

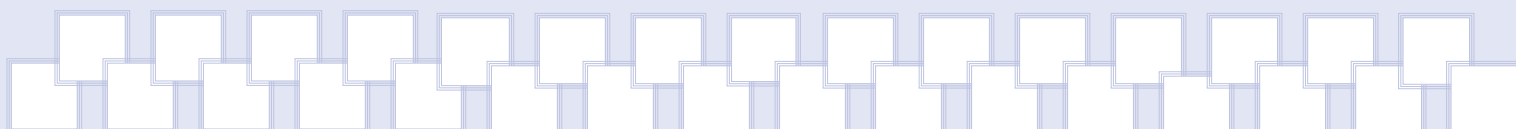


OFFICE FOR STANDARDS
IN EDUCATION

Corporate Plan

for financial year

2001–02



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Preface

This is the ninth corporate plan. It sets out OFSTED's programme of work for financial year 2001–02¹ covering, as in previous years, inspection and advice on the education system. It also, for the first time, sets out our new responsibilities for the regulation of childminding and day care in England.

For the new regulatory work, OFSTED has established an Early Years Directorate with staff in its headquarters and in eight regional centres. We expect to transfer around 1,500 staff from local authorities to OFSTED from September 2001. This represents major organisational change.

Our inspection work in schools, local education authorities (LEAs) and teacher training continues and this year applies to 16–19 education in the further education (FE) sector, where we have just begun a four-year cycle of college inspections. On the schools side, we are now approaching the end of the current cycle in 2003 for secondary schools and 2004 for primary and special schools, and are about to launch a consultation on proposals for the next inspection cycle.

This programme of work will allow us to provide advice to the secretary of state to support her in the achievement of the government's targets, particularly in increasing the participation of 16–19-year-olds and raising standards throughout the system. As always, our work depends on the co-operation of those in schools and in all other parts of the education system involved in our inspections and I should like to thank them for their assistance.

OFSTED will continue to communicate its inspection findings to parliament and the public generally by means of my statutory annual report and through other published reports. We are always interested to receive views on our publications and we would welcome comments on this plan.



Mike Tomlinson

Her Majesty's Chief Inspector of Schools

¹ In this document academic years and financial years are shown as follows:

- academic year 2001/02
- financial year 2001–02

Corporate Strategy for 2001–02

Introduction

1. OFSTED's aims and objectives now include the regulation of childcare and the inspection of further education for 16–19-year-olds.

2. They are:

a. to help improve the quality and standards of education through independent inspection and advice;

and

b. to help ensure and improve the quality and standards of childcare through regulation (in support of the government's aim of raising the quality of childcare) by establishing and operating a national system for the regulation of childcare.

Objectives:

i) to deliver high-quality inspection of schools, further education for students up to 19, LEAs, and teacher training; and provide well-informed, high-quality advice to the Secretary of State for Education and Skills to assist in the formulation and evaluation of government policies concerning education for young people aged 5–19 in schools and colleges, and the training of teachers in this age-group.

ii) to establish and ensure high-quality regulation of childminders and day-care providers, including the delivery of high-quality inspections of childcare and funded nursery education; and provide high-quality advice to the secretary of state to assist in the formulation and evaluation of government policies on early years childcare and education.

3. In carrying out these objectives, OFSTED intends to:

- carry them out efficiently, effectively and economically within the resources provided
- work with its partners in education to raise standards
- improve communications both internally and externally
- value its staff and develop their potential.

Public Service Agreement for 2000–01 and Service Delivery Agreement for 2001–04

4. OFSTED's Public Service Agreement (PSA) for 2000–01 was updated from and followed the pattern of that for 1999–2000, which was published in the government's Public Service Agreement White Paper, *Public Service for the Future: Modernisation, Reform, Accountability* (Cm 4181) in December 1998. The PSA outlined OFSTED's commitment to deliver services in the form of performance targets and indicators. Table 1 gives OFSTED's performance against those targets for 2000–01:

