with protected characteristics, to ensure that we take their views into account when developing the framework
 - publish the new inspection framework and any related guidance so that local areas, service users and providers are clear about what we expect
 - quality assure our inspections to make sure they are robust and helpful to service users
 - report on our findings in relation to individual local areas and highlight any national issues, including both good practice and causes for concern, in our Annual Report.'
29. In the first year of delivery, May 2016 to May 2017, we carried out 30 local area SEND inspections. This means that Ofsted and CQC are on track to meet the demand of inspecting 152 local areas across the five-year cycle. Eight were delivered in the summer 2016, 12 in the autumn 2016 and 10 in the spring 2017.
 30. Just under a third of local areas (nine) were required to provide a written statement of action. This was because of significant concerns about their implementation of the new Code of Practice and their ability to secure better outcomes for children and young people.
 31. Of the nine, two local areas were in the North West region, two from the North East, Yorkshire and Humber region and one from each other region except for

the East Midlands, where no areas were required to provide a written statement of action. To date, three local areas have submitted and published their written statement of actions.

32. Work continues to improve engagement with parents and carers during inspections. We have completed an engagement project to develop better use of the LA SEND webinars, which take place during the inspection. We now publicise on social media once a local area has been informed of its inspection. This is steadily increasing the reach we have across local areas being inspected. In addition, we are working closely with a range of stakeholder groups to inform training and inspection practice. For example, representatives from the National Parent Carer Forum (NPCF) presented a session at our LA SEND spring training conferences.
33. For the first eight LA SEND inspections, inspectors, the local area nominated officers and local NPCF representatives were asked evaluative questions about their inspection experience. These covered all areas of inspection practice, as well as more general questions about how the impact of the inspection was a force for good.
34. We received some very practical feedback and suggestions for improvement about the challenges of LA SEND inspections, for example the effective use of time available and how to secure as much involvement as possible with parental and children and young people. This resulted in some immediate adaptations being made to the training given to inspectors, advice about timetabling arrangements and the resources that were made available to inspectors before and during inspections. In addition, we reviewed:
 - how best to promote and use parent/carers webinars and meet accessibility requirements; for example by providing additional text and transcription of the lead inspector and others' contributions for parents who are deaf
 - the ways in which we publicise the inspection to parents/carers, including the complexity of our literature about these.
35. We now do publicise the forthcoming LA SEND inspection and its linked webinar via Twitter, on the day we announce the inspection. We have edited all letters that we use to notify settings and parents into plain English so that messages about the inspection and the inspection events are clear.
36. It also became clear that in some areas there is limited understanding of what these inspections are about and what they are designed to achieve, particularly, but not exclusively, in the health sector and for some parents. This includes what good outcomes for children and young people who have special educational needs and/or disabilities might look like and what inspectors look at and why. We have hosted 10 conferences since last May for a range of stakeholders, to help them understand these inspections. In one of Ofsted's regions, we have also trialled a webinar to share with parents regionally what

these inspections are about, what inspectors do or do not look at and how parents can get involved.

37. However, what is already clear is that both local areas and parents groups are convinced about the importance of these inspections and the contribution they are making towards raising the profile locally of children and young people who have special educational needs and/or disabilities. Even where the local area is not required to provide a written statement of action, LANOs report that the inspection has proved a trigger for action so that areas identified by inspectors for development are addressed.
38. Later in 2017, we will report to the Secretary of State on what we have found out one year on from our first LA SEND inspections, following a review and evidence from all of the inspections carried out during that year. We will share important findings and learning points to a wider audience in the autumn term.

Objective 3

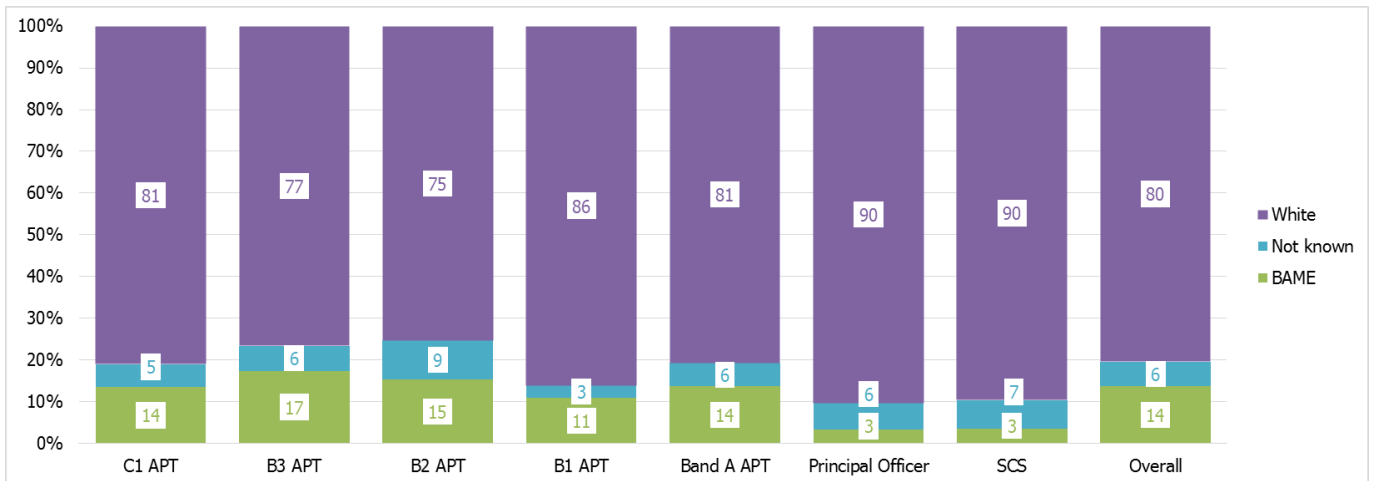
'Ofsted will promote equal opportunities for its entire workforce, including both staff and directly contracted Ofsted Inspectors, tackling bullying and discrimination whenever it occurs.'

