

Ofsted Parents Panel

Annual report 2016

Ofsted Parents Panel is a virtual panel that is made up of parents of school-aged children in England.

This first annual report gives an overview of the panel and its activities. It summarises the main findings and how parents' views have contributed to the work of Ofsted.

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Acknowledgements

Thank you to all members of the Ofsted Parents Panel for your commitment and enthusiasm during this first year.

Your thought-provoking and honest views have made a valuable contribution to the work of Ofsted and we appreciate the time you have taken to respond to our questions.

We look forward to working with you in this coming year.

Introduction

Parents have a valuable contribution to make to the work of Ofsted and we seek their views in a number of ways. For example, via a parents' attitudes survey, organised discussion groups, user research and consultation on specific topics and ongoing engagement at conferences, events and via social media. In July 2015, we set up a virtual panel as a way of regularly engaging with parents.

The panel:

- provides parents/carers, of school-aged children in England, with a channel for feeding in their views so that they can help shape how Ofsted works for the benefit of themselves and their children
- provides Ofsted with a rapid response mechanism for ascertaining parents' views.

This first annual report gives an overview of the panel and its activities. It summarises the main findings and how parents' views have contributed to the work of Ofsted.

The panel does not statistically represent the parent population, but it indicates parents' views based on common responses to our questions.

About the Ofsted Parents Panel

During this first year of operation, over 500 parents joined the panel representing all Ofsted regions. They have over 1,100 children between them.

We have contacted members, at least once every month, using text message and/or email. In total, we made 18 requests to the panel. These ranged from short questions to more detailed surveys and requests for help, such as asking for volunteers to help with redesigning our inspection reports website.

In the past 12 months, these parents have given us their views on topics such as: inspection practice, school governance, what they think is their role in educating their children, how schools are preparing children for work, apprenticeships and how well informed children are about the range of opportunities available to them post 16. We have received over 3,000 responses from parents on the panel during this period.

These views have fed directly into Ofsted's work. They have informed aspects of the 2014/15 Annual Report, a number of HMCI monthly commentaries, thematic studies, and speeches. They have also helped in informing internal discussions at Ofsted and our engagement with academic bodies as well as providing continual insight for all our work.

Profile of the Parents Panel

During this first year, 597 parents joined the Ofsted Parents Panel with 1,117 school-aged children between them.

About the parents

When parents join the panel, they complete a short questionnaire that helps us create a profile of members. In this survey, we ask for information about where they live, their ethnicity and their involvement in their child's school, such as being a school governor. We use this information to make sure that the panel is inclusive and to target groups of parents when questions are more relevant to them.

