Corporate report

Big Listen action monitoring report: December 2025

Updated 11 February 2026

Applies to England

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Introduction

We launched the Big Listen in early March 2024; it ran until the end of May. It gave professionals, children and learners, parents and carers, and the public an opportunity to give their feedback on our work. We published our response in early September 2024. This set out our determination to retain the confidence of the people we work for – children and their parents and carers – and regain the confidence of the dedicated professionals who work with us to improve children's life chances. In particular, we explained how we will put the children who are vulnerable or disadvantaged at the heart of what we do. If we get it right for them, we get it right for all.

The Big Listen response incorporated actions we made in response to the Prevention of Future Deaths report in February 2024, into the death of headteacher Ruth Perry. This included many of the actions we have already taken, set out in section 1.2 below (improving the inspection process) and 2.1 (introducing new training and policies to make sure our inspectors deal sensitively and consistently with well-being concerns). As part of the Prevention of Future Deaths report, we committed to commissioning an independent learning review into Ofsted's response to the death of headteacher Ruth Perry.

Alongside the Big Listen, we published Dame Christine Gilbert's independent learning review. This looked at the actions we took in response to hearing about Ruth Perry's death, our communication and engagement with stakeholders, and the support we offered internally to staff.

The first recommendation of Dame Christine Gilbert's review was:

> Ofsted's actions following the reports of both the Coroner and the Education Select Committee should continue with a sense of urgency. The outstanding actions and other improvement and development initiatives (including those arising from the Big Listen) should be integrated into a single, overarching improvement and development plan which is owned by His Majesty's Chief Inspector (HMCI), staff and the Board. This top-level plan and regular monitoring reports should be published for transparency on Ofsted's website.

We fully accepted this recommendation. Ofsted's strategy delivery unit is now responsible for all the actions from our response to the Coroner and the Education Select Committee. This unit monitors how we are putting the actions into place across the organisation, through the 'Ofsted 2025' programme. The Board is overseeing and scrutinising how we do this. The Big Listen response provided that single overarching improvement and development plan, owned by HMCI, staff and the Board.

We will publish regular monitoring reports on our progress in completing the actions after every Board meeting. This is the sixth update of those monitoring reports.

We have used the term 'providers' (of education and care) throughout this report, for ease of reading. We use this term to cover all of those that we inspect and/or regulate.

In September 2025, Dame Christine Gilbert became Chair of the Ofsted Board after being appointed by the Secretary of State for Education to the position earlier in the year.

Our objectives

In the Big Listen response and in response to Dame Christine Gilbert's review, we set out a combined 132 actions in order to:

1. reset our relationship with those we regulate and inspect, working collaboratively with them to put children and learners first
2. foster a culture of integrity in which we always treat people with professionalism,

courtesy, empathy and respect

3. be a learning organisation that operates transparently, listens to challenge and takes action to change

We have listed the 15 sub-sets of commitments that sit within these 3 objectives. We have also listed all completed actions to date and explained progress towards those not yet completed.

Total Big Listen actions completed: 96/132

Objective 1

1. We will reset our relationship with those we regulate and inspect, working collaboratively with them to put children and learners first

1.1 We will reform our education inspection framework and will introduce report cards to help raise standards and improve how we inform parents, carers, children and learners.

Completed actions

> We will remove the overall effectiveness grade and replace it with a new report card for early years and childcare providers.

> We will replace the overall effectiveness grade with a report card that places a sharper focus on outcomes for schools.

> We will remove the overall effectiveness grade for further education (FE) and skills inspections, to be replaced with a report card that will be better tailored to different types of FE and skills provision.

> We will work with Ministers and the Department for Education (DfE), parents

and carers, and experts from across the education sector, and representative bodies, on what the report cards look like.

We will continue to hold schools to account, clearly identifying those that need to improve and those that need support.

We will aim to make sure that our reformed inspection framework is suitable for the inspection of SEND in mainstream schools, special schools (including independent and non-maintained special schools) and alternative provision (AP).

We will strengthen how we evaluate schools' and local authorities' use of registered and unregistered UAP, highlighting where decisions are taken that compromise the education and care of vulnerable children.