- 3.1. Ofsted will increase the diversity of its workforce.
- 3.2. Ofsted will increase diversity within its Senior Civil Service to better align with the wider Senior Civil Service workforce profile.
- 3.3. Ofsted will tackle unfair treatment and inappropriate behaviour to reduce the proportion of its staff, particularly those with protected characteristics, reporting experience of discrimination, bullying and harassment.'

Improving the diversity of our workforce and senior civil servants^a

Ethnicity profile

Figure 1: Ethnicity breakdown by APT grade and SCS

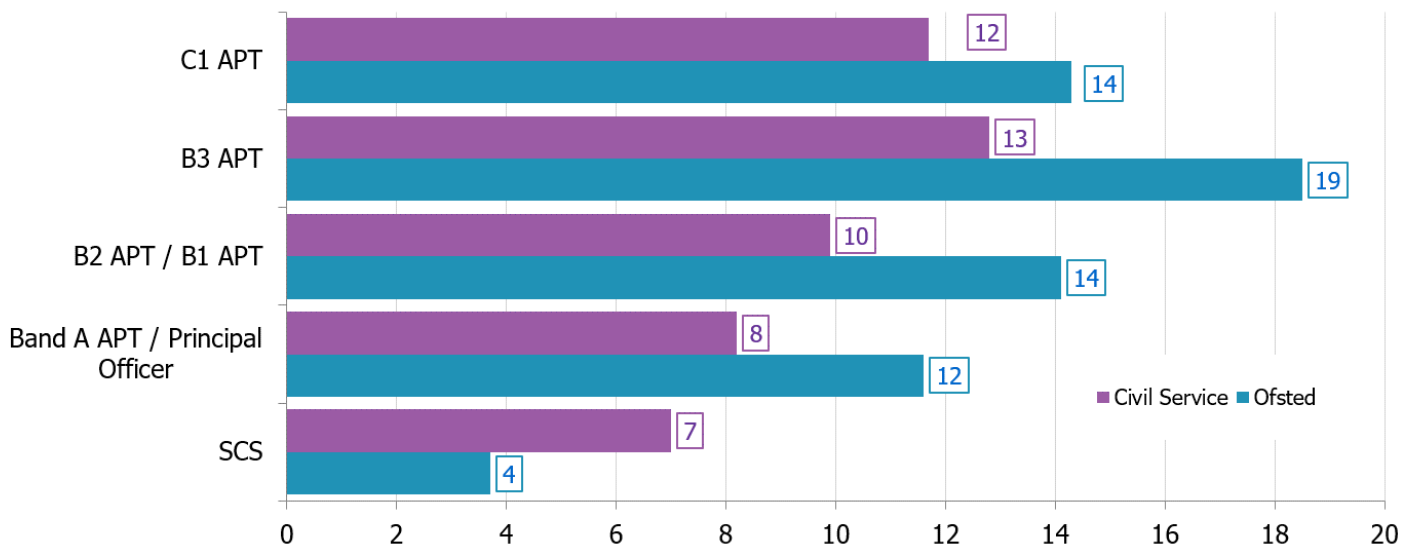


a) The information contained in this section of the report is taken as of 31 March 2017, unless otherwise stated. All employee numbers throughout the report are shown as a headcount, unless otherwise stated. We define employees as those on a permanent or fixed-term contract, and those who are seconded in or on loan to us on a full-time basis.

Please note that percentages in all following sections have been rounded and may not add up to 100.

Unless otherwise stated, all wider Civil Service comparisons have been sourced from the Annual Civil Service Employment Survey, 31 March 2016, produced by the Office for National Statistics. General population comparisons are provided through the 2011 census. The 2011 census records information on individuals who are usual residents of the UK and associated areas.

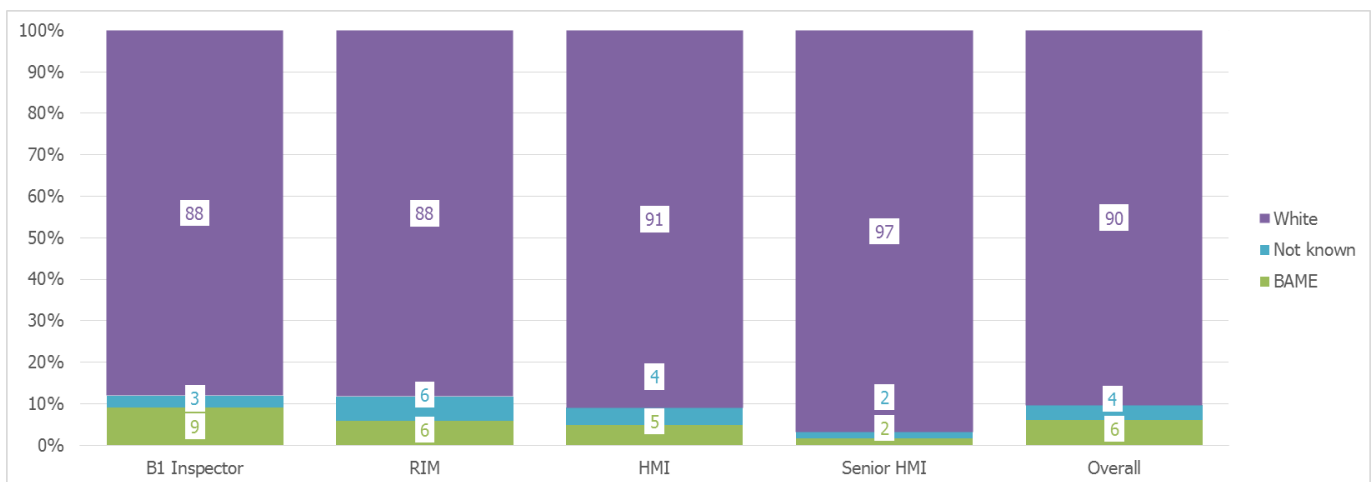
Figure 2: Ofsted compared with Civil Service – BAME % by grade (where declared)



BAME includes Black, Asian, Mixed and other ethnic backgrounds. White includes White and Other White.

