

Equality objectives progress review 2017–18

This report is a review of our progress against our published 2017–20 equality objectives. It covers the period April 2017 to March 2018.

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

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Introduction

This report reviews our progress against our 2017–20 equality objectives.¹ It covers the period April 2017 to March 2018.

We developed our 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 two areas:

- how we give due regard to equality, diversity and inclusion during inspection and our research and evaluation work
- 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. Over the last year, we have ensured that our inspections continue to comply with these framework requirements and that we have reported on non-compliance with the Equality Act 2010 wherever we have found it.

The second 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 continue to be lower. This reflects the limited diversity in sectors from which we recruit to these positions.

To help tackle this, we have continued an inspection shadowing programme for BAME middle leaders who aspire to become HMI. And this year we have introduced similar initiatives to attract more contracted Ofsted Inspectors from diverse backgrounds.

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

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.

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

Ofsted will give due regard to equality, diversity and inclusion during inspection and in its research and evaluation work.

- 1.1 In making judgements, inspectors will consider whether those we inspect comply with their relevant duties set out in the Equality Act and, where applicable, the extent to which they promote British values and promote equality and diversity.
- 1.2 Where meaningful we will comment on outcomes for children and learners with relevant protected characteristics and we will continue our programme of LA SEND inspections.

Actions

- Be clear in all published inspection frameworks that inspectors will take the above factors into account.
- Provide training to inspectors on equality, diversity and inclusion, and how to assess it on inspection.
- Ensure we consider those with protected characteristics when setting and carrying out our research and analysis programmes.

Success criterion

- Inspectors report non-compliance with the Equality Act 2010 when encountered.

Update on actions taken to meet objective 1 in 2017–18

Be clear in all published inspection frameworks that inspectors will take the above factors into account

Education

We reported last year on how we fulfil our Equality Act duties through our routine education inspections. We have continued to inspect **early years, school and further education** provision against the common inspection framework, published in 2015.⁴ Each remit has an inspection handbook setting out the activities inspectors

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

carry out and the criteria which they judge against. Together these documents set out the way we take equality, diversity and inclusion matters into account in education inspections. There have been minor updates to these documents since 2015 but none in the last year that have changed the way we inspect the extent to which providers comply with relevant equalities duties.

We are currently considering how education inspection will change over the coming years and are working towards having a new inspection framework in place from September 2019. We will carry out a public consultation on any new framework, and will consider the equality, diversity and inclusion implications of any changes we make in line with this objective and our Equality Act.

We are now two years into the programme of inspections under the local area SEND inspection framework,⁵ and we reported on the development of this inspection framework and the way it takes into account equality, diversity and inclusion issues in the report on progress published last year.

We have continued to hear that these inspections are making a difference at a local level and we welcomed the Secretary of State's announcement that we should revisit local areas with a written statement of action and develop a framework for inspection that goes beyond the end of this cycle of inspections. Any new framework will take into account how relevant equality duties are being met in line with this objective and will be consulted on publicly in due course.

Social care

As we reported in last year's progress update, we began a new social care common inspection framework (SCCIF) in April 2017.⁶ This framework set out the way in which inspectors consider whether social care providers comply with their Equality Act duties and, where applicable, the extent to which they promote British values.

The evaluation criteria used by inspectors under the framework include, for example, the extent to which children are protected and helped to keep themselves safe, from bullying, homophobic behaviour, racism, sexism, radicalisation and other forms of discrimination. Inspectors also consider the extent to which leaders and managers actively promote tolerance, equality and diversity. Ofsted can take enforcement action including emergency suspension or restriction of numbers if the impact of providers' poor approaches to equality, diversity and inclusion seriously affect children's safety and welfare.

⁵ 'The framework for the inspection of local areas' effectiveness in identifying and meeting the needs of children and young people who have special educational needs and/or disabilities: framework for inspecting local areas in England under section 20 of the Children Act 2004', Ofsted and Care Quality Commission, April 2016; www.gov.uk/government/publications/local-area-send-inspection-framework.

⁶ 'Social care common inspection framework', Ofsted, February 2017; www.gov.uk/government/collections/social-care-common-inspection-framework-sccif.

We have reviewed how the SCCIF has been delivered during the last year and found that the evaluation criteria are being used consistently across settings and that there has been the expected focus on evaluating the impact of care and support on the experiences and progress of children and young people, largely through case tracking and sampling. In a review of a sample of published inspection reports for all social care providers, we found that:

- reports for outstanding settings frequently cite examples of innovative or robust approaches to equality, diversity and inclusion
- shortfalls in approaches to EDI are covered in 'what does the setting need to do to improve?' sections of regulatory inspection reports pre-April 2018, and due to changes in the way reports are written, are now highlighted within the relevant section of the report
- shortfalls that have a significant impact on children's progress and experiences are addressed by an appropriate legislative requirement. These are followed up and monitored through provider action plans and further inspection.

In addition to inspections of individual social care providers, since January 2018, Ofsted has also undertaken inspections of local authority children's services (ILACS).⁷ Inspections against this framework began in January 2018. ILACS focus on the effectiveness of local authority services and arrangements:

- to help and protect children
- the experiences and progress of children in care wherever they live, including those children who return home
- the arrangements for permanence for looked-after children, including adoption
- the experiences and progress of care leavers.

ILACS reports show that equality, diversity and inclusion is regularly considered during these inspections. Disability, religion, culture and diversity are themes that arise in several of the reports, both positively and negatively. One local authority was judged as failing to consistently put 'children's lived experiences, including their needs, family dynamics, culture and identity at the centre of assessments'. This local authority was judged as requiring improvement. Conversely, a report on another local authority stated that 'social workers undertake creative and sensitive direct work to seek children's views within assessments, with cultural and identity issues being well considered for most children'.

⁷ 'Framework, evaluation criteria and inspector guidance for the inspections of local authority children's services', Ofsted, November 2017; www.gov.uk/government/publications/inspecting-local-authority-childrens-services-from-2018.

Provide training to inspectors on equality, diversity and inclusion, and how to assess it on inspection

All Ofsted staff are required to undertake the Equality and Diversity Essentials Civil Service Learning e-learning package. In addition, the Unconscious Bias e-Learning package is mandatory for all Ofsted people managers.

Induction training for inspectors

Induction training for new school inspectors includes a focus on the consideration given during inspection to different groups of pupils, including those who have protected characteristics. The second phase of inspectors' induction training explores the legislation and implications for inspection for pupils who have special educational needs (SEN) and/or disabilities. New inspectors also receive training on the requirements set out in legislation so that they know the parameters of the Equality Act 2010.

In further education and skills, methodology training for new inspectors includes how to inspect the 'culture of safeguarding' as a wider team member, with specific reference to learners who have protected characteristics.

Social care inspector induction training includes case discussions about assessing the different characteristics of children, including protected characteristics. The intrinsic nature of the social care approach to EDI means that this is a common thread rather than a stand-alone activity.

Training for existing inspectors

Remit conferences for school inspectors over the past year have included training relevant to this objective. In September 2017, inspectors were challenged to reflect on how they inspect the 'culture' of safeguarding, including scrutiny of the experience of groups of pupils with protected characteristics. At the spring term 2018 conference, inspectors looked at their inspection practice relating to exclusions and the increased vulnerability of different groups of pupils, including those who have protected characteristics.

This year, we also introduced new mandatory safeguarding training for all Ofsted staff, including inspectors. The training includes case studies involving children who have protected characteristics. The training modules are on:

- disability and complex needs
- safeguarding disabled children
- SEN and disability
- unconscious bias
- vulnerabilities of children educated outside mainstream schools
- education of looked-after children.

We have also recently issued guidance to inspectors on understanding the social model of disability. This helps inspectors to explore aspects of differing models of disability and the different ways disabled children are described and perceived. It supports inspectors to make balanced judgements about how well disabled children are supported to achieve their aspirations and make progress.

Ensure we consider those with protected characteristics when setting and carrying out our research and analysis programmes

Our two-year ongoing research programme includes consideration of matters relating to those with protected characteristics as a matter of course. Associated reports and other publications include findings relating to those with protected characteristics where they are significant.

In November 2017, we published 'Bold beginnings', a survey that looks at the Reception curriculum in a sample of good or outstanding schools. We found that most Reception and Year 1 teachers discuss an individual child's achievements across all of the areas of learning only when a child had special educational needs and/or disabilities or was showing a specific developmental delay.