Figure 1: Regional spread of members – total membership (%) by region

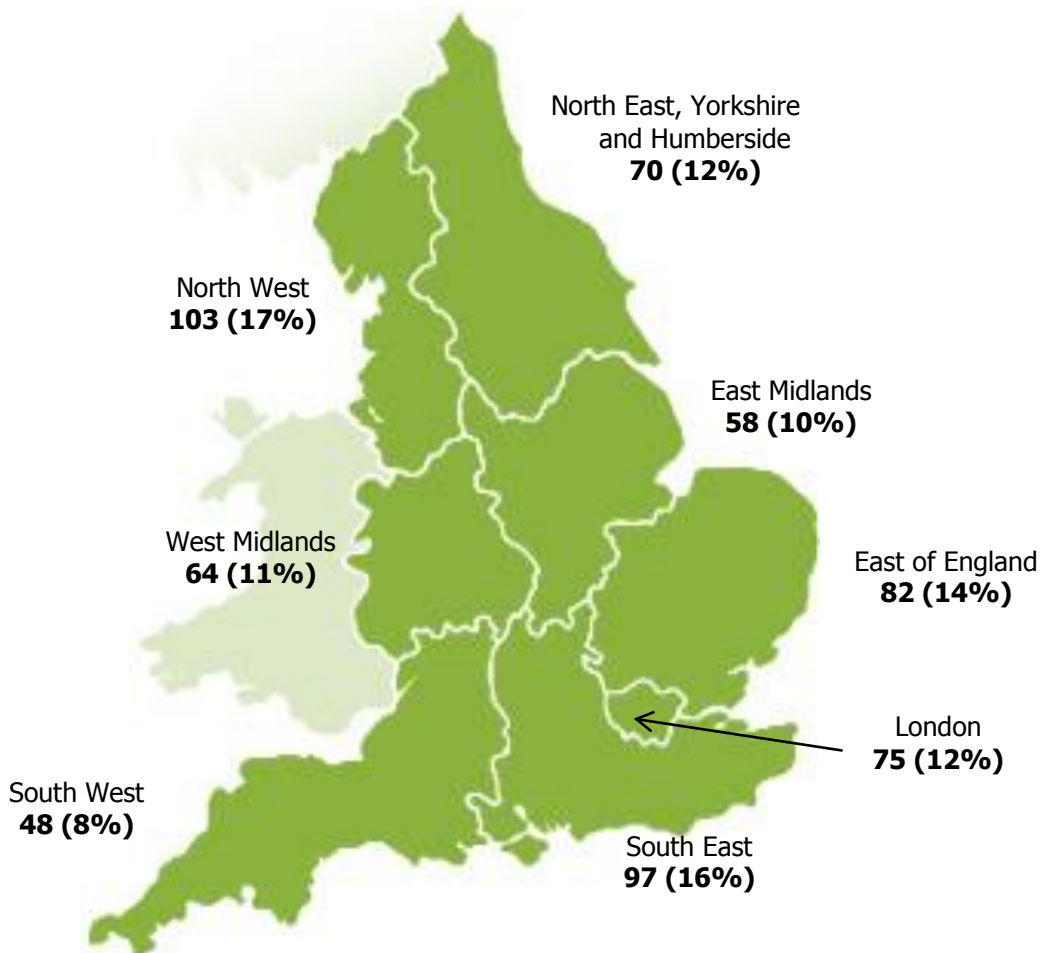


Figure 2: Gender of Parents Panel members

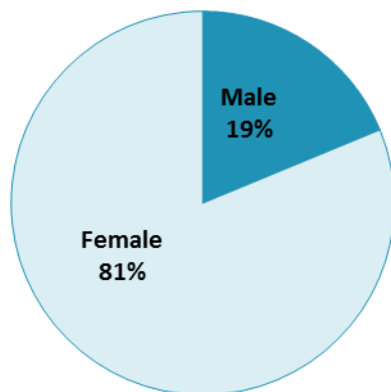


Figure 3: Ethnicity of Parents Panel members

Ethnicity	Members	%
White	540	91
Asian/Asian British	20	3
Other ethnic group	13	2
Mixed/multiple ethnic groups	13	2
Black/African/Caribbean/Black British	5	1
No response	6	1
Grand total	597	100

Nine per cent of parents indicated that they have a disability.

Although the Ofsted Parents Panel is not designed to be a statistically representative sample of parents, we are keen to establish a membership that broadly reflects Ofsted regions, different school phases and ethnic groups. It is designed to provide us with qualitative insight on a range of issues and is one of our many engagement activities, with the public, that take place throughout the year. We will be running a targeted campaign this year to increase members from groups that are currently underrepresented.

Parents' experience in a range of areas in the school allows us to build a detailed profile of the panel.

Figure 4: Experience of Parents Panel members

Experience	Members	%
Being a school governor	249	42
Being a member of a parent association	243	41
Special educational needs	226	38
Ofsted school inspections	225	38
Free school meals	88	15
Being a foster carer	16	3

Parents also told us what level of involvement/engagement they would like to have.

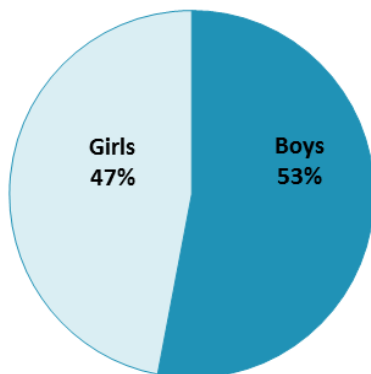
Figure 5: Level of involvement preferences as indicated by parents

Involvement	Members	%
Email questions	571	96
Online surveys	533	89
Reviewing and commenting on Ofsted materials	432	72
Mobile phone text questions	298	50
Regional events	291	49
Telephone discussions	220	37
Webinars	210	35
Facebook	207	35

About the children

Minimal information about members' children was gathered – gender and school year.