Table 1. PSA performance targets and operational indicators

<p>PSA performance targets</p> <p>Performance targets for 2001–01:</p> <p>18% (4,615) of schools to be inspected</p> <p>8,000 nursery settings to be inspected</p> <p>50 LEAs to be inspected</p> <p>92% of inspection reports reviewed and monitored meeting HMCI's standards</p> <p>Target cost of contracted inspection: £50m</p> <p>Inspections in academic year 2000/01: secondary: 160 primary subject: 45</p>	<p>Performance against 2000–01 target:</p> <p>4, 574 schools inspected (over 18% of the present baseline)</p> <p>8,000 nursery settings inspected</p> <p>Completed 48 initial inspections and 10 reinspections</p> <p>96% of section 10 inspection reports reviewed met HMCI's standard; 95% of nursery inspection reports reviewed met HMCI's standard.</p> <p>Actual cost: £54m (cash)²</p> <p>On course to exceed these targets by the end of the academic year</p>
<p>PSA operational indicators</p> <p>Operational indicator:</p> <p>Average time taken to handle correspondence (target: 20 working days)</p> <p>Average time taken to respond substantively to complaints (target: 42 days)</p> <p>Achievement of targets for prompt payments (target: 100% of undisputed invoices paid within 30 days)</p>	<p>Performance in 2000–01:</p> <p>3.4 days</p> <p>32 days</p> <p>Achieved in 96.1% of cases</p>

² The cost of contracted inspections was higher than predicted because the contract prices in the tender round for 2001 – held during spring/summer 2000 – were higher than anticipated.

5. From 2001–02, the PSA has been replaced for small departments like OFSTED by a more detailed Service Delivery Agreement (SDA), covering three financial years. OFSTED's SDA performance targets and indicators for 2001–04³ are as follows:

Table 2. SDA performance targets and operational indicators

Performance targets for 2001–04

Objective 1:

- i) **high-quality inspection of 50% of schools subject to regular inspection between April 2001 and March 2004 ('high quality' to be measured as 93% of inspection reports reviewed meeting HMCI's standard by March 2002, rising to 95% by March 2004);**
- ii) **inspection of schools in special measures within five to seven months of the original inspection in order to assess the progress made against the action plan;**
- iii) **monitoring of the 500 schools identified by the secretary of state as lower attaining schools and the schools within the Education Action Zone and Excellence in Cities initiatives;**
- iv) **high-quality inspections of 29 LEAs, inspected between April and December 2001 (reporting upon the capacity of the LEA to support school improvement and upon Best Value), then of 30 LEAs each year. All inspection reports to meet HMCI's standards and provide information to Department for Education and Skills (DfES) to decide if intervention is required;**
- v) **number of high-quality initial teacher training inspections meeting HMCI's standard: in academic year 2000/01, 160 secondary subject and 36 primary inspections a year; in academic year 2001/02, 280 secondary subject and 51 primary inspections; plans for inspection of teacher training beyond September 2002 yet to be finalised;**
- vi) **successful establishment of a system of joint inspections of further education institutions falling within the remit of OFSTED by March 2002;**
- vii) **successful establishment of a system of inspection of the new Connexions strategy and framework for inspection by March 2002;**
- viii) **completion of inspection of all further education institutions falling within OFSTED's remit by September 2005;**
- ix) **up to 10 major published reports on a relevant topic, drawing upon inspection evidence, to be published each financial year. These will include reports on literacy and numeracy, on the new strategy for secondary schools and its success in meeting targets for 14-year-olds, and on strategies to promote social inclusion.**

³ Published in the Department for Education and Employment and OFSTED Departmental Report (Cm 5102) in April 2001

Objective 2:

- i) to establish an Early Years Directorate to implement progressively a national system of regulation of childcare by April 2002;
- ii) to establish a publicly accessible national register of childminders and day-care providers by April 2002;
- iii) to establish integrated inspections of childcare and nursery education by April 2003 to be conducted at a frequency and within a timescale to be established;
- iv) to transfer staff from local authorities to OFSTED and provide initial training by September 2001;
- v) to conduct annual inspections of all registered childminders and day-care providers by April 2003;
- vi) to set targets for the registration and inspection of childcare providers by December 2001;
- vii) all inspectors of childcare to be trained to an accredited standard by April 2003;
- viii) at least two major published reports on relevant topics to be published each financial year;
- ix) to develop targets for dealing with complaints from childcare providers by December 2001;
- x) to develop a target for satisfaction of childcare providers by December 2001.