We will introduce a renewed inspection framework that is better suited for the early years, with EYFS at its heart, ensuring providers secure the best start for our youngest children.

The renewed framework will take account of the different contexts of FE and skills providers and be tailored to the age of the learner, their stage of development, and the nature of the provision.

We will place greater emphasis on how well trainees learn to keep children safe in FE and skills inspections. The safeguarding evaluation area will be a the top of all report cards.

We will introduce toolkits for initial teacher education (ITE) inspection to highlight the areas that make the most difference to the quality of teacher development, including evidence-based approaches to teaching and high-quality curriculum design.

We will increase our focus on how well teacher education providers teach trainees to support pupils who have SEND or are disadvantaged through the new inclusion evaluation area for ITE inspections.

We have published a consultation on a renewed inspection framework for early years, schools and FE and skills.

We are consulting on the content of report cards to replace overall effectiveness grades (‘one-word judgements’) for early years, schools and FE and skills.

The consultation sets out how we propose to apply the renewed framework to the non-association independent schools we inspect.

The consultation sets out how we propose to apply the report card to the non-association independent schools we inspect, including how the report card will relate to the Independent School Standards.

We are taking views in the consultation on whether a dedicated toolkit for specialist provision is required, to strengthen inspections of special schools and AP.

We will consult on introducing a criterion on inclusion in our report cards. This will look at how providers are meeting the needs of children and young people with vulnerabilities such as socioeconomic disadvantage and special educational needs and/or disabilities (SEND).

In our consultation we consider how our inspections could look at the way providers remove the barriers to opportunity for learners from disadvantaged backgrounds and those with SEND.

The consultation shows how we propose to focus more on outcomes in FE and skills provision, including providers’ contributions to addressing skills needs.

We have explored how we could develop an ‘evidence required/to be considered’ grid in each toolkit as part of our education inspections to show what is and is not needed for inspection.

Update on progress

We have published our consultation response on renewing our education inspection framework (EIF), including a new way of reporting our findings through a report card. The revised EIF came into force on 10 November 2025. We did not carry out any routine inspections of state-funded schools or FE and skills providers in the autumn term until 10 November. However, some early years, independent school and FE and skills inspections still took place where needed. We continued with Childcare Register inspections and registrations through October 2025. For ITE inspections, the changes commenced in January 2026, as we only inspect ITE providers in the spring and summer terms.

1.2 We will improve our inspection processes to – as far as possible – reduce the anxiety of inspection while always putting children first.

Completed actions

New
As part of our reforms to education inspection, we have reduced the information we ask for during our planning calls to help ease the workload for leaders and staff at the beginning of inspection. This is set out in the operating guides for inspectors.

New
Also as part of our reforms to education inspection, we have strengthened our inspections of registered (DfE regulated) AP. This will include improving training for inspectors of AP schools and how we use data and insights to inform AP inspections. This is set out in the operating guides for schools inspectors.

We will introduce new evaluation criteria as part of report cards.

We will have a separate safeguarding evaluation criterion in new report cards, distinct from leadership and management to signal it is the responsibility of everyone in the school.

We want to work with the government to amend legislation to enable Ofsted to regulate and inspect the quality of multiple providers and group-owned early years providers at group level. The government announced in the ‘Best start in

life' strategy in July that it will 'work with Ofsted to introduce reporting on larger nursery chains so issues that span a group of providers can be addressed. For parents this means inspection reports will be more accurate and consistent.'

We will consult with the FE and skills sector to make sure that our notice periods and the size of our inspection teams are proportionate for the size and complexity of the providers we inspect.

We will review the size of our inspection teams and notice periods for FE and skills inspections to make sure we are proportionate for different types of providers.

Through our dual consultations on inspection framework reform and school accountability, Ofsted and the DfE began a debate about the essential elements of the wider public accountability system, as recommended by Dame Christine Gilbert in her review.