Figure 6: Gender of children of Parents Panel members



Of the 1,117 children identified by parents, 53% were in the secondary school phase of education while 47% were in primary school.

What parents told us

Over the past year, parents on the panel gave us their views on a variety of topics. They identified some of these as being important to them, such as inspection practice, Ofsted reports and aspects of the curriculum. The views have been invaluable and continue to enhance and shape our work.

What follows is a summary of the topics we covered last year, what parents said and how we used it. A full list of topics, we contacted the Ofsted Parents Panel for, is given at Annex A. This includes the date asked, topic and total number of responses received.

Shaping the panel

Members were asked how the panel would work best for them. About frequency and the best time to contact them, they said:

- 72% of parents said they would be happy to be contacted as often as required
- 72% did not have a preferred day of the week to be contacted
- 56% said there was no particular time of day while 37% preferred afternoon or evening
- 93% said they preferred us to update them via email.

To date, contact with members has not exceeded twice per calendar month. We have maintained week day contact but varied the day. We usually make contact in the late afternoon/early evening.

Members have told us what they could be asked about in the future. The topics for future include:

- parental links with school
- homework
- SEN provision
- behaviour
- Ofsted inspections and reports
- what makes a good school
- the pupil premium
- mental health
- Parent View
- the curriculum.

Some of these topics are already covered in this report. Those we have not had an opportunity to cover yet, remain logged for the future.

'Here's hoping you're not just ticking boxes with this panel but you will take on suggestions, concerns etc.'

'A good idea! Better to have consistent communication with parents throughout academic year rather than the usual 'one off pre Ofsted inspection questionnaire which I had been used to with my older child who is now at University.'

Apprenticeships

Ofsted is currently conducting a survey on enterprise, employability and the links between business and education. To help inform this work, we wanted to know parents' views on apprenticeships. Specifically, we wanted to know if they had enough information about apprenticeships and if they would be happy if their child took up an apprenticeship.

What parents know about apprenticeships

Parents who responded to this question typically said that they did not know enough about apprenticeships to decide if it would be the right choice for their children. Many of their comments highlighted a lack of information both generally and from schools.

A common theme, from those who said they did have enough information, was that they knew this from personal experience, for example having apprentices at their own work place, rather than through schools.

'Sadly, no, but I would be very interested! With 2 young people, both with SEND – we always need to think outside the box.'

'I wouldn't know where to start to even find out about apprenticeships.'

'Yes, we operate apprenticeships at my workplace. Don't see that much in schools overall.'

How parents feel about apprenticeships

Parents on the panel had previously indicated that they lacked information about apprenticeships. We were interested to know whether, despite this, they would be happy if their child chose to take up an apprenticeship.

The majority of those who responded to this question said that they would be happy if their child chose to take up an apprenticeship. The main reasons given were:

- if an apprenticeship is what their child wanted to do and it was right for them
- the hope that it would lead to employment
- that they valued the 'work experience' young people gained during an apprenticeship
- a recognition that university or full time education wasn't the right option for everyone
- a view that it might be an alternative to university and the high level of debt many young people had to manage on graduating.

Some concerns about apprenticeships were raised. In particular:

- not all apprenticeships were of good quality

- the perception that they were seen as a source of cheap labour
- their status was much lower than university/degree qualifications
- the schemes needed to be better regulated and monitored.

The Ofsted report on enterprise, employability and the links between business and education is expected to be published later this year.

'If it was what suited them, it would be best for their learning.'

'Not all children are academic so if my child wanted to choose an apprenticeship over further education I would still be happy that they were choosing a career path.'

'I would be happy if my child chose an apprenticeship because then they have practical work experience as well as qualifications.'

Aspirations

Every year, Her Majesty's Chief Inspector publishes a national report on the state of children's social care.¹ This year one of the themes explored was the care and education of children who are looked after, for example, by foster parents or in a children's home. Understanding what parents want for their children helps Ofsted to make sure that, during inspections, the right questions are asked to ensure that we are all equally ambitious for the lives of children who are looked after.