In relation to social care:

- in October 2017, we published a commentary about disabled children to celebrate outstanding practice to support children by local authorities and residential care providers⁸
- in January 2018, we published a commentary about children's homes to show how children's homes can and do provide outstanding care for children, including how they address matters related to children who have protected characteristics⁹
- in March 2018, we published 'Positive environments where children can flourish',¹⁰ which helps inspectors to approach use of physical intervention restraint on children and restrictions on their liberty in social care settings and schools; it ensures that inspectors take account of the European Convention on Human Rights, which includes the right to non-discrimination in the enjoyment of those rights and includes reference to some protected characteristics, for example disability

⁸ 'Protecting disabled children', Ofsted, October 2017; www.gov.uk/government/speeches/social-care-commentary-october-2017

⁹ 'Children's homes', Ofsted, January 2018; www.gov.uk/government/speeches/social-care-commentary-childrens-homes

¹⁰ 'Positive environments where children can flourish', Ofsted, March 2018; www.gov.uk/government/publications/positive-environments-where-children-can-flourish

- in April 2018, we wrote an article on 'How to make children's homes understanding' for the April/May 2018 edition of 'SEN magazine'¹¹ to celebrate outstanding practice in children's homes.

Update against success criterion: Inspectors report non-compliance with the Equality Act 2010 when encountered

This year, we have judged a number of early years providers as inadequate partly because of failings in discharging their equalities, diversity and inclusion responsibilities. For example, we issued one early years provider in the South East region with a welfare requirements notice (WRN), which required them to 'improve the monitoring of children's progress to help provide children with prompt support for any emerging gaps in development and for those who have any special educational needs and/or disabilities'.

In relation to schools, the Court of Appeal's ruling in the Al-Hijrah School case in October 2017 included a clear steer that the Secretary of State and Ofsted should give time to schools that might be affected so that they can put their houses in order to act lawfully. We have been working with the Department for Education (DfE) to establish a clear and agreed position on what to do in the period during which schools will be allowed time to make changes.

Until September 2018, we sought to identify any independent or publicly funded co-educational schools that might be in this position and deferred their inspections except where other serious matters of concern meant it was necessary to inspect without delay, or delay would have meant that Ofsted was in breach of its duty to inspect at regular intervals under section 5 of the Education Act 2005.

From September 2018, any independent or publicly funded co-educational school that is treating pupils less favourably by segregating them by sex is considered to be in breach of the Equality Act. We have issued guidance to inspectors about the approach to take, both pre-inspection and on inspection.

For independent schools, we report against specific requirements relating to equality and diversity – notably the expectation that teaching will not undermine fundamental British values (FBV) and that personal, social and emotional development should encourage respect for others, paying due regard to the protected characteristics. They report on the extent to which proprietors 'actively promote' FBV. Independent school standard (ISS) 3(j) expects inspectors to report on whether a school discriminates against pupils, contrary to part 6 of the 2010 Act.

In the past year, we have judged a number of independent schools to be inadequate partly due to equalities, diversity and inclusion issues. The report on a single-sex, independent, infant school in London, for example, stated that, 'school leaders do not promote respect for other people, particularly with regard to those who have

¹¹ Making children's homes outstanding, SEN magazine, April/May 2018;
<https://senmagazine.co.uk/home/articles/senarticles-2/making-children-s-homes-outstanding>

protected characteristics' and 'pupils have poor knowledge of British values or institutions.'

Objective 2

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

- 2.1. Ofsted will continue to increase the diversity of its workforce.
- 2.2. Ofsted will continue to increase the diversity within its Senior Civil Service (SCS).
- 2.3. Ofsted will tackle unfair treatment and inappropriate behaviour to reduce the proportion of its staff, particularly those with protected characteristics, experiencing discrimination, bullying and harassment.'

Equalities data helps us to identify the diversity of our workforce. This includes data on protected characteristics. All staff are asked to declare information about their ethnicity, disability status, sexual orientation and religion or belief. Although Ofsted encourages staff to supply it, this is not mandatory and reporting rates vary by characteristic.

We have tracked our equalities data over a number of years, and this report shows our progress against our published 2017–20 equality objectives, for the reporting period 2017–18.

Improving the diversity of our workforce¹²

Ethnicity profile

Figure 1: Ethnicity breakdown by APT grade

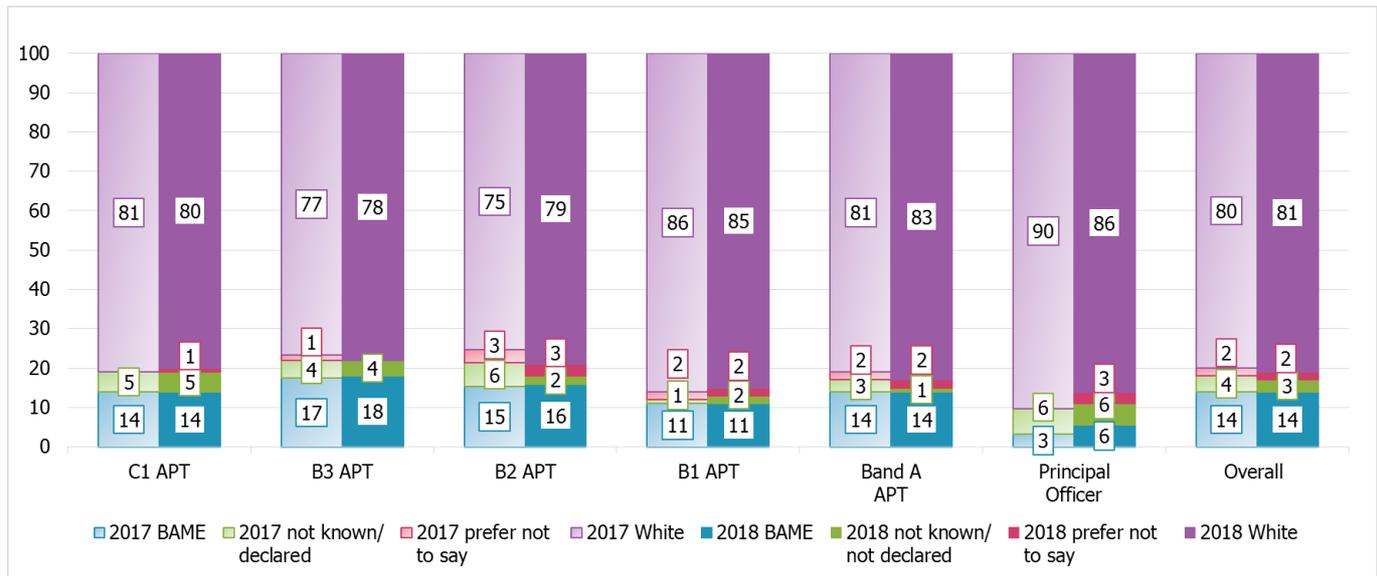
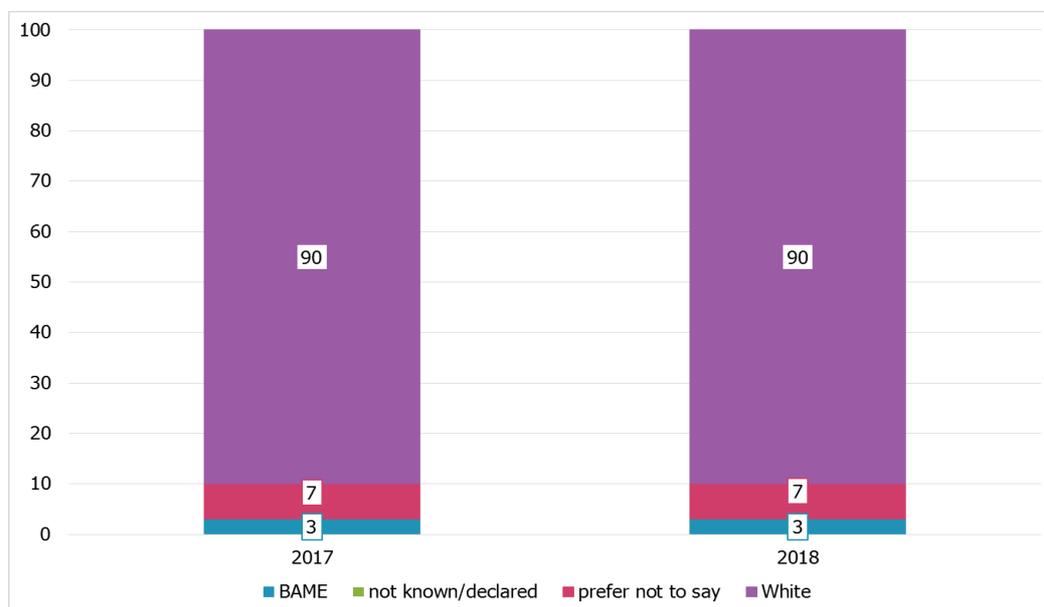