We have introduced consistency meetings across all the remits Ofsted inspects. This is where the National Director, Delivery and either the National Director, Education or the National Director, Children's Social Care and Regulation lead a rigorous weekly consistency review with regional directors to review inspection findings across education and regulatory inspections. The consistency meetings use the experience and insights from all staff in the remit's different areas of work to help ensure a more holistic approach to learning and development by feeding into the work of the Ofsted Academy (see section 2.2), meeting one of the recommendations of Dame Christine Gilbert's review.

We will monitor the evaluation of safeguarding through our national consistency meetings across all remits, to meet another recommendation of Dame Christine Gilbert's review.

We have negotiated a positive Spending Review settlement that will ensure we continue to focus inspection quality while achieving inspection volumes.

We will work with the government to allow Ofsted to inspect multi-academy trusts.

We made a Spending Review bid to expand our oversight to all school groups, as well as multi-academy trusts. This portion of the bid was unsuccessful, but we will expand our oversight to multi-academy trusts when legislation allows.

We have worked closely with children and families, local area partnership leaders and the DfE and NHS England, to review the current area SEND inspection framework.

We have published a summary report of our findings from the first two years of inspections under the area SEND framework. This will inform future improvements to the SEND system by highlighting examples of effective practice and identifying systemic issues.

We will continue to inspect area SEND partnerships but will hold off monitoring inspections until after we have completed our review.

We have introduced consistency meetings for inspectors throughout Ofsted – including for early years, FE and skills, and children's social care – to make sure we apply a consistent approach to inspection. This began with a focus on schools (see action below).

We have tested a new approach for graded inspections of schools. We have a new 'suspend and return' policy for schools that are judged inadequate for leadership and management solely due to ineffective safeguarding. The policy will apply when we consider leaders capable of resolving the safeguarding issues within 3 months. When this happens, we will withhold our judgement and report. We will revisit the school within 3 months to make sure it has improved safeguarding, and complete the inspection.

We have made clearer what inspectors are looking for when they review a school's single central record when inspecting safeguarding. We made this update to the latest school inspection handbook.

We have implemented a policy to give notice for all routine school inspections on a Monday. Our notifications for all routine (graded and ungraded) inspections now take place on Monday, unless an inspection has previously been deferred or is an urgent inspection.

We have made immediate changes to our practice for ungraded school inspections.

Our National Director, Delivery, and National Director, Education lead a rigorous consistency review with regional directors on Fridays to review the week's inspection findings for schools.

We have agreed a protocol with the section 48 inspectorates (that inspect denominational education and collective worship in schools with a religious character) to avoid section 48 and Ofsted inspections taking place at the same time, wherever possible.

We clarified how we will apply personal development and behaviour judgements in FE and skills inspections in our September 2024 update to the inspection handbook.

Update on progress

We have responded to the consultation on changes to improve our inspection processes as part of reforms to the EIF (see section 1.1).

We will provide an update on how we reduce the burden of inspection on FE and skills providers, including on how we can ensure that the size of our inspection teams is proportionate to the size and complexity of the providers we inspect, later this term.

1.3 We will strengthen the regulation and inspection of children's social care, in partnership with the government and the sector.

Completed actions

We want to make sure that our social care common inspection framework (SCCIF) inspections take account of how children's homes create stability for children and avoid unplanned endings. We made changes to the SCCIF in March, which were aimed at children's homes and fostering agencies. The changes are intended to encourage more providers to look after children with

high or multiple needs.

We have opened a pre-registration online helpline so that children's social care providers wanting to open provision, and commissioners seeking provision for children with the most complex needs, can seek advice.

Update on progress

We are working closely with the DfE and key stakeholders as we consider how we can strengthen our inspection frameworks to align with the reforms and remove perceived barriers within the system to providers working with children with multiple needs. To align with the changes being made across Ofsted, we will remove the single-word judgement for overall effectiveness in 2026 for inspections of local authority children's services (ILACS) and the Children and Family Court Advisory and Support Service (Cafcass). However, we want to make sure we align these changes with government reform, wherever possible, so that we do not create unnecessary successive changes.

We are determined to learn from our approach in supported accommodation to better include views and experiences of children and care-experienced young people, in order to improve our regulation and inspection work.