Because B1 Inspector/regulatory inspection manager/Her Majesty's Inspector (HMI)/Senior HMI are specialist grades, no relevant data is available from the wider Civil Service to allow comparison and they are therefore not shown in Figure 2.

Figure 3: Ethnicity breakdown by inspector grade

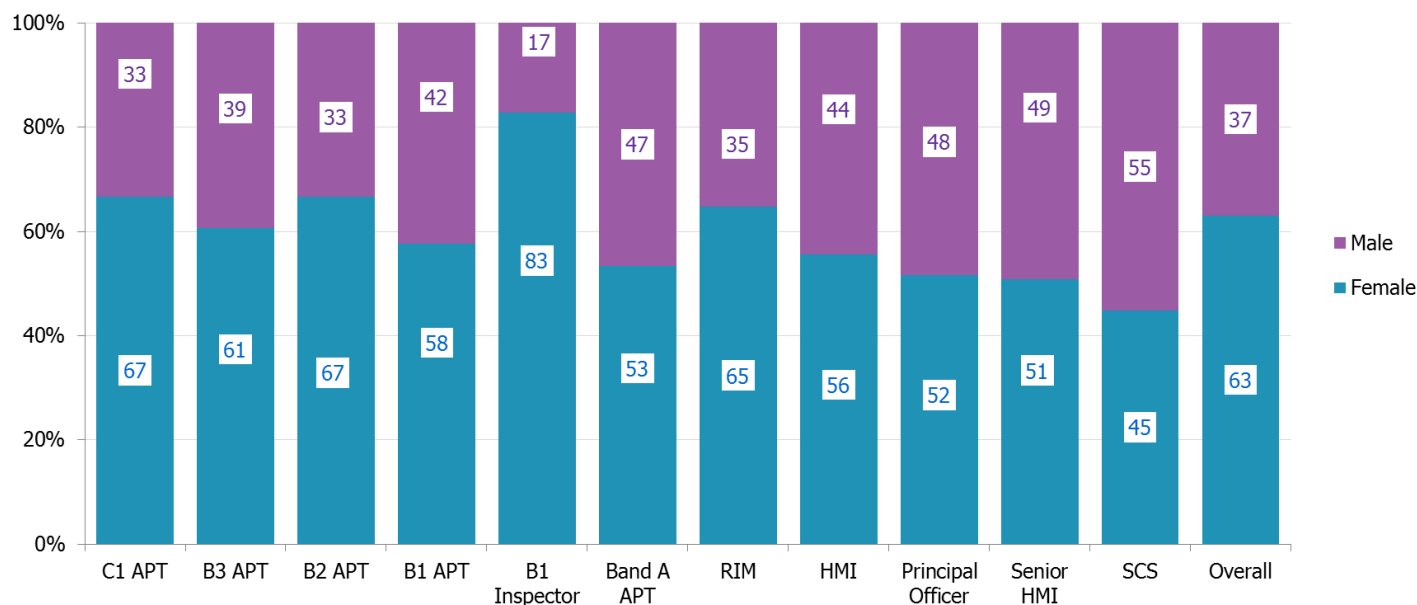


39. The percentage of BAME administrative, technical and professional (APT), including senior civil servants (SCS) employees is 14% (see figure 1). This increases to 17% when those who have not declared their ethnicity are excluded from the population. This figure is similar to the proportion of BAME according to the 2011 census (14%) and compares favourably with the Civil Service figure of 11%. However, when considering the SCS grades separately, BAME representation is lower than the wider Civil Service figures.

40. The percentage of BAME employees in inspector grades is 6% (see figure 3), which is reflective of the diversity profile of the sectors from which we recruit to these roles. However, we are taking steps to help address this.
41. One of our main activities in this area was the launch of a shadowing programme to target underrepresented groups within our HMI grades. This programme was piloted successfully in the London region and has subsequently been rolled out to the East of England and West Midlands regions. Additionally, during 2017–18, this programme is expected to take place in the South West, East Midlands and London.
42. Further steps are also being taken to improve the diversity of our contracted Ofsted Inspectors (OIs). Our South East region, for example, is trialling a project working with local authorities to target potential BAME OIs. This will lead to a number of new BAME lead OIs working with Ofsted from September 2017. Having a greater proportion of OIs from a BAME background should also have a positive impact on the diversity of applicants for HMI roles.
43. We are also taking steps to improve the diversity of our most senior grades. The diversity of our senior grades is in part impacted by the lack of diversity of the sectors from which we recruit HMI. From 2017, all SCS posts have been advertised externally by default and where we use external recruitment consultants, we have asked them to source a diverse long list of suitable candidates. Wherever possible, we also use social media such as LinkedIn and Twitter as a recruitment channel. Research has shown that BAME candidates are significant users of social media channels, so this should raise awareness of our vacancies with these candidates. We continually review retention and exit interview data to find trends and further areas of improvement. We also review learning and development opportunities for BAME staff looking to become future leaders.
44. Our 2016 People Survey results indicate the engagement indexes for BAME individuals are typically over 60% (Black/Black British 60%, Asian/Asian British 70%, mixed 65%). The Ofsted average is 66% and White British is 68%. Internally, our Ethnic Equalities network has taken steps to raise awareness of diversity, including a well-received a campaign for Black History Month, where inspirational individuals from Black history were profiled on the intranet on a daily basis.