Indicators applying across OFSTED's work:

- i) percentage of schools that have improved since their last inspection between April 2001 and March 2004;
- ii) percentage of advice to DfES which is timely and in accordance with specification;
- iii) average time taken to handle correspondence (target: 20 working days);
- iv) average time taken to respond substantively to complaints about inspectors and inspection reports (target: 42 days);
- v) average time taken to respond to helpline calls (target: response by end of the next working day);
- vi) achievement of Better Quality Services review programme (completion by 2004–05);
- vii) achievement of the targets for prompt payment (target: 100% of undisputed invoices to be paid within 30 days);
- viii) achievement of targets for electronic government – by March 2002, 25% of dealings with OFSTED to be done by the public electronically: 100% by March 2005;
- ix) achievement of targets for sickness absence;
- x) achievement of target for publication of school inspection reports on OFSTED's website (target: publication within 90 days of a school inspection).

Inspection of Schools, Colleges, LEAs and Teacher Training

Objective 1

To deliver high-quality inspection of schools, further education for students up to 19, LEAs, and teacher training; and provide well-informed, high quality advice to the Secretary of State for Education and Skills to assist in the formulation and evaluation of government policies concerning education for young people aged 5–19 in schools and colleges, and the training of teachers of this age-group.

Schools

6. The second cycle of inspections began in September 1997 for maintained secondary schools and September 1998 for maintained primary and special schools. The first cycle of inspections of pupil referral units (PRUs) was completed in summer 2000. All schools subject to inspection are now inspected at least once in six years, with weak schools being inspected more frequently.

7. Schools are inspected according to the current framework, *Inspecting Schools* (published 1999, effective from January 2000). In line with the government's policy of 'intervention in inverse proportion to success', the most effective schools receive short inspections while other schools continue to receive full inspections. Last year, approximately 26% of inspections were short inspections; the figure for the coming year will depend on how many of the schools to be inspected meet the criteria for a short inspection. The differentiated system is working well and almost all of the short inspections monitored have met HMCI's quality standard. All schools now have the opportunity to provide self-evaluation reports which help to focus the inspection. OFSTED's self-evaluation training materials have been widely taken up.

OFSTED has issued to inspectors *Inspecting Subjects 3–11*, which covers all subjects in the revised curriculum and the foundation stage. Separate inspection guidance, *Inspecting Subjects 11–16* has also been published. Further guidance on evaluating educational inclusion strengthens the inspection of inclusion, including school practice on race equality, and all inspectors will receive associated training by summer 2001.

9. From April 2001, in line with the government's White Paper, *Learning to Succeed*, inspections of secondary schools with sixth forms will have an increased focus on the sixth form in order to bring them into line as far as possible with the approach to colleges (see the section on Post-16).

10. OFSTED tries to keep the burden of inspection on schools and teachers to a minimum. The reduced notice of inspection, now 6–10 weeks, is helping to minimise the extent of preparation and short inspections also help to reduce the burden. With the exception of standard forms, the documentation required is limited to what schools would normally expect to have available. OFSTED is committed to reducing the demands further through greater use of central data collection and electronic transfer of information.

11. OFSTED produces performance and assessment reports (PANDAs) for all maintained primary and secondary schools annually. The PANDA provides each school with the data held by OFSTED to support its inspections and is designed to help the school evaluate its performance and plan to raise standards.

Quality of inspectors and inspections

12. Contracts for inspections are currently awarded until summer 2002. Contractors are required to produce management plans explaining how they intend to invest in the quality assurance and development of inspections. OFSTED audits contractors against the Quality Assurance Standard and where necessary requires them to make improvements.