Figure 2: Ethnicity breakdown by SCS grade



¹²The information contained in this section of the report is taken as of 31 March 2017 and 2018, 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 2017, 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 3: Ethnicity breakdown by inspector grade

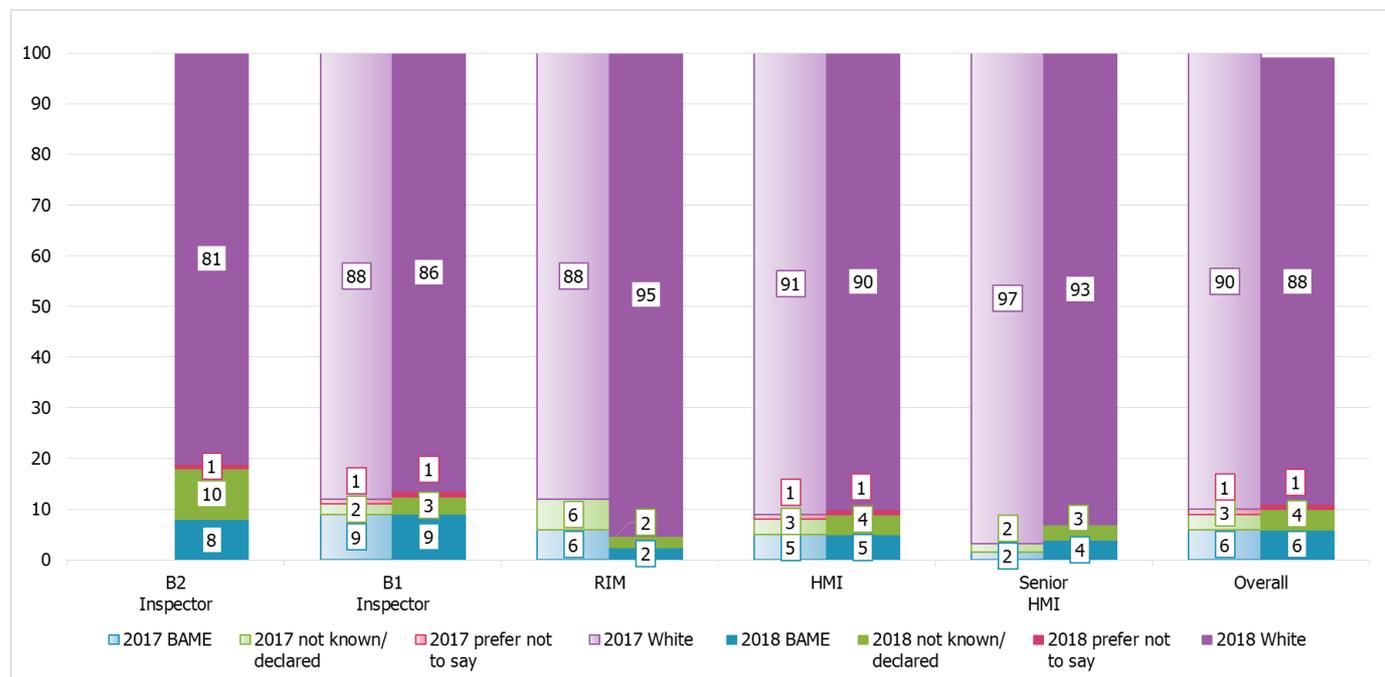


Figure 4: Ofsted compared with Civil Service – Black, Asian and minority ethnic % by grade (where declared)

March 31 2018	Ofsted	Civil Service
C1 APT	15	12
B3 APT	19	14
B2/B1 APT	14	11
B2 Inspector	9	Specialist grade, no relevant comparator data available from the wider Civil Service
B1 Inspector	9	Specialist grade, no relevant comparator data available from the wider Civil Service
Band A APT/Principal Officer	12	9
Regulatory Inspection Manager (RIM)	2	Specialist grade, no relevant comparator data available from the wider Civil Service
Her Majesty's Inspector (HMI)	5	Specialist grade, no relevant comparator data available from the wider Civil Service
Senior HMI	4	Specialist grade, no relevant

		comparator data available from the wider Civil Service
SCS	4	7
March 31 2017		
C1 APT	14	12
B3 APT	19	13
B2/B1 APT	14	10
B1 Inspector	9	Specialist grade, no relevant comparator data available from the wider Civil Service
Band A APT/Principal Officer	12	8
Regulatory Inspection Manager (RIM)	6	Specialist grade, no relevant comparator data available from the wider Civil Service
Her Majesty's Inspector (HMI)	5	Specialist grade, no relevant comparator data available from the wider Civil Service
Senior HMI	2	Specialist grade, no relevant comparator data available from the wider Civil Service
SCS	4	7

1. Percentages are rounded and may not add to 100.

All employee numbers in Figure 4 only include active declarations and does not include 'Not known or not declared'. Where grades are combined, this is to ensure that the data is comparable to the Civil Service data set.

The overall percentage of Black, Asian and minority ethnic (BAME) administrative, technical and professional (APT), employees is 14% (see Figure 1). This figure aligns to the proportion of BAME according to the 2011 census figure (14%) and compares favourably with the overall Civil Service figure of 12%¹³. Our percentage of BAME employees is higher at all grades than the wider Civil Service, with the exception of SCS.

The percentage of employees who have declared their ethnicity as BAME within our inspector grades is 6% (see Figure 3), which is broadly reflective of the diversity profile of the sectors from which we recruit to these roles.

¹³ Civil Service diversity and inclusion dashboard; <https://www.gov.uk/government/publications/civil-service-diversity-inclusion-dashboard>

Our main activities to improve the diversity within our inspector grades have been the HMI shadowing programmes, to target under-represented groups within our HMI grades. The programmes have included working in partnership with specific local authorities to identify middle and senior BAME leaders and delivering targeted development sessions in partnership with existing BAME development programmes. We have, now, successfully rolled out programmes in the London, East of England, South East and West Midlands regions. These programmes have increased interest in those applying for HMI and Ofsted Inspectors (OI) roles.

Improving the diversity of our contracted Ofsted Inspectors (OIs) has also been an area of focus. Our South East region, for example, has developed a partnership arrangement with the local authority to encourage BAME individuals to apply to become OIs. Having a greater proportion of OIs from a BAME background should also have a positive impact on the diversity of applicants for HMI roles.

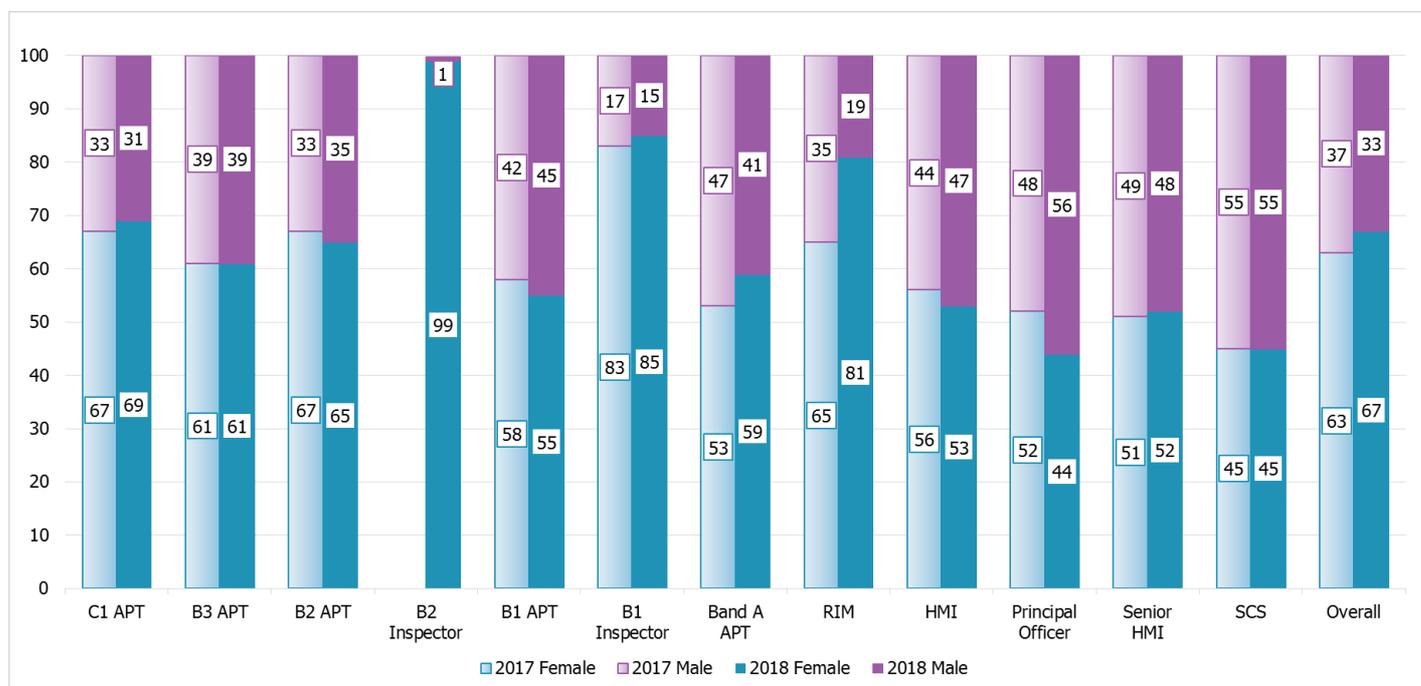
We are taking steps to improve the diversity of our senior grades; for example, in November 2017, we committed to the Civil Service BAME shadowing programme for grades 6 and 7. This programme aims to provide participants with close hand observation of senior leadership and opportunities to discuss leadership approach, the complexities of senior roles and key success factors for leadership at the next level. The diversity of our senior grades is in part influenced by the level of diversity of the sectors from which we recruit.