Gender profile

Figure 4: Gender breakdown by grade



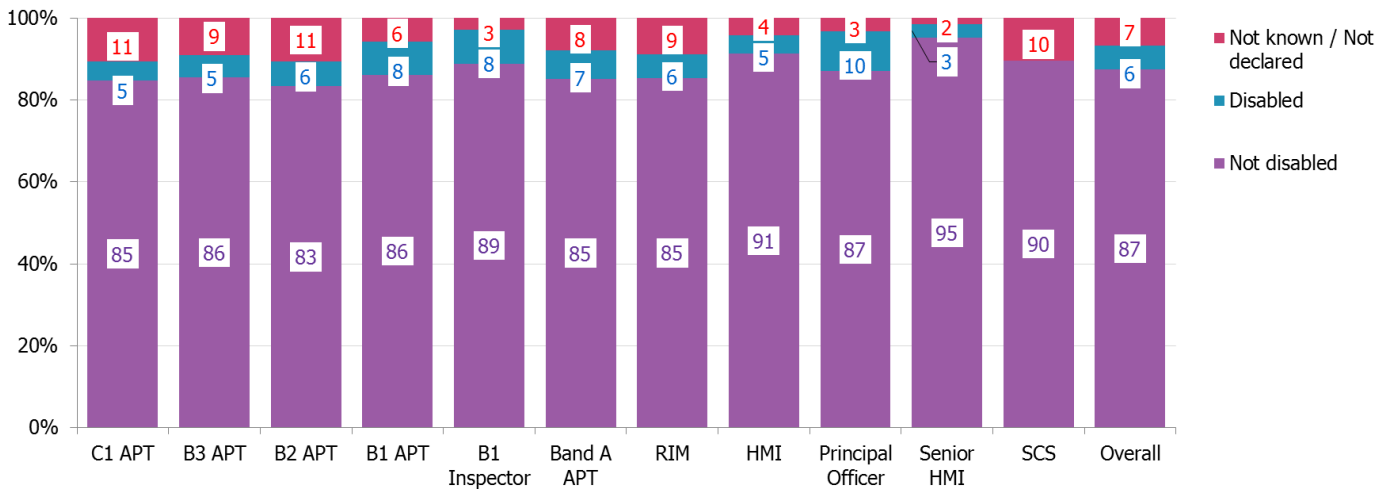
45. Our overall female gender profile, at 63%, is higher than the Civil Service average of 54% and the UK average of 51%. The B1 Inspector grade continues to have the highest proportion of female employees, at 83%, and reflects the demographic of the sectors from which we recruit to posts at this grade. Analysis on gender will be published using the new Civil Service-wide approach to gender pay gap reporting.⁷
46. The 2015–16 ‘Equality in Ofsted’ report showed low female representation in the SCS (32%).⁸ As a result, our internal talent panel developed bespoke succession plans for those in the SCS feeder grades (SHMI and Principal Officer) who are identified as talented by their managers. This has contributed to the improved gender profile of the SCS. Additionally, Band A and PO female employees who had been identified as talented individuals through Ofsted’s talent plan were offered the opportunity to attend a ‘Women into Leadership’ event. The gender profile of the SCS is monitored closely, with a strategic target of no more than a 60:40 ratio for either gender.

⁷ The gender pay gap is a measure of the difference between men’s and women’s average earnings across an organisation and is expressed as a percentage of men’s earnings.

⁸ ‘Equality in Ofsted’, Ofsted, www.gov.uk/government/publications/equality-in-ofsted.