1.4 We will work with the government to make sure children are kept safe and learning wherever they receive their education or care, and to tackle unscrupulous and/or fraudulent behaviour.

Completed actions

New
The DfE's Post-16 education and skills white paper sets out plans to drive up standards of teaching in the FE and skills ITE sector and to drive out unscrupulous providers, as we called for in our response to the Big Listen.

We want the government to review the Childcare Register, especially to tackle fraud in the early years system. We are asking the government to review the Childcare Register legislation in order to remove loopholes that allow far too easy access to those wishing to use their registration solely to commit fraud. We have engaged the DfE on these issues, who are the decision maker here, and they have been keeping Ofsted updated about the situation.

We want to work with the government to develop a more thorough registration process for applicants applying to be registered on the registers for providing childcare for older children. This forms part of the representations made in the action above.

We are working with the government on significant new legislation to enhance the regulation and inspection of social care. This includes improving our oversight of groups, increasing our powers to tackle unregistered provision and introducing new duties on local authorities for children in care and care leavers.

Update on progress

These changes are for the government to make.

This includes significant legislative changes that the government is making through the Children's Wellbeing and Schools Bill to help us tackle unregistered schools and children's homes, and strengthen the regulation of schools, early years and children's social care. The Bill proposes new powers that will enhance our oversight of children's social care provision. It will also introduce new responsibilities for local authorities towards children in care and care leavers. So we are considering how to rebalance our inspections of local authority children's services (ILACS) to reflect these new responsibilities and ensure children's social care services receive the right level of scrutiny to best protect the children they serve. We will make sure any changes to our ILACS framework align with the changes described above in section 1.3.

As part of these changes, we are working with the DfE on revising the SCCIF in line with wider social care reforms. Timing relies on legislative timescales.

We are also working with the DfE to develop new annual reviews of safeguarding, attendance and off-rolling in schools, as proposed in the government's manifesto.

1.5. We will support government childcare plans by enabling childminders to work more flexibly on non-domestic premises.

Completed actions

We will streamline our registration process to support early years and childcare providers. We have secured funding for this through our Spending Review bid to transform our regulatory operating model and digital services. As part of this work, we will update our registration guidance to make sure registration options and processes are clear to all applicants. This will build on the welcome calls we now provide to all new applicants, in which we explain the options available to them within the sector and provide support with their application.

We will register a new type of early years provider for childminders without domestic premises to help deliver the government's plans for childcare. This includes childminders who work out of school-based settings.

Update on progress

All actions complete.

Objective 2

2. We will foster a culture of integrity in which we always treat people with professionalism, courtesy, empathy and respect

2.1 We have introduced new training and policies to make sure our inspectors deal sensitively and consistently with well-being concerns.

Completed actions

New
We have introduced mental health training for all Ofsted staff who wish to have it, including administrative, professional and technical staff.

We delayed schools and FE and skills inspections for the first few weeks of January 2024. This was so that we could run mental health awareness training

for all inspectors, which will help them to respond to signs of stress and anxiety. We committed to giving that training to our entire inspection workforce by the end of March 2024. We have done that.

We worked closely with Mental Health First Aid England to make a bespoke induction package on mental health. This now forms part of our general induction for all inspectors across all remits.

We have introduced a new policy and clear process to allow inspectors to pause an inspection. This includes where they have concerns about the well-being of a leader or staff member and need support from the body responsible for that person.

We have introduced a provider contact helpline. Providers can use this to speak to a senior person in Ofsted during or immediately after an inspection, if they have concerns.

We have set up a national team for our inspectors and providers to help with any well-being concerns during inspection.

Update on progress

We will evaluate the impact of the training and update it as required. We will make sure inspectors receive updates throughout their careers. We have re-contracted Mental Health First Aid England to deliver training to new staff. Before we implemented our revised framework in November 2025, we made sure all our inspectors were fully trained and confident with the new approach.

2.2. We will launch the Ofsted Academy to improve the quality of recruitment and training of our workforce and improve the quality of inspections and regulation.