Table 3. Number of inspections in each academic year (*estimated/planned)

Academic year	1998/99	1999/2000	2000/01*	2001/02*	2002/03*
Secondary schools	704	698	649	560	600
Primary schools	3,508	3,767	3,767	3,428	3,300
Special schools	239	259	243	214	220
PRUs	69	72	57	30	40
Total schools	4,520	4,796	4,500	4,232	4,160

13. Beyond this, Her Majesty's Inspectors (HMI) monitor inspections directly. They assess the work of registered inspectors and their teams and give feedback on their strengths and weaknesses. The quality of inspection reports is also monitored. Feedback from monitoring has contributed to a steady improvement in inspections, which exceeded last year's target of 92% of inspection reports meeting HMCI's standard. The target for 2002 is 93%, rising to 95% by March 2004. OFSTED plans to monitor 10% of inspections and 20% of reports this year.

14. Where monitoring reveals registered inspectors to be no longer meeting the high standards expected, they are removed from the register. During 2000–01, 19 registered inspectors were de-registered (including those who removed themselves from the roll during the process of de-registration). There is now a similar system in place for inspection team members, who may be removed from the roll if they are not fit, proper, competent and effective. During 2000–01, no team inspectors were removed from the roll.

15. In-service training for inspectors is provided under contract by training providers. This year there will be subject-specific inspection training and training will continue on the enhanced sixth-form inspections.

16. Questionnaires are sent to schools after their inspections seeking the views of the headteacher and a teacher selected randomly about the inspection. The returns show that well over 90% of headteachers and governors, and nearly as many teachers, are content with the way their inspections are conducted and acknowledge that the findings are fair and accurate. The data gathered in this way help inform development of the system.

Complaints

17. For schools with serious concerns about their inspection there is a complaints system. OFSTED considers individual complaints carefully, and schools also play a role in keeping OFSTED informed of how the inspection system is working. Schools that are dissatisfied with OFSTED's response to their complaint may have it referred to the independent OFSTED Complaints Adjudicator (OCA). In 2000–01, OFSTED received 90 formal complaints about inspections. This represents less than 2% of inspections conducted. Of these complaints, 8 were subsequently referred to the OCA.

Schools causing concern

18. Registered inspectors are required to indicate in their reports if a school requires special measures because it is failing, or likely to fail, to give its pupils an acceptable standard of education, or if a school has serious weaknesses. There is a third category of 'underachieving schools' where pupils are not achieving as well as they could and should. In the case of special measures, the judgement must be corroborated by HMCI. From 2001, under the new Learning and Skills Act, it is possible for a school, although not failing overall, to be judged to have an inadequate sixth form.

19. HMI monitor the progress of schools in special measures. They visit all schools in special measures within five to seven months of their original inspection and subsequently until they are judged ready to be taken out of that category.

Table 4. Movement in and out of special measures

Academic Year	Schools placed into special measures	Schools out of special measures	Total number in special measures
Primary			
1999/00	168	186	262
2000/01	100	130	232
Secondary			
1999/00	39	25	80
2000/01	23	38	65
Special			
1999/00	16	25	28
2000/01	8	19	17

20. In the last two academic years the number of schools causing concern has reduced. This is particularly noticeable in the case of those with the most reason for concern, which are placed in special measures. There are fewer schools going into special measures and more coming out of special measures.

21. Current data for schools that have had a Section 10 inspection after coming out of special measures show improvement in the teaching. When schools were put into special measures, primary schools had 50% unsatisfactory teaching and secondary schools 33%: in the Section 10 inspection after special measures the proportions of unsatisfactory teaching were 4% for primary schools and 8% for secondary schools

22. For schools with serious weaknesses – around 8% of schools – HMI comment on the school's action plan and LEA statement of support. They also visit a sample of these schools: around 40% will be visited in 2001. Follow-up visits will also be made to a sample of schools identified through inspection as underachieving.

23. HMI monitor the progress of all Fresh Start schools, which are schools that have been closed, normally after being in special measures for over two years, and which have been given a fresh start. The Secretary of State for Education and Skills has also asked OFSTED to monitor the 500 secondary schools the DfES is supporting under its 'Schools Facing Challenging Circumstances' initiative. Almost all of these schools will be visited by HMI this year. The new City Academies, publicly funded independent secondary schools with sponsors from the private and voluntary sectors or church groups, will also be monitored.