We use social media, such as LinkedIn and Twitter, as a recruitment channel, and this provides an additional platform for us to connect with a diverse range of candidates who want to work for Ofsted. We continually review recruitment data, such as monitoring the recruitment stages reached by protected characteristics, to identify trends and further areas of improvement. From 2017, all SCS posts have been advertised externally by default.

Our 2017 People Survey indicates that the engagement indices for BAME individuals are typically over 67% (Black/Black British 67%, Asian/Asian British 73%, mixed 70%). The overall Ofsted average is 68% and White British is 69%. Internally, our Ethnic Equalities network has continued to raise awareness of diversity, focusing in the main on their annual celebration of Black History Month. This has included profiling inspirational individuals from Black history on our intranet and the facilitation of 'Heritage Lunches' to encourage colleagues to come together and celebrate the rich and diverse culture within Ofsted.

Gender profile

Figure 5: Gender breakdown by grade



Our overall female gender profile has increased from 63% to 67%. The gender profile has largely changed due to the insourcing of early years inspection on 1 April 2017, which brought in a workforce of 253 people, 94% of whom were female. The B2 Inspector is a new grade, introduced as a result of the insourcing and has the highest proportion of female employees at 99%, followed by the B1 Inspector grade at 85%. Both results broadly reflect the overwhelmingly female demographic of the sectors from which we recruit to posts at this grade and remit.

Ofsted's overall gender profile continues to be higher than the Civil Service average of 54% and the UK average of 51%. The proportion of females working at SCS level has remained the same at 45% and also continues to be higher than the Civil Service average of 41%.

In line with gender pay gap reporting legislation, Ofsted has published its gender pay gap report.¹⁴ The gender pay gap shows the difference in the average earnings between all men and women in an organisation. Ofsted's mean gender pay gap was 8.1% in favour of men. The median gender pay gap was 2.3% in favour of men.

Ofsted operates a spot-rate pay model. This means that salaries are set for each grade. As such, this removes the pay inequality that can arise from the ability to

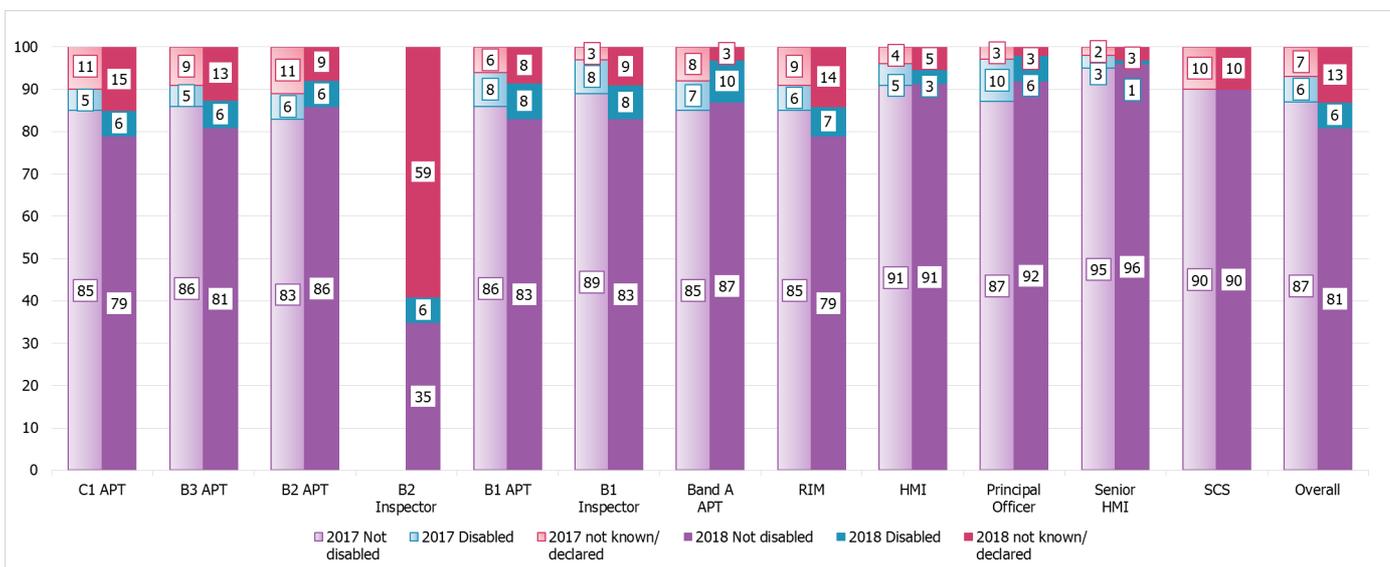
¹⁴ Ofsted's gender pay gap report, Ofsted, February 2018; www.gov.uk/government/publications/ofsted-gender-pay-gap-report-and-data-2017.

negotiate salaries or through having pay ranges linked to length of service. It therefore supports equal pay for equal work.

We are committed to fair pay irrespective of gender and to improving our gender pay gap. We will continue to promote policies and initiatives to support equal opportunities for our entire workforce. We will continue to support staff who have caring responsibilities through flexible working practices. We will explore how we can attract more men into our workforce to create a more even gender balance, given that we have more women at most levels of our organisation.

Disability profile

Figure 6: Disability breakdown by grade



Our overall disability profile has remained the same at 6% and continues to be below that of the Civil Service average of 10%. The overall percentage of the 'Not known/Not declared' category has increased by six percentage points to 13% this year. The increase of the 'Not known/Not declared' category can in part be attributed to the insourcing of early year's inspection on 1 April 2017, with the B2 Inspector grade showing the highest proportion at 59%. We will engage with this group to share why equality and diversity information is so important, with a view to encouraging an increase in future declaration.

The Disability at Work network has continued to actively engage with and support the business, to raise awareness of disabilities and to create an environment that is truly inclusive. Activities have included communications campaigns to share disability awareness dates, and the sharing of the BBC's 'Things not to say' series via their intranet page.

In particular, our well-being champion and SCS chair led a very successful Mental Health Awareness Week campaign that included colleagues sharing their individual

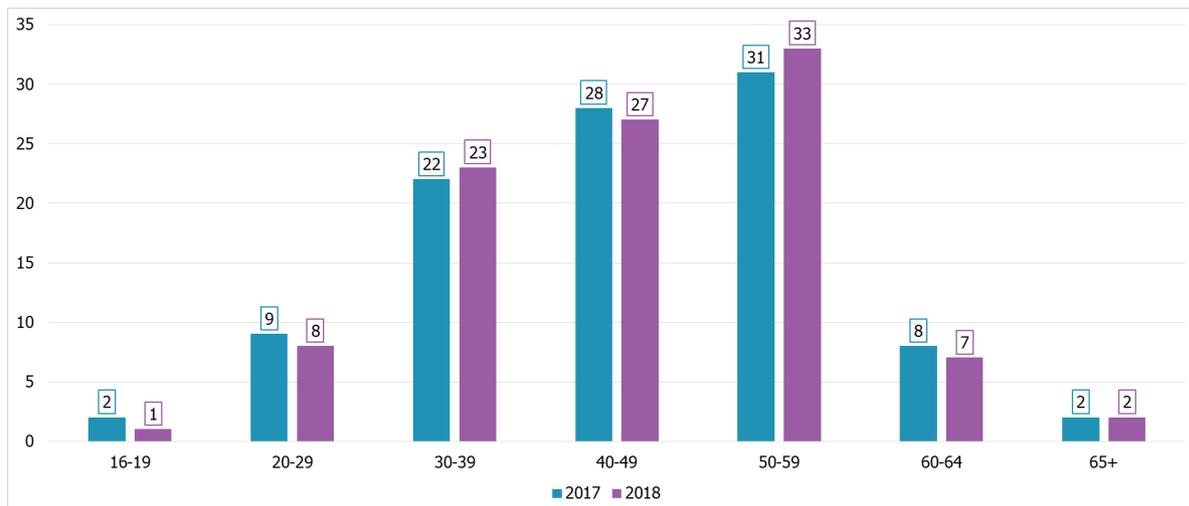
experiences of mental health, to help promote awareness and reinforce the importance of seeking support.