Completed actions

We have published relevant training materials through the Ofsted Academy.

We have launched the Ofsted Academy. This will invest in our highly skilled

inspectors and administrative, technical and professional staff by drawing together induction, training, learning and professional development work in one place. It will increase our transparency. We will also use it to share the excellent practice we see in the sectors we inspect.

We believe that by improving the recruitment, training and development of our workforce, we will improve the quality and national consistency of inspections. This will then raise standards in the sectors we inspect and improve the lives of children and learners.

The Ofsted Academy will improve training and practice for inspectors in SEND across all provider types. This was a specific commitment in the Big Listen in response to feedback.

The Ofsted Academy will improve training and practice for inspectors in children's social care. This includes making sure the training of our inspectors is even better informed by best practice from the sectors we regulate and inspect.

The Ofsted Academy will help us to recruit inspectors and staff from all remits we inspect, so that we can allocate them on inspections that better match their specialisms.

The Ofsted Academy will improve consistency across inspections. It will help us to invest in our workforce by making sure inspectors have the right expertise to make judgements in different settings and for different types of providers.

The Ofsted Academy is a key part of how we are building a positive culture. It contributes to embedding Ofsted's values and reinforcing our behaviours of professionalism, courtesy, empathy and respect.

The Ofsted Academy will help us to embed cultural sensitivity into our training. We want to make sure that no provider is disadvantaged because of their religious or cultural context.

We have designed the Ofsted Academy in collaboration with our staff. We have engaged inspectors and administrative, technical and professional staff in the design of this new approach to professional learning and development.

> We will continue using their feedback and views as we develop the Academy.

Update on progress

> The Ofsted Academy ran the largest package of training Ofsted has ever offered for an inspection launch. Ahead of the implementation of the renewed framework in November 2015, all senior HMI will have led pilots before leading on the renewed methodology. We will give all senior HMI and early years senior officers extensive training to quality assure the inspections of other inspectors ahead of them leading an inspection. We will also give early years regulatory inspectors and OIs in early years additional bespoke training. All inspectors will complete a comprehensive package of training on the renewed framework before inspections start in November. Our extensive training package will improve consistency across inspections by making sure inspectors have the right expertise to make evaluations in different settings and for different types of providers.

2.3 We have updated our code of conduct to improve the relationship between Ofsted and those we inspect and regulate.

Completed actions

> We have updated and published our code of conduct. It sets out the professionalism, courtesy, empathy and respect that providers can expect from Ofsted staff. It also sets out the integrity and cooperation that we expect from providers, as the basis for a collaborative working relationship.

Update on progress

> All actions complete.

2.4 We will track whether perceptions of our culture are improving over time.

Update on progress

> Through the actions listed here, and our ongoing work to reform Ofsted, we are changing our culture. We want to track whether our culture internally and on inspection is changing over time. We have begun internal work to explore

commissioning an independent survey to ask professionals across all the sectors we work with for their views on Ofsted's culture. This will include our openness, our organisational integrity, and whether inspectors and all of our staff are demonstrating our values of professionalism, empathy, courtesy and respect. We are also exploring asking post-inspection survey questions as part of the same survey. The Ofsted Board will scrutinise the data we gather to help us constantly refine and improve our performance.

Objective 3

3. We will be a learning organisation that operates transparently, listens to challenge and takes action to change

3.1 We commissioned an independent learning review into our response to Ruth Perry's death.

Completed actions

New
In response to Dame Christine Gilbert's review of our response to Ruth Perry's death, we committed to developing a new governance framework with the Board to strengthen accountability and give strong oversight of Ofsted's effectiveness across all our remits. In September 2025, Dame Christine Gilbert became Chair of the Ofsted Board. HMCI and the Board have signed off Ofsted's new corporate governance framework. This sets out the main responsibilities of the Board, HMCI and the executive committee.

In April 2024, in response to the Coroner's Prevention of Future Deaths report, we commissioned an independent learning review into Ofsted's response to Ruth Perry's death. This was led by Dame Christine Gilbert. It looked at the actions we took in response to hearing about Ruth Perry's death, our communication and engagement with stakeholders, and the support we offered internally to staff.