Disability profile

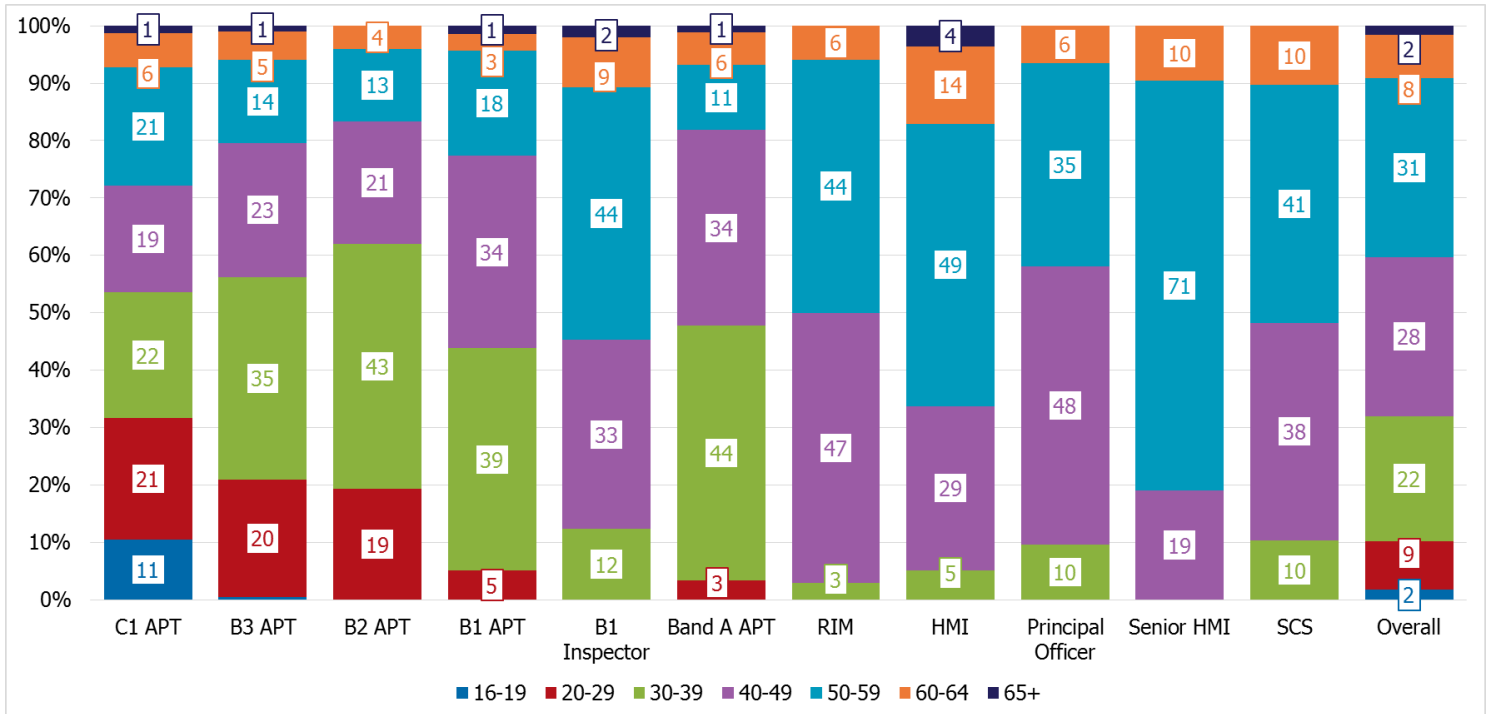
Figure 5: Disability breakdown by grade



47. Our disability profile is below the Civil Service average of 9%. The overall percentage of non-declarations has increased by +1% this year. The Disability at Work network has been increasingly active this year, with one of their main aims being to raise awareness around invisible disabilities. This is owing to statistics from the mental health foundation suggesting that 17% of the general population will experience an issue with mental health annually. Activities to raise awareness of this include promoting Invisible Disabilities week through messages from senior leaders and colleagues and trialling a Mental Health First Aid scheme. Training mental health first aiders will be an important activity taking place during 2017–18.

Age profile

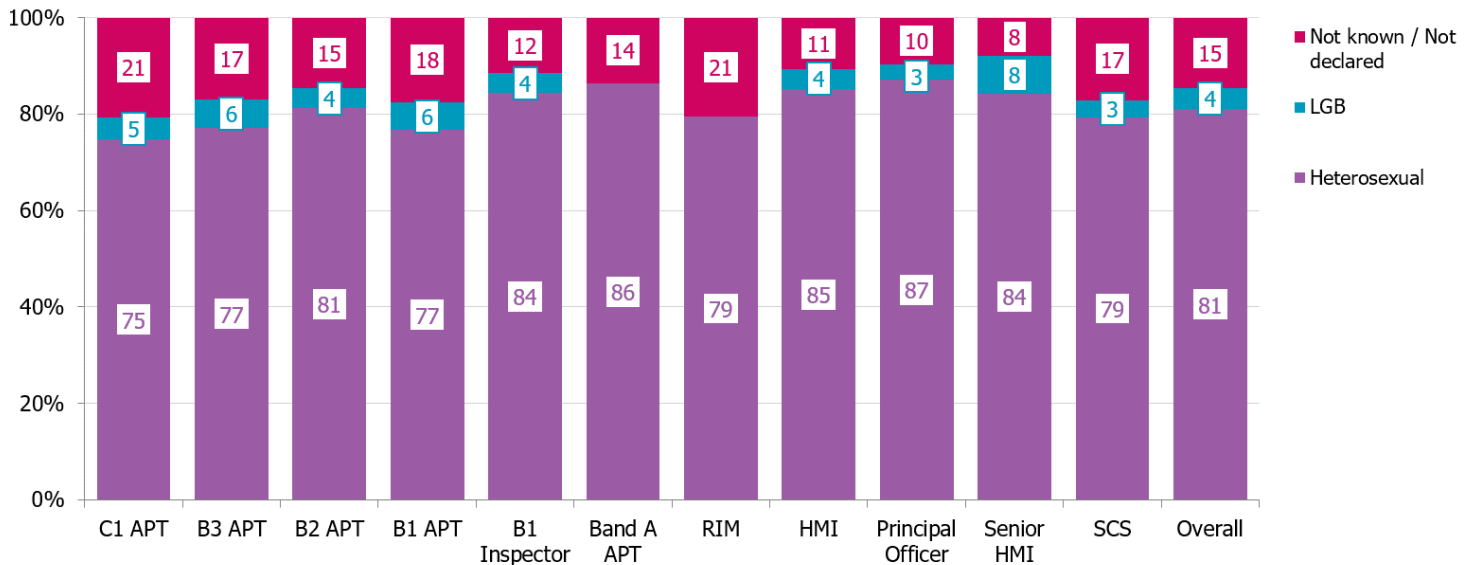
Figure 6: Age breakdown by grade



48. Civil Service figures show that the majority of civil servants (80%) are aged between 30 and 59. Ofsted is broadly in line with this figure, at 81%. In 2016, we launched the Ofsted apprenticeship programme. Its aim is to provide genuine learning and employment opportunities for all, irrespective of background, age, gender and ethnicity. Representation from the 16 to 19 age bracket has increased because of the impact of our apprenticeship programme.