Post-16 Education

Colleges

24. The Learning and Skills Act 2000 extends OFSTED's inspection remit to cover the inspection of educational provision for students up to the age of 19 in further education colleges. A four-year cycle of college inspections will begin from summer 2001 under a new Common Inspection Framework developed with the Adult Learning Inspectorate (ALI). Seventy-five inspections will be conducted in the first financial year. The majority of these will be joint inspections with the ALI because they will cover provision falling within the remit of both inspectorates. They will be under the direction of HMCI. The *Handbook for Inspection* will be published after the first five college inspections in the summer term.

25. Under the Learning and Skills Act 2000, reports must state whether the HMCI considers the education or training inspected to be adequate to meet the reasonable needs of those receiving it. Where the provision is found to be inadequate, it will be monitored and reinspected within two years. Provision which is adequate overall, but which has unsatisfactory areas, will have follow-up inspections of those areas.

Area-wide inspections

26. The programme of area-wide inspections, looking at the quality and adequacy of learning provision for all 16–19-year-olds across an area, continues and a further 20 inspections will be conducted, jointly with the ALI this year. These reports will provide advice to the new Learning and Skills Council. By the end of 2002 the majority of the Excellence in Cities areas should be completed.

Careers, Connexions and Youth Services

27. The Learning and Skills Act 2000 gave OFSTED responsibility for inspecting Connexions services, which are designed to provide coherent co-ordinated advice and support to all teenagers. OFSTED will publish an inspection framework and guidance and conduct 16 monitoring inspections this year of the first Connexions partnerships. OFSTED will inspect 13 LEA Youth Services during 2001–02 and publish reports. OFSTED will publish a report covering a three-year programme of inspection of the publicly funded provision of National Voluntary Youth Organisations.

Education in prisons and secure establishments

28. Continuing the work begun with the Prisons Inspectorate, OFSTED will join a further 10 inspections to review the educational provision for young offenders and a further 13 inspections of the Juvenile Estate. OFSTED will also undertake a survey of the teaching of basic skills in prisons and secure establishments for children.

Local Education Authorities

29. The first cycle of LEA inspections is nearing its end, with the last 27 inspections to be conducted, with the assistance of the Audit Commission, by the end of 2001. Inspections since spring 2000 have covered Best Value. A further 24 discrete inspections of Best Value reviews of education services will be conducted by spring 2002, where it has not been possible to combine those with a full LEA inspection.

30. The following LEAs will be inspected:

Summer 2001

West Berkshire; Bracknell Forest; Dorset; Stockport; Redcar & Cleveland; Harrow; Peterborough; Torbay; Cheshire; Windsor & Maidenhead; East Riding of Yorkshire; Stockton on Tees; Havering; Northamptonshire; Swindon; Wokingham. Reinspections: Middlesbrough; Rotherham.

Autumn 2001

Bexley; East Sussex; Gloucestershire; Isles of Scilly; Poole; Somerset; Suffolk; Wiltshire; Bournemouth; Medway; North Lincolnshire. Reinspections: Sheffield; Haringey.

31. From spring 2002, OFSTED will begin a new five-year cycle of LEA inspections, conducting 10 in the first term. There will be a differentiated approach to inspections, where the nature, form and length of the inspection will be determined by information and other material on individual authorities. Thematic inspections, examining particular topics across a number of authorities, will also be inspected. It is planned that five of these reports will be published in spring 2002.

Teacher Education and Training

32. OFSTED's programme of inspections of initial teacher training (ITT) continues with 65 primary inspections being completed in 2000/01 and 51 planned for 2001/02. For secondary subject courses the figures are 175 and 280 respectively. The inspections are conducted according to the joint OFSTED/TTA *Framework for the Assessment and Quality of Standards in Initial Teacher Training*, which reflects the ITT National Curricula and the DfES's Standards for the Award of Qualified Teacher Status. Evidence from these inspections provides general advice to the Secretary of State for Education and Skills on the quality of teacher education and training and specific advice on providers to the TTA. This year will also see completion of the survey of primary ITT for science, and OFSTED will hold conferences to disseminate the findings. A report will be published on the graduate and registered teacher programmes.