We have published the findings of Dame Christine Gilbert's review and our

response. We will continue to take immediate action on the findings to improve our policies and practice.

Our new strategy delivery unit is now responsible for overseeing all the actions from our response to the Coroner and the Education Select Committee. This unit monitors how we are putting the actions into place across the organisation, through the 'Ofsted 2025' programme. The Board will oversee and scrutinise how we do this. They will hold regular challenge sessions, involving the Chair and HMCI, to interrogate the delivery of actions. The Head of Legal takes part in those challenge sessions to make sure we hold ourselves to high levels of accountability and internal challenge. We will also give regular updates to the whole Board.

Update on progress

We accepted all but one of the review's recommendations. The first recommendation was for Ofsted to track progress more systematically and transparently. We are achieving this through these action monitoring reports. The other recommendations were all responded to as actions we set out in the Big Listen; the reports will cover our progress with these.

3.2 We will improve our engagement with children, parents, carers and providers through our inspections.

Completed actions

We will improve how we engage parents, carers and staff through our inspections of education settings and year round.

Update on progress

We commissioned the Behavioural Insights Team to carry out research with stakeholders to understand what improvements we can make to ensure that parents, children and staff can share their views with inspectors during inspections.

All our inspectors receive refresher training on speaking to children and learners during inspection. We have used the Behavioural Insights Team's advice to revise this training, including around how to make conversations with inspectors feel less formal and more approachable to put children and

learners at ease.

We are considering new ways to strengthen how we hear the views of parents, children, learners and staff as we roll out our inspection reforms. We are developing videos that we can share to tell children and staff what they can expect from inspection, how they can share their views with an inspector and how inspectors will use what they say. We expect these to be ready later in the academic year.

We are considering how we actively involve children and care-experienced young people in developing our approaches to regulation and inspection. We want to build on the work we have done in supported accommodation, where children informed our thinking every step of the way.

We have also engaged with other international inspectorates to review best practice.

3.3 We will establish 6 national hubs to improve consistency across all our work.

Completed actions

We have set up the ‘complaints about Ofsted’ hub, which brings all complaints work into one central place. Inspectors assessing complaints are now from a different region to the one from which the complaint originated. We believe this will lead to a more consistent approach.

We have set up the ‘inspection welfare, support and guidance’ hub. This is one national point of contact offering support and guidance to inspectors and to those being inspected. It will make sure advice and guidance are consistent across the country. It will also help us identify emerging issues so we can improve our guidance, frameworks and training.

We have set up the ‘quality assurance and professional standards’ hub. This is to set high national standards for our quality assurance work. A team of expert inspectors work centrally to make sure the evaluations we make in our reports meet nationally set standards. If standards are not met, senior inspectors oversee a review of the evidence and reporting. They will then take action, for

example by arranging for inspectors to get additional evidence.

We have set up the ‘enhanced consistency and moderation’ hub. This gives additional scrutiny to the reports on education providers causing us the greatest concern, independently of the original inspection team. The hub carefully reviews the inspection reports and comments from providers. It also carries out full evidence base reviews.

We have set up the ‘regulation delivery prioritisation’ hub. This makes sure our resource is allocated to manage peaks in regulatory and registration work in different parts of the country, so that we work in the most effective way and in the best interests of children.

We have set up the ‘area insights and provider intelligence’ hub. This brings together inspectors and experts centrally to consider intelligence about localities, groups and providers. It makes sure that we investigate complaints proportionately and consistently. It will work to make sure that schools understand how we will use the information in complaints when inspecting their school. It also supports our ‘area insights’ work to recognise better where providers of all types do great work in challenging circumstances, and to point out how local and national decision-makers can address local challenges.

Update on progress

All actions complete.

3.4 We are changing how we handle complaints to regain the confidence of those we inspect and regulate with our processes.

Completed actions

We have robust systems in place to challenge our own findings and ensure an appropriate level of independence in our complaints processes. We have set up the ‘complaints about Ofsted’ hub, as explained above in section 3.3. Inspectors assessing complaints are now from a different region to the one from which the complaint originated.