Sexual orientation profile

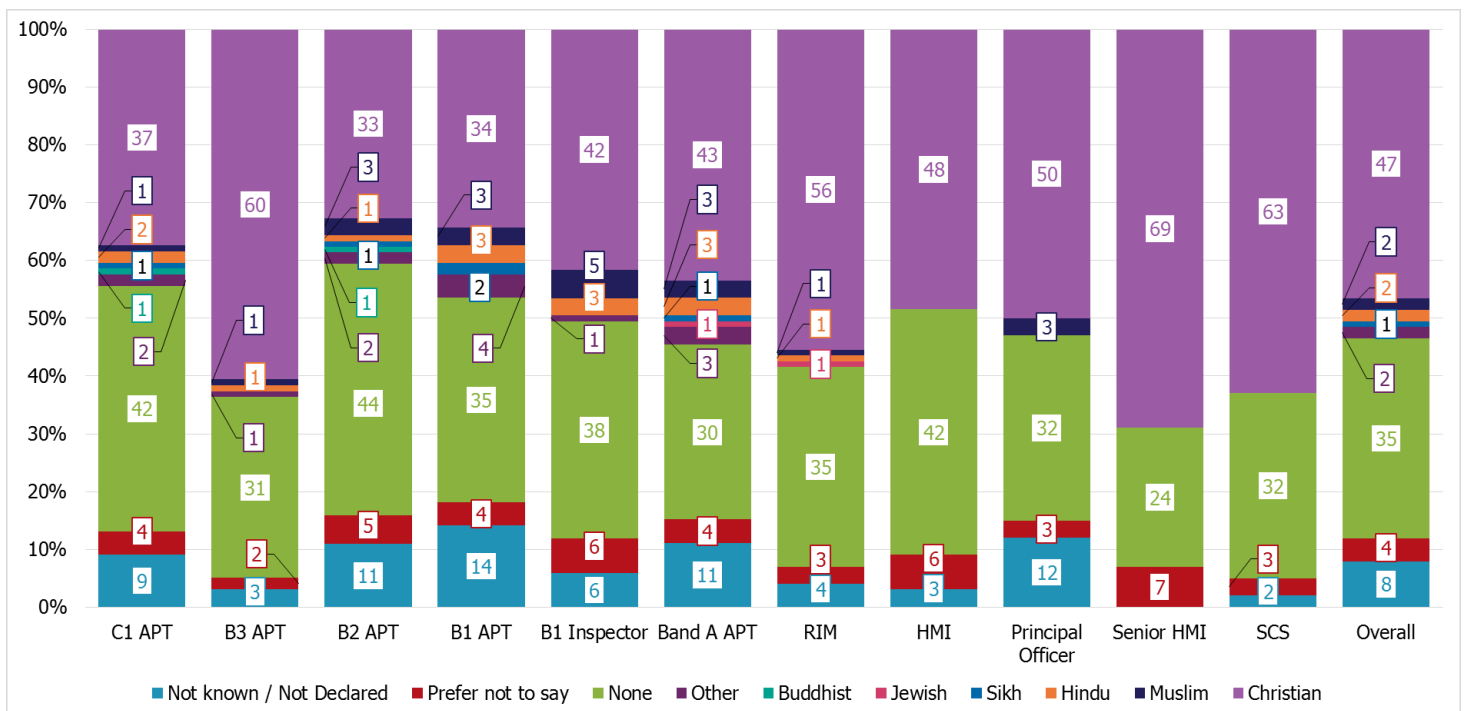
Figure 7: Sexual orientation breakdown by grade



49. Sexual orientation continues to be an area where we support the wider Civil Service view that individuals have the right to refuse to reveal this information. Activity has taken place throughout the year to raise LGBT awareness and create further support for our LGBT colleagues.
50. Our People Survey 2016 engagement results indicate that lesbian and gay respondents have a 65% engagement score, while bisexual individuals have a score of 74%, compared with the Ofsted average of 66%. To increase the visibility of the LGBT network, we created ambassador roles. The ambassadors are visible representatives in the organisation and offer informal support and advice to their colleagues.

Religion/belief profile

Figure 8: Religious breakdown by grade



51. The 2011 census indicates that 59% of the population are Christian, followed by 25% with no religion. Our organisational profile reflects this: 47% identify as Christian, followed by 35% with no religion. Within our organisation, 2% identify as Muslim, which is less than the census figures of 5%. However, the general population figures for Hindu (2%), Sikh (1%), Jewish and Buddhist (under half a percent each) are reflective of our internal workforce. The People Survey engagement scores across the different religions within Ofsted are: Christianity 70%, Hindu 71%, Muslim 68%, any other religion 74%. This is higher than the Ofsted average of 66%.