We asked parents on the panel about their aspirations for their children by the time they were aged 21 years. Their responses were not surprising: parents want their children to be healthy and happy and make good progress in education so that they can go on to employment that suits them.

¹ 'Ofsted social care annual report 2016'; www.gov.uk/government/publications/ofsted-social-care-annual-report-2016.

'Word of mouth and general 'feel' of the school. Ofsted report and exam results do help but not enough to base the decision solely on them.'

'The Ofsted report would be reviewed only if it was recent, a school would most likely have improved from a report from three years ago.'

Complaints

We wanted to find out how parents raise concerns with schools and whether parents understood the role of Ofsted in the complaints process. Parents on the panel typically said that the class teacher would be their first step to resolve any issues with the school. The main reasons for this were:

- they felt comfortable raising the issue with them and confident that it would be resolved
- they felt that class teachers know their child the best and have a good understanding of any issues or situations occurring
- they wanted a quick resolution
- this was the recommended first step of the schools complaints policy.

Fewer parents said that they would go straight to the headteacher or other staff in school such as head of year, form tutor and mentor.

Factors influencing decisions

Although parents specifically mentioned class teacher and headteacher and the confidence they had in them, they also said that ultimately who they raised an issue with would depend on the following factors:

- phase of school
- the issue being raised and who in the school had overall responsibility for it
- seriousness of the issue
- urgency of the situation
- whether the situation was being resolved.

Phase of school

Parents' views highlighted differences between primary and secondary schools.

- In secondary school, parents were more likely to go to head of year or form tutor than the relevant class teacher.
- Daily contact with class teachers in primary school forged good relationships and enabled parents to raise matters as and when. Parents were more likely to send an email to secondary schools so expected issues to take longer to resolve.

The issue being raised

Depending on the issue, parents would go to the person who had responsibility for it at school. For example:

- for an administrative issue, they'd go to the school secretary
- for a class issue to the relevant teacher
- for school management issue: to the headteacher or the governors.

Seriousness of the issue

Parents indicated that they would direct more serious complaints, depending on severity, straight to (in no particular order):

- the headteacher
- senior management team
- governors
- Ofsted
- DfE
- local education authority
- the local safeguarding team
- the police.

They also said that they would, if necessary, escalate their complaint if they weren't satisfied that it was resolved at a lower level.

Ofsted and complaints

Eight parents on the panel specifically mentioned contacting Ofsted with a complaint. Mainly, this was as a last resort or to alert Ofsted of any serious failings in the school such as poor teaching or children being taught the wrong curriculum.

More information about the role of Ofsted in the complaints process is available on Ofsted's website on GOV.uk.²

²'Complain about a school or childminder'; www.gov.uk/complain-about-school.

'Usually things can be sorted by the teacher and they know my child best. Also you have to bear in mind that sometimes you may not have the full story and the teacher is more likely to know what is happening with your child in school.'

'Dependent on the severity, I would like to think I could go to the class teacher. However if it was a higher problem or problem with the class teacher I would speak to the head. If still not satisfied governors.'

'At secondary level, the school is a bit more 'faceless' and I wouldn't be able to engineer a meeting in person, so my first step would be to e-mail my child's form tutor.'

'I would look to alert Ofsted if I really was concerned about a big issue, such as poor teaching throughout, wrong curriculum etc.'

Governance

Her Majesty's Chief Inspector, Sir Michael Wilshaw, published a commentary on governance in November 2015.³ In this commentary, Sir Michael said: 'The role that governance plays in ensuring that every child receives the best possible education has never been more important' and he called for evidence to inform an in-depth and far-reaching survey into the effectiveness of governance in our schools. To help inform this work, we asked the parents on the panel how much contact they had with school governors.

³ HMCI's monthly commentary: November 2015; www.gov.uk/government/speeches/hmcis-monthly-commentary-november-2015.

Figure 8: level of contact parents have with governors

Amount of contact	No of responses	%
A lot	37	16%
Some	14	6%
It varies	17	7%
Very little	61	27%
None	98	43%
Grand total	227	100%*

*Percentages have been rounded and may not add up to 100

Seventy per cent of parents, who responded, said that they had very little or no contact with the governors at their child’s school. In some cases, parents said that they did not know who the governors were or what role/powers they have. Some parents weren’t sure if they needed to have contact with the school governors as they were happy with the way the school was being operated.