In October 2017, Ofsted piloted its first cohort of mental health first aiders (MHFAs) scheme training. We now have a total of 32 fully trained MHFAs, who are a point of contact for anyone who is experiencing a mental health issue or emotional distress.

In 2017, Ofsted signed up to the government’s Disability Confident scheme, which is designed to help employers recruit and retain people with disabilities and long-term health conditions and to make the most of the talents that disabled people bring to the workplace. We successfully reached Level 2 in December 2017 and the network aims to become Disability Confident Leader Level 3 by the end of 2018–19.

Age profile

Figure 7: Age breakdown

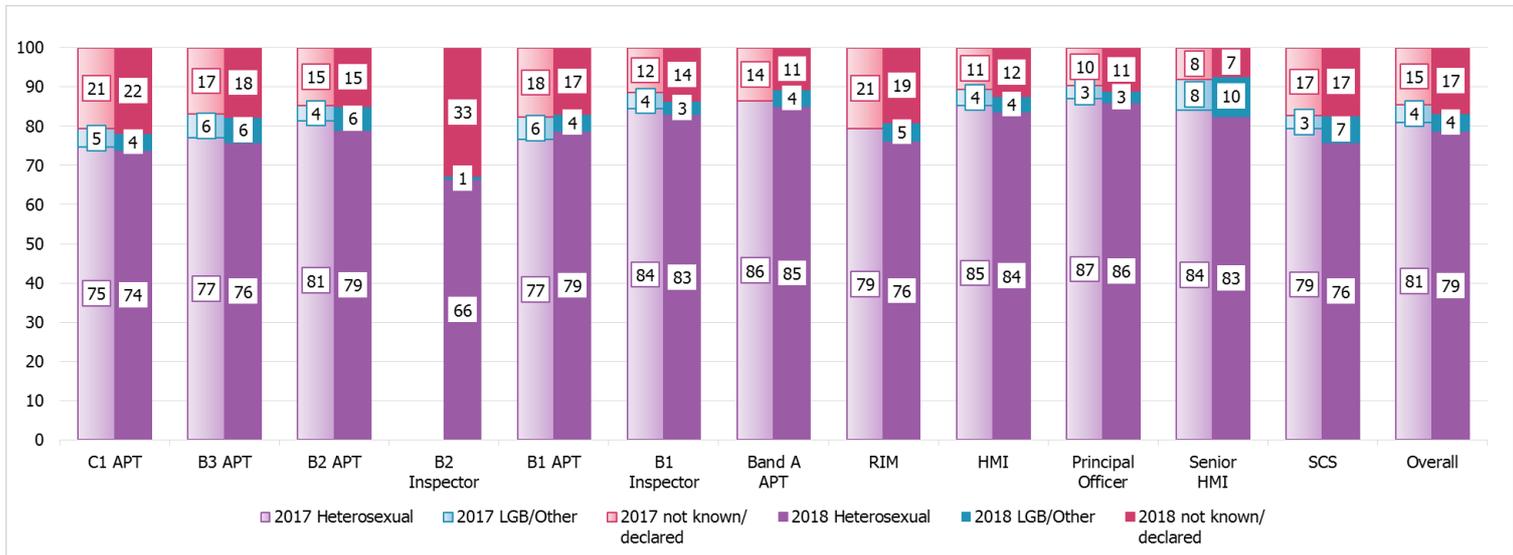


Civil Service figures show that the majority of civil servants (80%) are aged between 30 and 59. Ofsted is broadly in line with this figure, at 83%. The full breakdown of our age profile by grade can be found in Annex B.

In particular, the age demographic for our HMI, Education inspector grade has seen a reduction in the number of HMI in the 60+ age bracket and a general trend towards a younger workforce. Forty per cent of HMI, Education are aged 49 or under, which is high compared with previous years (+14% on five years ago). This is in contrast to the other remits, where the HMI age profile has been largely unchanged in recent years. The full breakdown of HMI, Education age profile can be found at Annex C.

Sexual orientation profile

Figure 8: Sexual orientation breakdown by grade



Sexual orientation continues to be an area where we support the individual's right to refuse to reveal this information. Activities have taken place throughout the year to raise LGBT+ awareness and create further support for our LGBT+ colleagues.

Our People Survey 2017 engagement results indicate that respondents who had declared themselves as lesbian or gay had a 72% engagement score overall; respondents who declared themselves bisexual had a score of 75%. This is compared with the Ofsted average of 68% and the Civil Service average of 56%.¹⁵ To increase the visibility and inclusivity of the LGBT+ network, in February 2018, members voted to change its name to the Ofsted Rainbow Alliance (ORA) network so that all LGBT+ identities are equally represented.

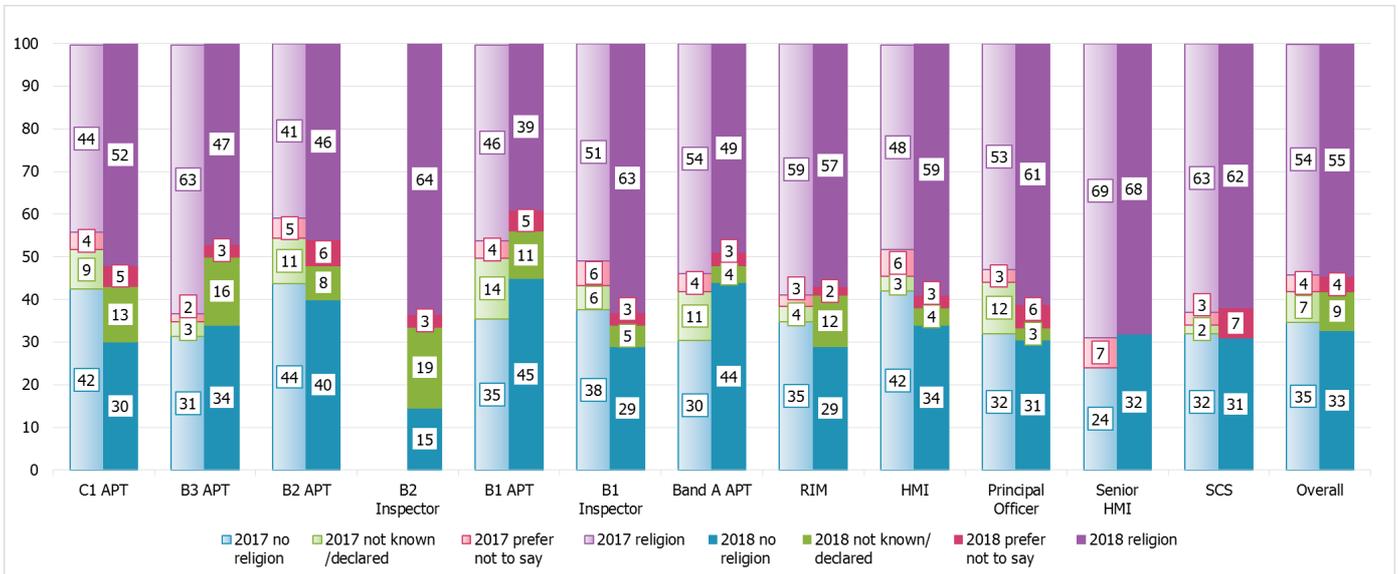
We have Ofsted Rainbow Alliance Ambassadors, who act as a visible representative of the network and offer informal support and advice, and our LGBT Allies, who are employees who actively support the network by contributing to activities and attending regular meetings with the network ambassadors.

Ofsted became a member of Stonewall's Diversity Champions programme in 2018. Being a Stonewall member demonstrates, both internally and externally, our commitment to improve LGBT+ equality and is a valuable part of our continued commitment to promote equality, diversity and inclusion.