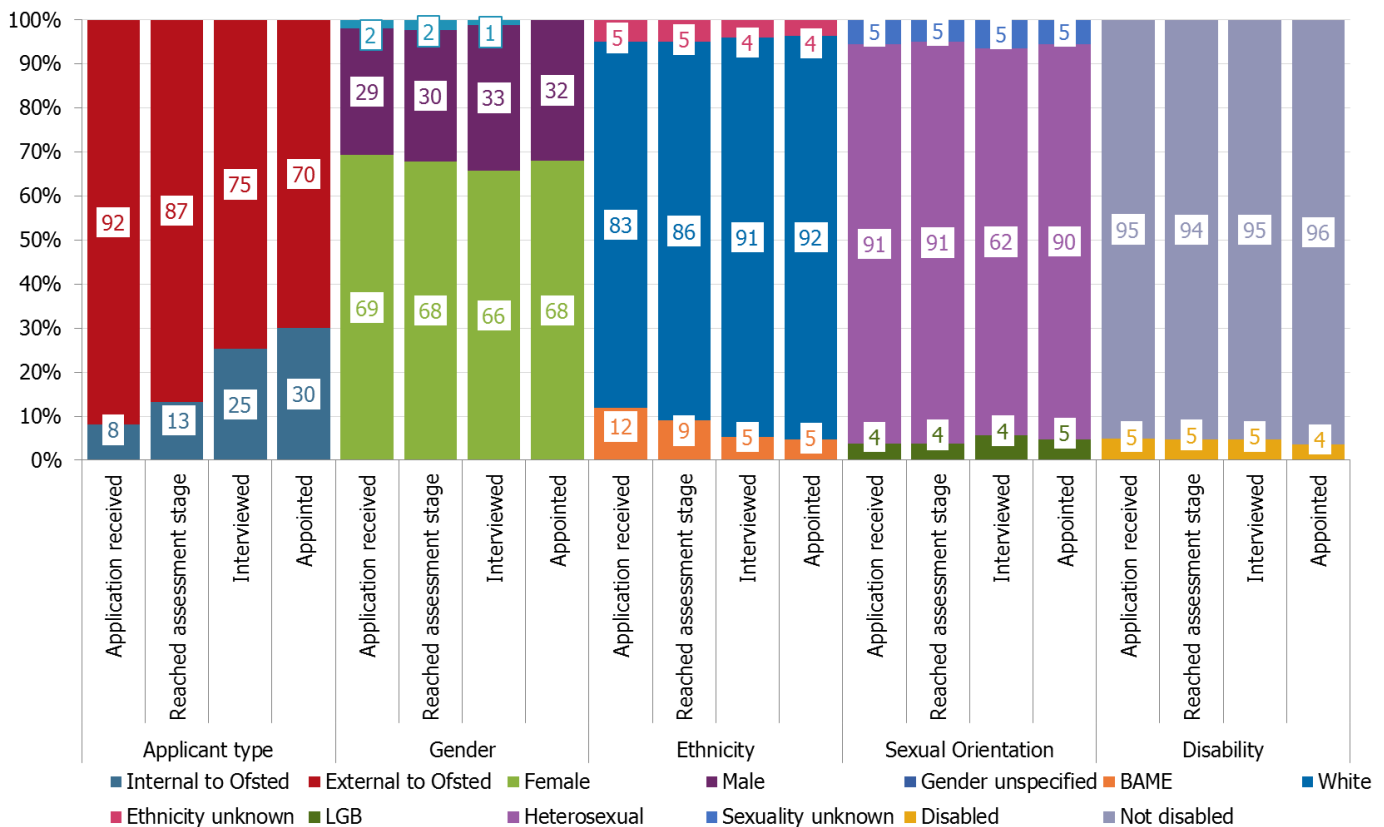
52. A significant proportion of the workforce have either not declared or 'prefer not to say'. This year, we created the Religion and Faith network following feedback from employees that this would be a useful addition to our existing Disability at Work, Ethnic Equalities and LGBT networks. The growing awareness of this network may impact how many 'prefer not to say' in our 2017–18 results.

Full-time equivalent profile

53. A high proportion (89% compared with Civil Service average of 76%) of our employees work full time. This high percentage reflects the nature of our work and the need for continuity of expertise during inspections.

Recruitment and development throughout 2016–17

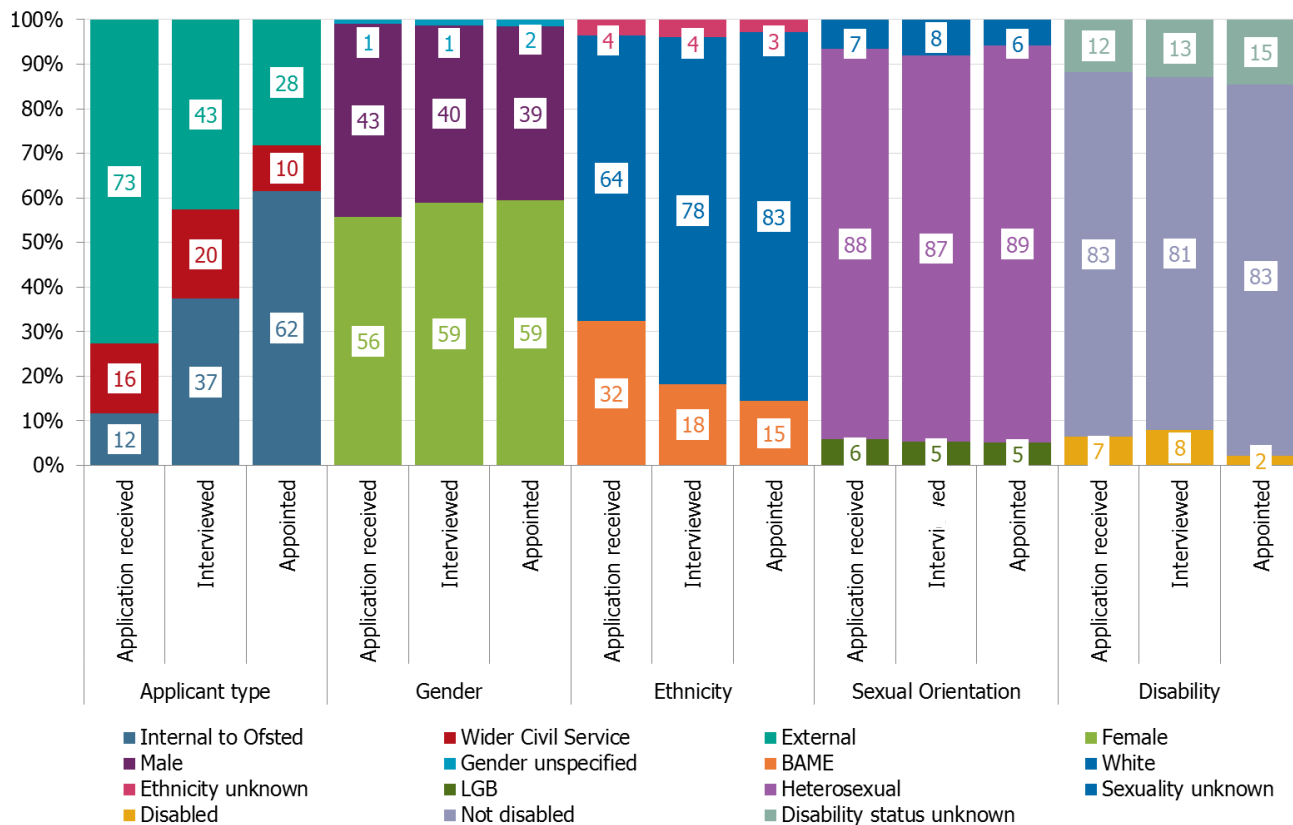
Figure 9: Recruitment stages reached by applicant type for SCS and inspection posts