Parents who said that they had a lot of contact with governors indicated that they were often visible at school events and helping out in the classroom, being available at parents evenings, having an online presence and involvement with individual issues for example a complaint or issues around specialist provision.

The full findings of the survey are due to be published later this year.

‘At my Childs school they are treated as VIP’s but don’t seem to bother to have any dialogue with parents. I have been a parent at this school for nine years.’

‘They appear to be separate from the school. I am an active member of the PTA and have never been in any contact with them. We are aware who they are because their photos are up on the wall.’

‘They are very good at communicating when necessary but are understandably quiet the rest of the time.’

'Governors are unsung heroes who take on a huge amount of work and responsibility for no obvious reward.'

Improving the Ofsted reports site

We want to make the Ofsted inspection reports website simpler, clearer and better for people to use.⁴

Parents on the panel have helped us to clarify some of the terms we use throughout the site and to understand the process parents go through when choosing a school, college, some childcare or training for their children. What they have told us has influenced our thinking and design decisions.

Work on the redesign continues.

Modern foreign languages

In his May 2016 commentary, Sir Michael Wilshaw, HMCI, highlighted a number of common concerns surrounding the provision of modern foreign languages (and science) at key stage 2.⁵ He said, 'a sharper focus needs to be placed on these subjects to make sure that children leaving primary school are better prepared to meet the more rigorous academic challenges they will face at secondary school.'

The Parents Panel provided valuable information for this commentary. This is what they said about modern foreign languages.

- Generally parents didn't know, or didn't think that their children were making good progress in their foreign language learning at primary school and their learning had not prepared them for learning a language at secondary level. Despite this, 62% of parents said that their children enjoyed learning a foreign language at primary school.
- Almost two-thirds (65%) of parents felt that secondary schools had gone some way to build on their child's prior learning of a foreign language.
- Almost 70% said that their child is making good progress in their foreign language learning in secondary school.
- Eleven percent of parents said that their children were currently studying a foreign language at GCSE level and 3.15% said that their children were studying at A level. While 43% of parents said that their children were likely to take a

⁴ Find an Ofsted inspection report: www.reports.ofsted.gov.uk/.

⁵ HMCI's monthly commentary: May 2016; www.gov.uk/government/speeches/hmcis-monthly-commentary-may-2016.

foreign language at GCSE level, only 9% thought their children were likely to continue to A level.

'Our two children were taught a few songs and greetings in French and Spanish in primary school and friends have similar experience.'

'Not enough time dedicated to languages to get enough confidence.'

'I know some work is done but it isn't high profile or visible as a parent.'

'My daughter did enjoy learning French but didn't get much chance to learn it.'

'Varied progress - as no French at Primary came in behind peers, put in bottom set and made poor progress with no seeming enthusiasm. On the other hand, started learning Latin, everyone in same boat of learning from scratch and is really enjoying and making good progress in this subject.'

Parental role in education

As part of our wider stakeholder engagement, Ofsted contributed to a discussion with the Research Centre on Micro Social Change (University of Essex) on parents' attitudes and beliefs about their role in educating their children. To inform this discussion, we asked the Parents Panel 'What role do parents play in educating their children?'

Generally, parents told us that they very much see everything they do as educating their children. This includes everything from the moment their children are born, to starting school and progressing through their education and beyond. They see their role evolving as their children progress and their needs change – from teaching them to walk, to talk, to sing, the differences between right and wrong to helping them read, count, spell and preparing for exams.

In many ways, they see their role as bigger than that of schools, but, are very much of the opinion that parents and schools need to work together to ensure that their children grow and develop socially as well as academically.

At home they provide an environment and structure in which children are encouraged to learn, work hard and achieve the best they can. They take full responsibility for ensuring that their children are ready and have an appetite for learning and support the school by ensuring that learning is continued and applied.

'Parents make the difference between a good and outstanding school.'

'I believe that as a parent I am the leader of the team of people concerned with the education of my children.'

'Education shouldn't be a teacher or parent knows best, it should be a relationship.'

'The school and teachers can direct children, but parents need to encourage them and support them with practice.'