33. A report on the inspection of non-award bearing in-service training courses for teachers, based on visits to 110 schools, will be published in autumn 2001. Three national headship programmes are being inspected in over 100 schools which will provide advice to the National College for School

Leadership. A report will be published in spring 2002. There will also be visits to 100 schools to gather evidence on the performance management of teachers. A study of supply teachers and teacher supply will be conducted through visits to supply agencies and 100 schools, leading to a report in autumn 2002.

Other areas of inspection and advice

34. HMCI has a general duty to keep the Secretary of State for Education and Skills informed about:

- the quality and standards of education in schools;
- the social, moral, spiritual and cultural development of school pupils; and
- the efficient management of schools.

35. HMCI's annual report on quality and standards in education covers the range of aspects of education falling within his remit. The most recent report is based on 1999/2000 inspection findings, and was published in February 2001. There will also be a number of focused HMI exercises designed to provide advice in specific areas beyond that gathered in the main inspection programmes.

National Literacy and Numeracy Strategies

36. HMI will continue to monitor and evaluate the impact of the National Literacy Strategy (NLS) and the National Numeracy Strategy (NNS). OFSTED will publish further annual reports on each strategy in December 2001 and short reports on a number of aspects including: NLS and inclusion, with particular reference to minority ethnic pupils and travellers and refugees; interim report on writing; the teaching of phonics; the impact of trained teaching assistants; NLS and NNS in reception classes; standards of literacy and numeracy in special schools; the use of information and communication technology (ICT)/calculators and the development of pupils' written calculation methods.

Key Stage 3

37. HMI will inspect a sample of 30 primary schools and their link secondary schools to look at good practice in the transfer of pupils from Key Stage 2 to Key Stage 3 and the progress pupils make between those two key stages. They will also report on the government's pilot Key Stage 3 strategy which began last September in around 200 schools. OFSTED's advice from this work will inform the development of the national programme, which is due to start in September 2001 and which will also be evaluated.

Inclusion and achievement

38. HMI are continuing to inspect government initiatives, focused on areas of deprivation, which promote higher standards and greater social inclusion. Reports will be published on 12 Education Action Zones, and four thematic reports will be published on the national improvement programme, including Excellence in Cities and the use of the Ethnic Minority Achievement Grant (EMAG). There will also be reports on the achievement of Black Caribbean pupils, on school policy and practice on race equality and on managing pupil mobility. HMI will be looking at effective strategies to address bullying in schools and will publish a report for schools and further guidance for inspectors.

Special educational needs

39. HMI will inspect and report on the inclusion of pupils with special needs in mainstream schools. They will monitor the impact of the new statutory framework for inclusion introduced by the Special Educational Needs and Disability Act 2001.

Secondary Education

40. OFSTED will be publishing reports on: specialist schools; sex and relationships education; assessment, recording and reporting, including the way schools are using the Progress File scheme; and the work of middle managers.

41. A report will be published in September 2002 on the Key Stage 4 curriculum, including the take-up and teaching of vocational courses and exceptional provision.

Subjects

42. OFSTED will again publish subjects and standards reports to complement the annual report and will hold conferences to disseminate the findings. There will be focused inspection of subjects in effective schools and a summary report.

43. A full report on the impact of the National Grid for Learning, and New Opportunities Fund Information Communication Technology initiatives will be published by April 2002.

44. Work will continue on the inspection of LEA music services, resulting in 21 individual reports and a summary report by March 2002.

45. HMI will visit a sample of schools to look at aspects of the National Sports Strategy. A summary report will be published and the inspection evidence will inform the development of the strategy.

Curriculum 2000

46. OFSTED will publish an interim report in summer 2001 on the introduction of the new AS/A level qualifications based on a survey of 100 schools. The study will continue into the second year of the new system, adding a sample of independent schools and FE colleges.