¹⁵ Civil Service People Survey 2017; www.gov.uk/government/publications/civil-service-people-survey-2017-results--2

Religion/belief profile

Figure 9: Religious breakdown by grade

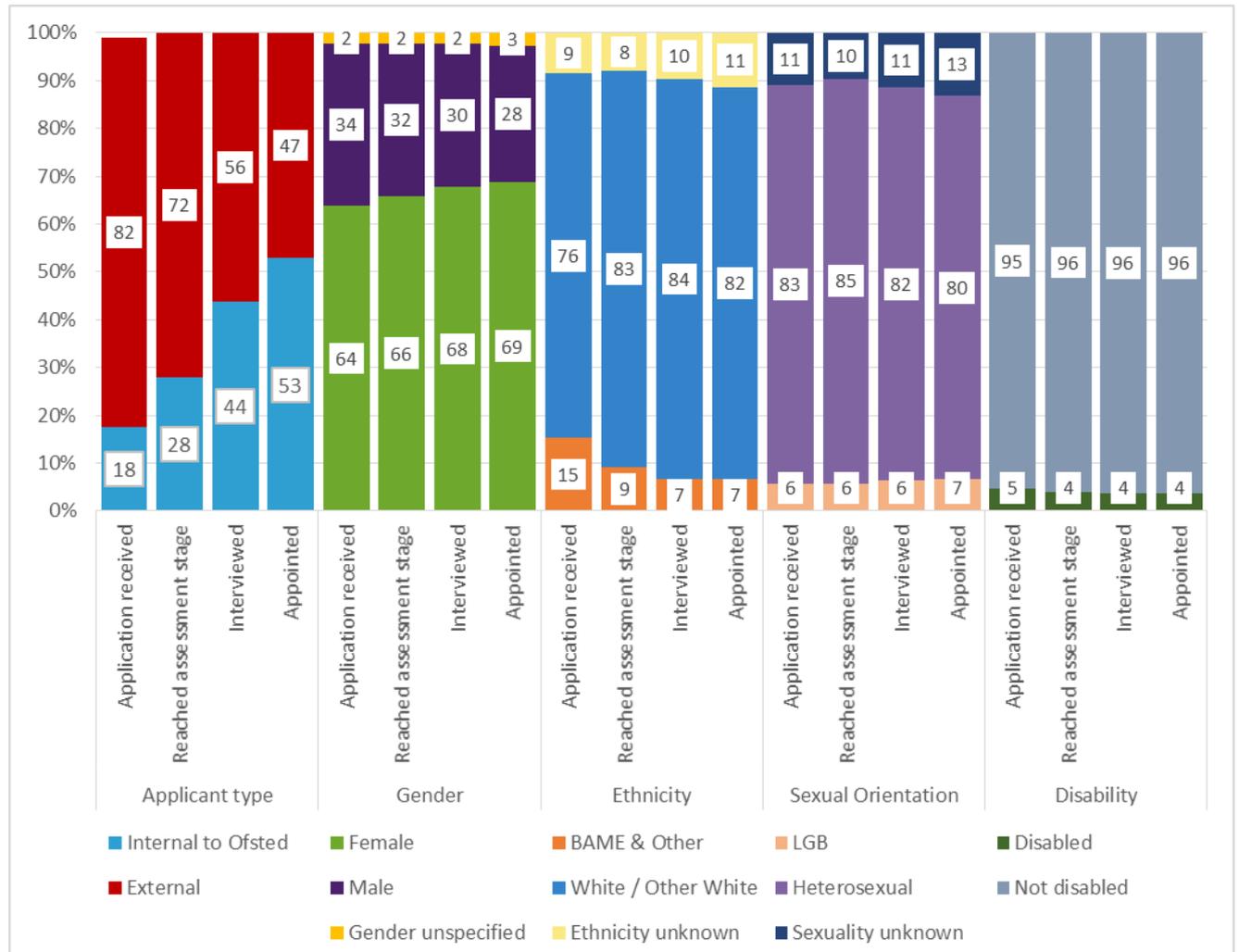


The 2011 census indicates that 59% of the population are Christian, followed by 25% with no religion. Likewise, in Ofsted, those who identify as Christian at 48% are the largest group, followed by no religion at 33%. Within our organisation, 2% identify as Muslim, which is less than the census figures of 5%. However, the general population figures for Hindu (2%), Sikh (1%), Jewish and Buddhist (under half a per cent each) are reflective of our internal workforce. The full breakdown of the proportion of each faith by grade can be found in Annex D. The People Survey engagement scores across the different religions within Ofsted are: Christianity 71%, Hindu 77%, Muslim 69%, any other religion 76%. This is higher than the Ofsted average of 68%.

A significant proportion of the workforce has continued to either not declare or has selected 'prefer not to say'. Our Religion and Faith network has been increasingly active this year to increase the understanding of faith and belief. This has included communications campaigns for staff to share personal reflections and short information pieces on religious dates and the promotion of Inter Faith Week.

Recruitment and development throughout 2017–18

Figure 10: Recruitment stages reached by applicant type for SCS and inspection posts



Internal applicants are more successful at each stage of the recruitment process. Even though 82% of applications received are from external candidates, the majority of appointments are internal candidates.

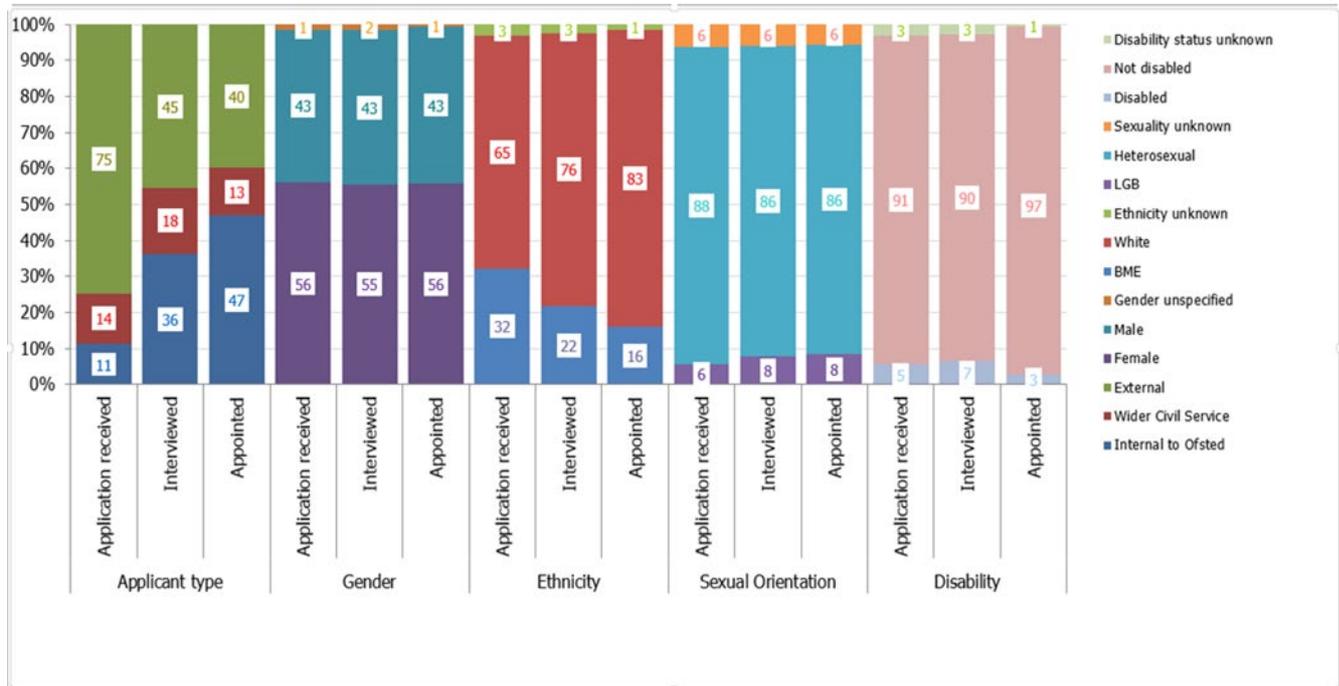
There has been an increase in the percentage of applications received from men, up by 5% compared with 2016–17. This has resulted in a 4% increase in the number of men appointed. However, women remain more successful than men at each stage of the recruitment process, with the majority of the appointments (69%) being women.

The proportion of BAME candidates has increased at every stage of the recruitment process compared with last year, with the percentage of BAME appointments increasing from 5% to 7% this year.

The proportion of LGB candidates has increased at every stage of the recruitment process compared with last year, with the percentage of LGB appointments increasing from 5% to 7% this year.

The percentage of disabled candidates at each stage of the recruitment process is very similar to last year, with the number of disabled candidates appointed remaining at 4%.

Figure 11: Recruitment stages reached by applicant type for APT posts



The proportion of men and women at each stage of the recruitment process remained static, showing no disproportionate impact. Women continue to make up the majority of those appointed, although the percentage of men appointed has increased from 39% last year to 43% this year.