'The school teaches maths and the parents can explain how that will be used with money.'

Post-16 education and training

We asked parents how well they thought schools were doing at explaining, to them and their children, the full range of options available at the end of year 11. Their views were included in a speech given by one of Her Majesty’s Inspectors at the Careers Education Guidance Summit 2015. The audience included representatives from schools, colleges, work-based learning providers, employers, local authorities and providers of careers education and guidance.

Figure 9: How well schools explain range of options at end of year 11

Response	No of responses	%
Very well	34	23%
Well	14	10%
Adequately	16	11%
Poorly	29	20%
Very poorly	30	21%
Don't know	21	15%
Grand total	144	100%

Parents on the panel, who responded, said that careers guidance is patchy. Forty one per cent said schools were poor or very poor at explaining the range of post-16 training and education options available to their children. While one in three said schools did this well or very well, 15% said they didn’t know.

Those who said ‘well’ or ‘very well’ generally felt that the schools had kept them well-informed of all the options and that they had received good and timely information, especially for those planning to go to university through the A-level route.

Parents, who said ‘poorly’ or ‘very poorly’, were typically left to find out what was available for themselves. Many of these parents felt that their children’s choices were limited because the school focused on keeping children at the school in sixth form.

Some parents highlighted a lack of information for children with disabilities or special educational needs. Some very strong views were expressed about the poor quality of support that these vulnerable young people received. Often, this depended on which school they attended and their parents’ ability to support and understand the system.

Schools have a statutory duty to provide careers guidance for all.⁶ Sir Michael Wilshaw, Her Majesty's Chief Inspector has consistently highlighted the need for quality careers guidance for all pre- and post-16 learners.⁷ Careers guidance now has an even stronger focus in Ofsted's inspection framework.⁸

'The school takes great pains to explore the range of possibilities and options open to the student based on the student's interests and abilities.'

'I was told that I needed to 'do personal research'. When I said 'are you saying Google it?' I was told 'pretty much'. I was lost!'

Preparing children for the world of work

As part of the Annual Report 2014/15, Ofsted wanted to say more about whether young people leave school ready for work and to understand if this is something schools need to improve.⁹

We asked parents on the panel if schools were doing enough to prepare young people for the world of work.

The most common parent view was that currently there were gaps in what their children were learning.

They suggested a wide range of important topics and skills that their children would need to be sufficiently prepared in for the world of work, such as:

- computing and technology
- spoken language and the ability to present orally
- creativity and self-expression
- the ability to manage finances

⁶ The Education Act 2011, c. 21, Department for Education (2011); www.legislation.gov.uk/ukpga/2011/21/section/29/enacted.

⁷ Ambitions for education: Sir Michael Wilshaw, Ofsted 2016; www.gov.uk/government/speeches/ambitions-for-education-sir-michael-wilshaw.

⁸ Common inspection framework: education, skills and early years from September 2015, Ofsted (2015); www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015.

⁹ The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2014/15, Ofsted 2015; www.gov.uk/government/publications/ofsted-annual-report-201415-education-and-skills.

- entrepreneurialism
- social skills and teamwork
- character traits like resilience, discipline and resourcefulness.

'Study and exams are all very important, but they equally need better life skills. We see this with lots of young people these days, they simply are not ready and prepared for the next steps in life.'

'I think all schools could improve links with employers and industry as well as prepare students better for the life skills required to be successful in the world of work. This includes things like understanding how to manage finance, presentation and public speaking skills.'

'I've attended two career events at a school over the last few years. In both, there was a focus on what to wear and interviews, rather than on career choices and employer expectations around things like entrepreneurialism, independence, and creativity.'