We have introduced the opportunity for complainants to talk to the investigating

officer so that the investigating officer fully understands the concerns being raised.

We have set up a new provider contact helpline so that leaders can speak to a senior inspector at any time during an inspection, or afterwards.

We now provide an earlier opportunity for complainants to appeal to the Independent Complaints Adjudication Service for Ofsted (ICASO) when they are dissatisfied with our complaints investigation.

We have piloted complaints panels for the schools and early years sectors. These panels include external sector representatives, including from trade unions. They review whether we have handled a sample of complaints fairly and in line with our policy. This pilot was successful, receiving positive feedback on the robustness of the process. A new programme of complaints panels started in January 2025 for all remits.

Update on progress

We have a range of formal processes in place to make sure that our inspection and regulatory work is of high quality. These processes include: visits to directly observe inspectors' professional interactions with providers; scrutinising the evidence gathered and decisions reached; and reviewing inspection reports before they are finalised and published.

In the vast majority of cases, our quality assurance procedures confirm that inspections are carried out to a high standard, that evidence supports the inspection findings, and that reports are clear and fully explain the judgements given. Where we identify a mistake, we put this right.

We will continue to consider and act on feedback regarding how we handle complaints, including from external stakeholders who attend our complaint panels.

The full programme of complaints panels began in January 2025. They review whether we have handled a sample of complaints fairly and in line with our policy. After a successful first two terms of operation, we will strengthen these panels even further by enabling more external representation into the process.

3.5 We will become more transparent, and will do more to share our insights and data.

Completed actions

New
We have launched a new service: Ofsted: explore an area. It brings together data to show what education provision is like in and around any local area in England, as well as in a whole local authority area. This will be an important resource for anyone making decisions to support children, whether they are parents or policymakers.

New
Ofsted: explore an area includes early-years-level data, allowing parents to explore the childcare available in their area. They can see how many settings there are and what standard they meet.

New
Ofsted: explore an area includes schools-level data, allowing parents to explore the state-funded schools available in their area and see their latest Ofsted reports and other data.

We have defined what vulnerability means in Ofsted's inspection and regulation context to direct attention and resources to those with the highest need. We commissioned from the National Children's Bureau on how we might consider conceptualising vulnerability for inspection and regulation and published this research in July 2025.

We have increased the sharing of online resources, speaking engagements and curriculum roadshow events to make sure there is a method of engagement available to all practitioners wishing to engage with our insights and materials.

We have agreement from the UK Data Service to share the raw data from the Big Listen adult consultation with the research community, so that other researchers can do further analysis. More information is available from the UK Data Service: Ofsted Big Listen Exercise Data.

We have published 3 sets of data tables from the Big Listen (adult consultation, IFF research study with providers and professionals, and NatCen research with parents, carers and the public).

We have published a review of the quality of young offender institutions (YOIs), which we carried out jointly with His Majesty's Inspectorate of Prisons (HMIP). The review made recommendations, including to the Ministry of Justice, to improve education for children in YOIs.

Our annual report last year included a bibliography of all of our statistical releases and publications. We will continue to include this in future annual reports.

Update on progress

We set out numerous actions committing to be transparent across all of our work. This includes being more transparent about our training materials through the new Ofsted Academy, and making inspection activity and underpinning evidence more transparent (see section 2.2).

We are working on how to expand Ofsted: explore an area to include FE and skills data and children's social care.

3.6 We are increasing our engagement and consultation with the Ofsted workforce and external stakeholders.

Completed actions

We have set up 7 external reference groups. They enhance existing stakeholder and provider groups, and give us independent advice and challenge across the full breadth of our work. They will share ideas and give us feedback, including by examining our frameworks, looking at training and inspection design and making recommendations for improvement. We have reviewed how the meetings are working, their membership, and how frequently they take place.

We have built the 'upward communication', which began with the Big Listen,

into our culture and ways of working by continuing to closely engage our staff in our work.

We have introduced a single point of contact for early years within Ofsted.

Update on progress

All actions complete.

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