This year has seen a marginal increase in the number of appointments to APT posts for BAME (+1%) candidates. We continue to support blind sifting for all our applications to alleviate any unconscious bias. However, White candidates are still disproportionately successful at each stage of the recruitment process.

There has been no change in the percentage of LGB candidates who have applied for roles this year (6%) compared with last year. However, the proportion of LGB candidates who were successful has increased significantly, from 5% to 8%.

There was a decline in the proportion of disabled candidates who applied to posts (5%) compared with (7%) in 2016–17. However, there was a slight increase in the percentage of disabled candidates appointed, increasing from 2% to 3%. Please see appendix E for the recruitment information for 2016–17.

Eliminating discrimination, bullying and harassment

Results from the 2017 People Survey indicated that reports of discrimination have increased by one percentage point to 10%. However, the reported bullying and harassment scores have remained the same, at 8%. The anti-bullying, harassment and discrimination working group has been taking forward actions to tackle this issue. Both the equalities networks and our trade unions side are represented in this working group.

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. Our internal corporate training team is continuing to look at improved solutions to further raise understanding and awareness of unconscious biases. An area of focus for 2018 included the launch of a new Equalities and Unconscious bias package to be mandated to all staff.

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 Inspector CS equivalent – Higher Executive Officer.	B2 APT CS equivalent – Higher Executive Officer
	B3 APT CS equivalent – Executive Officer
	C1 APT CS equivalent – Administrative Officer

Annex B – Breakdown of age declaration by grade from March 31 2017 and March 31 2018

Table 1: Breakdown of age declaration by grade from March 31 2017 and March 31 2018

	Total number of employees	Percentage of employees in age categories						Not known/declared	
		16-19	20-29	30-39	40-49	50-59	60-64		65+
March 31 2018									
Overall	1,763	1	8	23	27	33	7	2	0
C1 APT	265	6	20	27	18	22	6	-	0
B3 APT	203	0	22	34	24	15	3	-	0
B2 APT	181	0	19	45	19	13	3	0	1
B2 Inspector	137	0	-	15	21	47	14	-	0
B1 APT	142	0	4	39	37	16	-	-	0
B1 Inspector	265	0	0	13	31	47	8	-	0
Band A APT	94	0	-	44	36	15	-	-	0
RIM	42	0	0	-	38	57	-	0	0
HMI	300	0	0	5	28	49	13	4	0
Principal Officer	36	0	0	17	42	36	-	0	0
Senior HMI	69	0	0	-	28	59	12	0	0
SCS	29	0	0	-	34	45	-	0	0
March 31 2017									
Overall	1,524	2	9	22	28	31	8	2	0
C1 APT	237	11	21	22	19	21	6	-	0
B3 APT	201	-	20	35	23	14	5	-	0
B2 APT	150	0	19	43	21	13	4	0	0
B1 APT	137	0	5	39	34	18	-	-	0
B1 Inspector	243	0	0	12	33	44	9	2	0
Band A APT	88	0	-	44	34	11	6	-	0

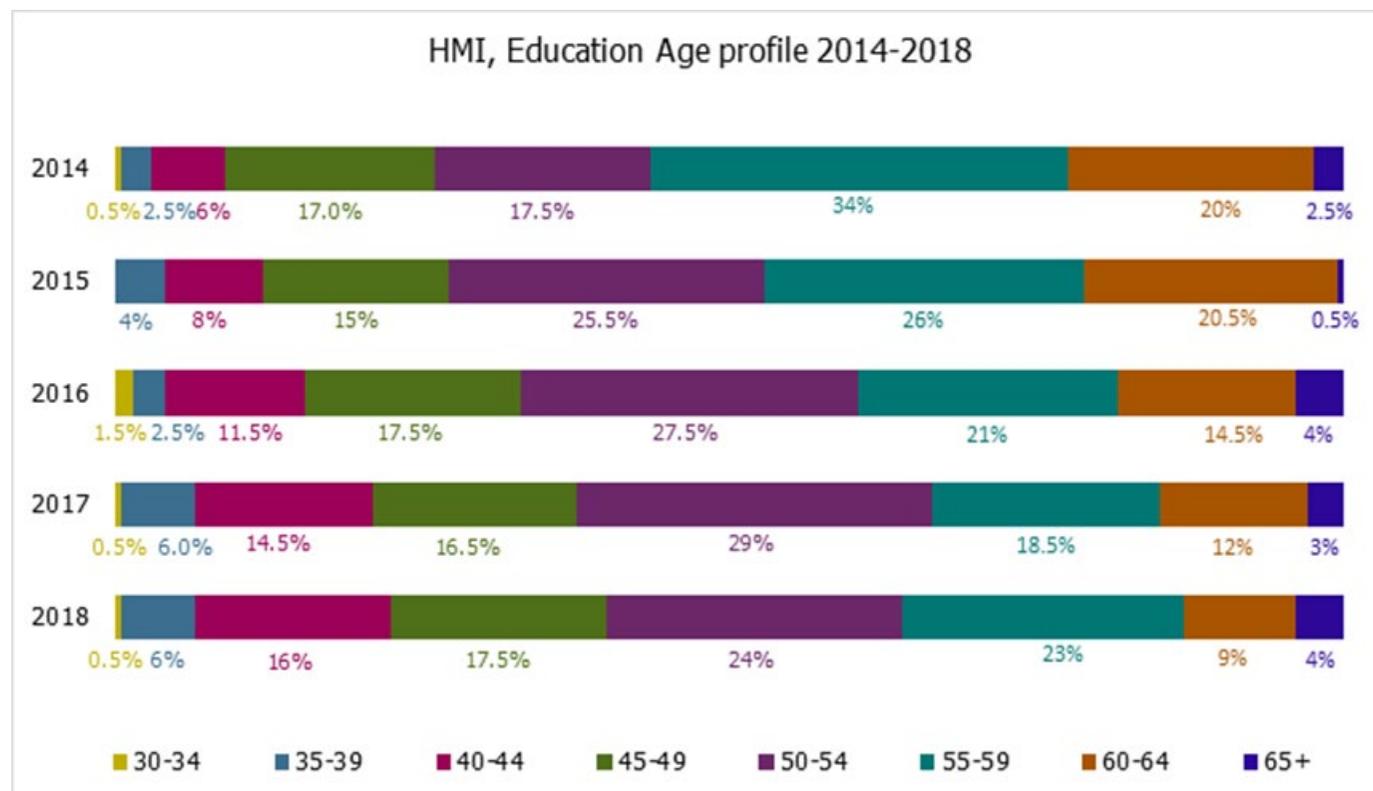
RIM	34	0	0	-	47	44	-	0	0
HMI	311	0	0	5	29	49	14	4	0
Principal Officer	31	0	0	-	48	35	-	0	0
Senior HMI	63	0	0	0	19	71	10	0	0
SCS	29	0	0	-	38	41	-	0	0

Source: Ofsted Human Resources management information system

1. Percentages are rounded and may not add to 100.

2. Percentages calculated with less than five individuals are not shown in this table.

Annex C: Breakdown of HMI, Education age profile from March 31 2014 and March 31 2018



Annex D: Breakdown of religion and faith declaration by grade from 31 March 2017 – 31 March 2018

	Total number of employees	Percentage of employees in faith categories									
		Not known/declared	Prefer not to say	No religion	Other religion	Buddhist	Jewish	Sikh	Hindu	Muslim	Christian
March 31 2018											
Overall	1,763	9	4	33	2	-	-	1	2	2	48
C1 APT	265	13	5	30	3	0	-	-	3	3	42
B3 APT	203	16	3	34	4	-	0	-	3	3	33
B2 APT	181	8	6	40	3	-	0	-	3	4	35
B2 Inspector	137	19	-	15	-	0	-	-	-	-	57
B1 APT	142	11	5	45	-	-	0	-	-	-	35
B1 Inspector	265	5	3	29	-	0	0	0	-	-	60
Band A APT	94	-	-	44	-	0	0	0	-	-	38
RIM	42	12	-	29	0	-	0	0	0	-	52
HMI	300	4	3	34	-	0	-	-	-	-	56
Principal Officer	36	-	-	31	0	0	0	0	0	-	58
Senior HMI	69	0	0	32	0	0	0	0	0	0	68
SCS	29	0	-	31	0	0	0	0	0	0	62
March 31 2017											
Overall	1,524	8	4	35	2	-	-	1	2	2	47
C1 APT	237	9	4	42	2	-	-	-	2	1	37
B3 APT	201	3	2	31	1	-	0	-	1	1	60
B2 APT	150	11	5	44	-	-	0	-	-	3	33
B1 APT	137	14	4	35	-	-	0	-	-	-	34
B1 Inspector	243	6	6	38	-	0	0	-	-	-	42
Band A APT	88	11	4	30	-	0	-	-	-	-	43
RIM	34	-	-	35	0	0	-	0	-	-	56