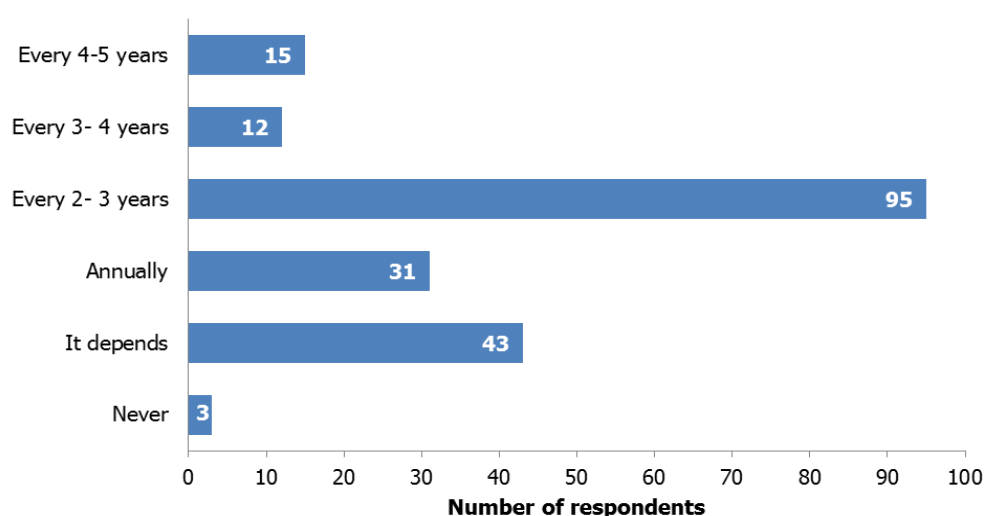
School inspections

As an organisation, Ofsted knows what headteachers and schools think about inspections so were interested to know what parents thought about frequency of school inspection and currency of inspection reports.

Frequency of school inspections

We asked the parents on the panel how often they thought schools should be inspected. This is what they said.

Figure 10: Parents views on frequency of school inspections (by number of panel members responding)



Almost half of the parents, who responded, said that an inspection every two to three years was reasonable. This would allow issues to be picked up quickly but not be too frequent as to be onerous on schools and the children. They felt five years between inspections was too long as a lot of changes could happen in that time and a child could have left a school before an inspection had taken place.

Those who thought schools should be inspected less frequently were mainly concerned about the disruption an inspection can have on a school and its pupils. They thought less frequent inspections would enable poorly performing schools time to change while schools that were performing well could continue to do so without any major disruptions.

Those who were of the opinion that schools should be inspected annually said:

- in particular, SEN provision should be inspected every year
- inspections could be shorter but more frequent
- an annual visit would pick issues up quickly before they were allowed to slip
- inspection would become part of the normal school regime.

Those who did not specify a particular frequency said how frequently Ofsted inspected should depend mainly on how the school was performing. Their view was that underperforming schools should be visited more often, with outstanding schools being visited the least often.

'Every three years unless there are complaints. Too frequent would disrupt school days as schools seem to spend much time and resources preparing for the visits, hence the visits should be unannounced.'

'Annually would be too onerous on schools and Ofsted but an awful lot can change in three years, both good and bad.'

'If you inspect only every five years then whilst your child is at the school they might not even be checked.'

'Every year so that instead of it being this big drama that it becomes part of the normal school year.'

'One year for those schools that are under performing and then a sliding scale up so if this year you're outstanding you have three to four years.'

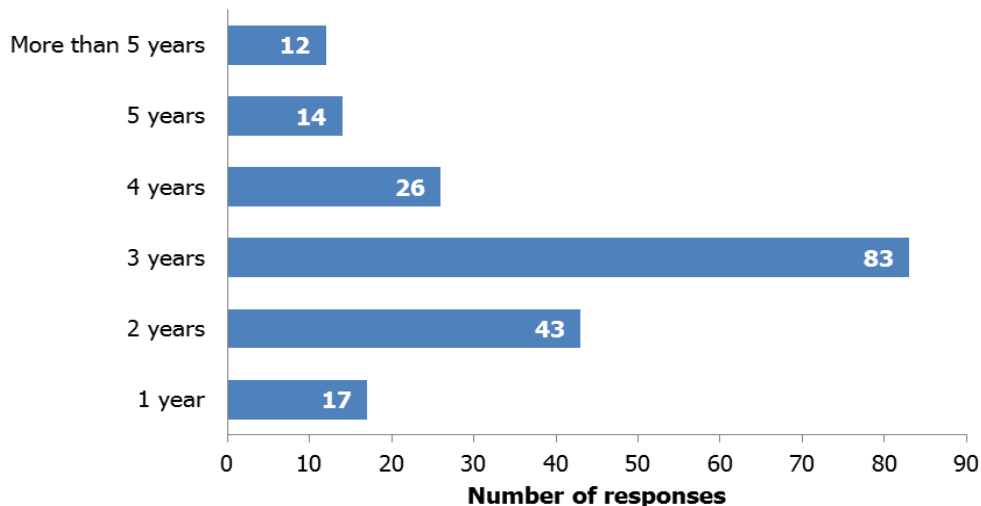
How Ofsted currently inspects maintained schools and academies, non-association independent schools, further education and skills provision and early years settings is set out in 'The common inspection framework: education, skills and early years'.¹⁰