Service Children's Education and EU schools

47. OFSTED advises Service Children's Education on the quality of education provided in an agreed sample of their schools. OFSTED will continue to give advice on European Union schools in accordance with inter-governmental agreements.

Independent Schools

48. HMI will continue to monitor inspections undertaken by the Independent Schools Inspectorate (ISI), which inspects schools that are members of associations affiliated to the Independent Schools Council under arrangements agreed with the DfES. OFSTED will continue to inspect non-ISC independent schools for registration purposes and will also conduct 10 full inspections of independent schools this year, resulting in published reports.

49. Inspections of independent schools which cater wholly or mainly for children with special needs will continue. These will include monitoring visits for registration purposes and published reports on 20 schools not approved by the Secretary of State for Education and Skills.

Regulation of Early Years

Objective 2

To establish and ensure high-quality regulation of childminders and day-care providers, including the delivery of high-quality inspections of childcare and funded nursery education; and provide high-quality advice to the Secretary of State for Education and Skills to assist in the formulation and evaluation of government policies on early years childcare and education.

50. The Care Standards Act 2000 gave OFSTED a major new responsibility: the regulation of childminding and day-care in England. This covers registering childminders and providers of day care, inspecting the quality of services they provide, investigating complaints about those services and taking enforcement action when necessary against providers. There are approximately 85,000 childminders and 40,000 providers of day care. Given OFSTED's existing responsibilities for the inspection of funded nursery education, this brings childcare regulation and the inspection of early education under a single remit.

51. OFSTED's new early years directorate has policy and quality divisions in headquarters and eight regional divisions. The directorate's work will cover information, regulation and quality enhancement.

Information

52. OFSTED will establish a national register of childminders and day-care providers. It will provide information to parents on the process of regulation and on what they should expect from registered providers. It will also provide up-to-date and reliable information to Early Years Development and Childcare Partnerships to help them improve the quality of childminding and day-care services.

Regulation

53. Work is in hand to establish effective regulatory systems which make good use of information technology. Targets for registration and inspection will be set by December 2001. The registration system for providers of day-care services will begin in July 2001.

54. All registered childminders and day-care providers will be inspected at least once by OFSTED childcare inspectors by April 2003. The inspection system will integrate childcare inspections with the inspection of day-care groups and childminder networks receiving nursery education grants, that is, the inspection of education provision

conducted under section 122 of the School Standards and Framework Act 1998. Guidance for providers on the arrangements for these augmented inspections will be published by December 2001. OFSTED will continue the programme of integrated inspections of Early Excellence Centres. Four Early Excellence Centres will be inspected by December and a further four by March 2002.

Quality enhancement

55. HMCI is required to advise the Secretary of State for Education and Skills on the availability and quality of childminding, day-care services and nursery education. This will be done through the provision of analyses of registration and inspection evidence and the publication of synoptic reports on the quality of childminding, day-care services and nursery education. OFSTED will work with the DfES and other government departments and agencies to develop and improve those services.

56. OFSTED intends to carry out its regulatory activity efficiently, effectively and economically. It will develop training materials for inspectors and train them to the required standard to achieve effective performance. It will also establish a system of monitoring the quality of inspectors' work and the reports they write.

OFSTED's Ways of Working

57. OFSTED is fully committed to the principles of Modernising Government, and seeks to fulfil them by pursuing its objectives in the following ways:

A) Operating Efficiently, Effectively and Economically

58. OFSTED is committed to operating efficiently, effectively and economically within required guidelines and resources and in keeping with government policies. The following are examples of ways in which this is achieved.

Resource accounting and budgeting

59. In line with the government's requirements, OFSTED has successfully implemented Resource Accounting and Budgeting – Resource Accounting from 1999–2000 and Resource Budgeting from 2000–01. All the HM Treasury trigger point targets were achieved on time and the National Audit Office gave a clean audit opinion for the 1999–2000 Resource Accounts. The challenge for the future is to utilise the Resource Accounting and Budgeting data for the benefit of OFSTED management.