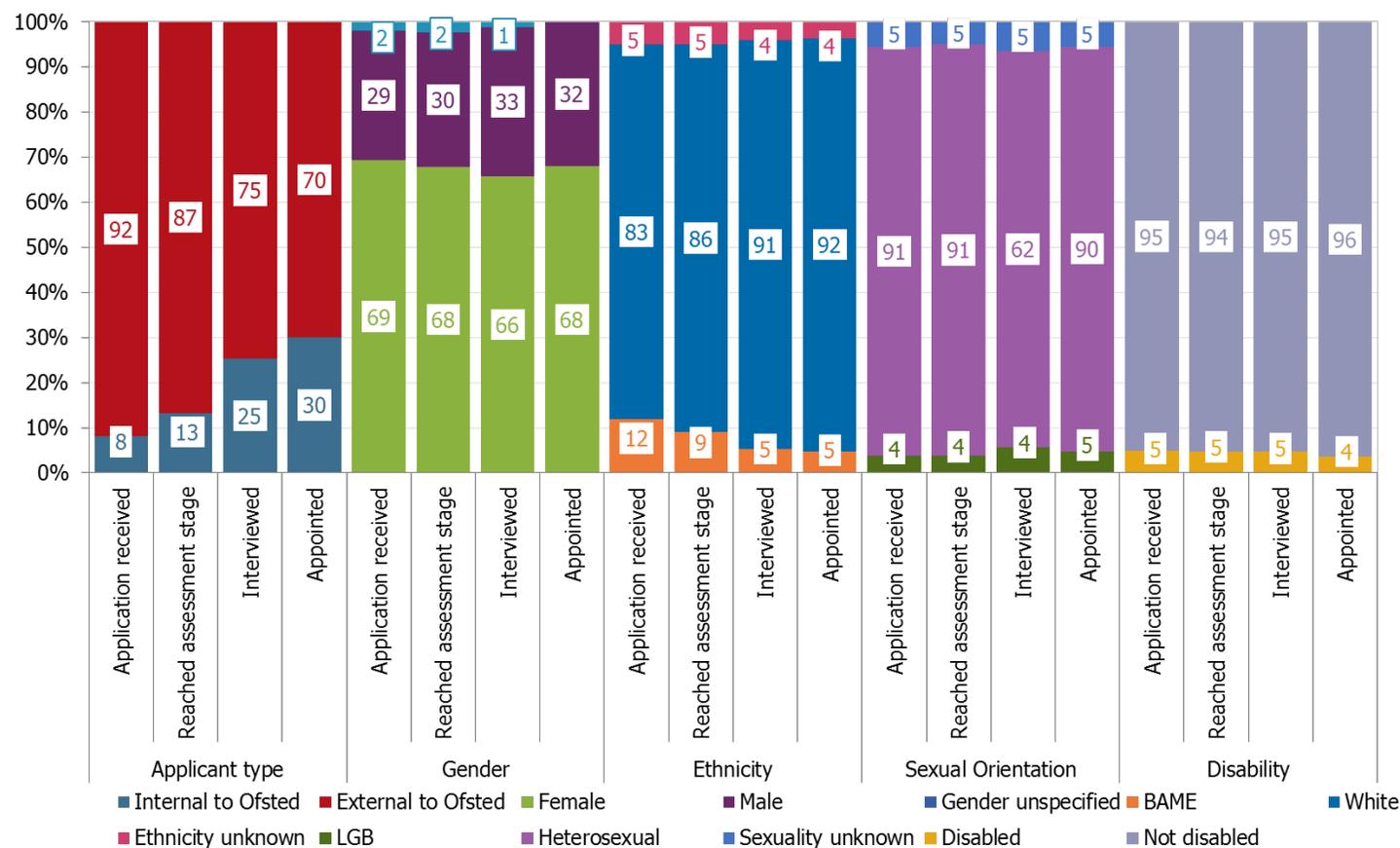
HMI	311	3	6	42	-	0	-	-	-	-	48
Principal Officer	31	-	-	32	0	0	0	0	0	-	50
Senior HMI	63	-	-	24	0	0	0	0	0	0	69
SCS	29	-	-	32	0	0	0	0	0	0	63

Source: Ofsted Human Resources management information system

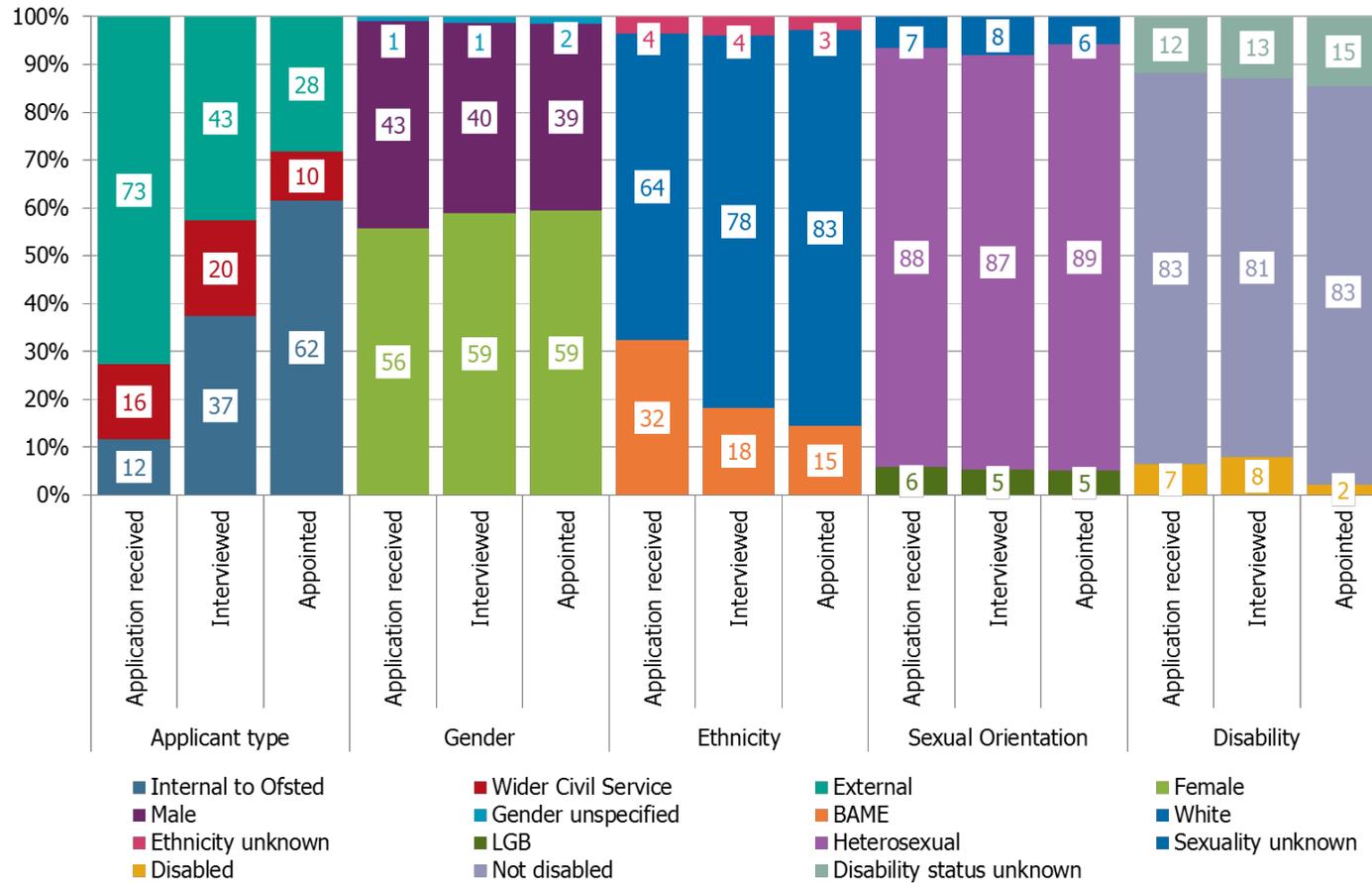
1. Percentages are rounded and may not add to 100.
2. Percentages calculated with less than five individuals are not shown in this table.

Annex E- Recruitment information for period 2016–17

Recruitment stages reached by applicant type for SCS and inspection



Recruitment stages reached by applicant type non-SCS, APT posts





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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

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