¹⁰ The common inspection framework: education, skills and early years, Ofsted 2015; www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015.

Currency of school inspection reports

We also asked parents on the panel if they were to use an Ofsted report to help them choose a school, how old would it have to be before they considered it to be out of date. This is what they said:

Figure 11: Parents' views on currency of school inspection reports (by number of panel members responding)



Most parents would consider a report two to three years old as out of date. Reasons include:

- a lot can change during that time
- a report of that age wouldn't be a true reflection of the current state of the school
- local demographics and admission criteria changes.

For some parents though it depended on:

- grading of the school at the last inspection
- how many staff changes there have been
- whether the headteacher has changed.

'Two years. My main reason would be that school management and staff changes could change the characteristics of a school substantially.'

'I would consider it to be out of date if the Headteacher had changed.'

Study programme

'16 to 19 study programmes are designed to provide students with a structured and challenging individualised learning programme that supports their development and progression in line with their future career plans.'

Department for Education (2014)¹¹

This year Ofsted is producing a report on post-16 education. To inform this, we asked how much parents knew about the study programme. We were also keen to understand, from their children, more about the information, support and guidance available to them, as students, and whether this is helping them progress with their learning.

Parents' views

This topic was relevant to less than 20% of panel members. Nevertheless, within this 20%, the message was clear: these parents don't know what a study programme is. Four out of five parents said that their child's school or college had not explained to them what a study programme is.

Students' views

Again, due to the specifics of this subject, and the relevance to panel members, the number of responses we received from students was low. Nevertheless, we did get 13 responses and they have given us valuable insight to the overall research for this project.

'I don't know what traineeships and employment options there were.'

'I was given a lot of advice and encouragement to take an apprenticeship. My parent and outreach teacher then explained to me what it would involve and how I would be much more suited to A Levels. I now have three offers from three universities to study law. I can now see the advice I was given about apprenticeships was totally wrong for me. I would have liked information and advice on A level and uni options.'

¹¹ 16 to 19 study programmes: Departmental advice for education providers on the planning and delivery of 16 to 19 study programmes, DfE (2014); www.gov.uk/government/publications/16-to-19-study-programmes-advice-on-planning-and-delivery.

'[Work experience] Showed me what it is like to be in the working environment of my chosen career.'

'It [work experience] focused my thoughts on what kind of employment I wanted and didn't want!'

Future direction of the Ofsted Parents Panel

Our objectives for the Ofsted Parents Panel this year are to:

- continue asking parents for their input in areas where they can have the most impact and enhance the work of Ofsted
- explore the possibility of extending the work to other remits within Ofsted, in particular early years
- increase membership numbers in underrepresented groups.

Our commitment to the members is to:

- listen to what they have to say
- maintain regular contact
- feedback what parents have told us and how their views have helped to shape the work of Ofsted.

Annex A: Questions asked of the Ofsted Parents Panel

Requests made to the Ofsted Parents Panel – date asked, topic and total number of responses received.

Date asked	Topic	No of responses
30/07/2015	Choosing a school	252
04/09/2015	Shaping the panel	231
11/09/2015	Preparing children for work	125
01/10/2015	Frequency of inspection reports	199
16/10/2015	Currency of inspection reports	207
28/10/2015	Post-16 training	144
13/11/2015	Parental role in education	125
25/11/2015	Governance	227
10/12/2015	Modern foreign languages	215
15/01/2016	Apprenticeships – what parents know	338
29/01/2016	Apprenticeships – how parents feel	180
26/02/2015	Design of Ofsted reports channel	220
18/03/2015	Design of Ofsted reports channel	186
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