54. Females continue to represent the majority of applications received (69%) and appointments made (68%) for inspector roles. The proportions at each stage of the recruitment are fairly static, showing no disproportionate discriminatory impact.
55. Even though fewer applications were received from BAME candidates (down by 2% compared with 2015–16), the percentage of BAME applicants who were appointed has increased to 5% (from 2%). However, the percentage of BAME candidates reduces at each stage of the recruitment process.
56. In 2015–16, the data showed that LGB candidates were disproportionately successful at every stage of recruitment. However, this year it shows that the proportions at each stage have remained consistent.
57. The percentage of appointments from those who identify themselves as having a disability has increased from 1% last year to 4% this year. The proportion of disabled candidates at each stage of the recruitment process has remained consistently stable and is higher than last year.

58. This information was shared with Ofsted’s four equalities networks, which provided insight on how to better target individuals from more diverse backgrounds. This insight will inform the work that takes place to improve recruitment processes during 2017–18.

Figure 10: Recruitment stages reached by applicant type for non-SCS, APT posts



59. This year has seen an increase in the number of appointments to non-SCS, APT posts for BAME (+1%) candidates. We continue to support blind sifting for all our applications to alleviate any unconscious bias.

60. Bespoke internal recruitment workshops were designed to improve the application and interviewing techniques of our APT workforce. These were positively received, with a positive response rate of 98% among applications workshop attendees and 97% among interview workshop attendees during level one evaluation. At level two evaluation, 74% of the application workshop attendees and 58% of the interview workshop attendees noted they had used the skills and learning from the workshop.

61. Female candidates were slightly more successful than males throughout the recruitment process. As with 2015-16, the majority of candidates continued to be female, with the data showing a slight drop in the percentage of male candidates appointed, from 40% last year to 39% this year.

62. Almost 32% of all applications received are from BAME candidates. However, the percentage of BAME appointments was 15%. Although this is a slight improvement on last year (13% of appointments came from a BAME background), the Ethnic Equalities network will be investigating the underlying reasons behind this for internal applicants during 2017–18.
63. The proportion of LGB candidates who applied to posts (6%) and the proportion of LGB candidates who were recruited (5%) remained static. This is a positive result because it suggests that there has been no disproportionate loss of LGB applicants during the recruitment stages.
64. There was a significant decline in the proportion of candidates with disabilities who applied to posts (7%) compared with those who were recruited (2%). This drop occurred during the interview process. It is possible that unconscious bias could have contributed to this although these were small numbers. The section below on 'Eliminating discrimination, bullying and harassment' outlines steps that have been taken during 2016–17 to alleviate unconscious bias.

Table 1: Course take-up by ethnicity, disability, gender and sexuality from 1 April 2016 to 31 March 2017

Course take-up by diversity category	% course take up	% workforce profile
Female	62	62
Male	38	38
Disabled	6	5
Non-disabled	83	81
Disability status unknown	12	14
BAME	11	9
White	79	77
Ethnicity unknown	10	14
LGB	4	4
Heterosexual	76	75
Sexuality unknown	20	21

65. This table shows the course take-up for mandatory, corporate and inspector training events during 2016–17. The figures indicate that course take-up is roughly in line with the organisational workforce profile.
66. We continue to provide the opportunity to attend the 'Positive Action Pathway developed by Civil Service Learning. The cohort advertised in early 2017 was targeted at our C1, Band A, Principal Officer and HMI grades.

Eliminating discrimination, bullying and harassment

67. Results from the 2016 People Survey indicated that reports of discrimination have decreased by three percentage points to 9%. However, the reported bullying and harassment scores have remained the same, at 8%. A discrimination, bullying and harassment group has been developed to combat this issue and both the equalities networks and trade unions are represented in this group.

68. Unconscious bias training has taken place to further eliminate discrimination. Following targeted promotion, 95% of line managers have now completed the CSL Unconscious Bias eLearning package. This package is recommended to all staff. Additionally, face-to-face unconscious bias training took place in November and December 2016, targeted at recruiting managers and the SCS, with an 81% positive response rate at evaluation. Our internal corporate training team is continuing to look at improved solutions to further raise understanding and awareness of unconscious biases.

Annex A. Ofsted grade structure

Ofsted's current grade structure broadly compares to the wider Civil Service grades, as outlined in the table below.

Ofsted grading structure and Civil Service (CS) equivalent	
Senior Civil Service (SCS)	
Inspector job family	APT job family
Senior HMI CS equivalent – Grade 6	Principal Officer CS equivalent – Grade 6
HMI CS equivalent – Grade 7	Band A APT CS equivalent – Grade 7
RIM CS equivalent – Grade 7	
B1 Inspector CS equivalent - Senior Executive Officer	B1 APT CS equivalent - Senior Executive Officer
	B2 APT CS equivalent – Higher Executive Officer
	B3 APT CS equivalent – Executive Officer
	C1 APT CS equivalent – Administrative Officer



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