Corporate governance

60. OFSTED has put in place procedural changes, such as a requirement for budget-holders to sign an internal financial control statement, in order to enhance corporate governance. OFSTED is working with its internal auditors to carry out a risk assessment, which will lead to an OFSTED-wide risk register. This builds on an audit needs assessment undertaken during 2000–01.

Cost-effective services

61. In line with the principles of Better Quality Services, OFSTED seeks to ensure that functions are provided by the best supplier and that services are carried out by means of challenging, comparing, consulting, competing and collaborating (the 5 Cs). A cycle of reviews of OFSTED's functions will be carried out over the next five years, with a view to identifying the best supplier in each case, in accordance with government requirements. The focus is on the efficient and cost-effective delivery of objectives and services. In addition to school inspections, OFSTED contracts out a range of support functions in pursuit of cost-effectiveness. For instance, tendering for contracts for printing and reprographics and the operation of the OFSTED publications centre has resulted in savings. In

addition, a major contract for the provision of IT services to the Early Years Directorate was out-sourced during 2000–01, after a competition which included a robust public sector comparator.

Risk management

62. OFSTED is developing a comprehensive risk register for the organisation. Each major project has its own risk register.

Electronic government

63. OFSTED is seeking to meet the government's target of 25% of dealings with government to be capable of being done by the public electronically by March 2002.

64. OFSTED's external vacancies are now advertised on its website, and approximately 40% of initial enquiries are made through this medium. All inspection reports and other publications are placed on the OFSTED website, which is one of the most-visited government websites. The website also links to an extranet site which provides services for specific groups of users over a secure connection. One service provided over the extranet is a facility for schools to download their PANDA reports, which has been successfully trialled and will be available this year. The extranet also contains a page which lists examples of good practice identified by inspectors, together with contact details of schools where this good practice was found. The aim of this initiative is to encourage the spread of effective practice through communication between schools.

65. The Bank Automated Clearance System (BACS) was introduced for the payment of invoices from June 2000, and Business Expense claims will be fully automated by September 2001.

66. OFSTED conducts electronic tendering for all school inspection contracts, and nearly all stages of the production of school inspection and nursery education reports are carried out electronically. OFSTED continues to review the potential for conducting a wider range of business activity via its website.

Procurement

67. OFSTED adds value and reduces cost and risk in all areas of procurement and contracting through the application of, or access to, specialist procurement skills and advice. All staff directly involved in procurement and contracting are trained or will be so.

Fraud

68. OFSTED has published revised guidance for staff, clarifying the process for managing the risk of fraud and explaining reporting procedures in OFSTED's finance code.

Staff pay and remuneration

69. OFSTED's performance bonus management system, introduced in 1998, became the model for many aspects of the proposals in the Civil Service Performance Management Report. OFSTED is now looking to improve the system further. Proposals for a new pay and grading system for staff below Senior Civil Service level are under negotiation, with a view to introduction in 2001. The staff appraisal system is also under review, and a revised system will be in place for the Early Years Directorate by September 2001 and for other staff by April 2002.

Sickness absence

70. OFSTED is committed to playing its part in reducing the level of sickness absence across government. OFSTED's sickness absence is already well below the Civil Service average, but it aims to reduce this by a further 17.2% (from the 1998 baseline) by 2003 in agreement with the Cabinet Office.

B) Working with Partners in Education to Raise Standards

71. The section on inspection (Objective 1) gives details of the range of ways in which OFSTED works with the DfES and others to help to raise educational standards. OFSTED also works in conjunction with a wide range of other bodies, organisations and groups which have a stake in education in a number of ways. The following provides an indication of these various ways of working.

Working in partnership with schools and LEAs

72. OFSTED's partnership with schools and LEAs is essential to its drive to improve educational standards. To this end, OFSTED provides schools and LEAs with relevant statistical analysis drawn from inspection and other data, complementary to inspection. Every school has been provided with a PANDA report that provides the school with its assessment/examination and inspection judgement data. These data are compared with national norms and the data from schools with similar pupil intakes. Feedback from schools has indicated that they find PANDAs useful as a starting point in their self-evaluation. All schools received updated PANDAs in autumn 2000.

73. Every LEA has been issued with a statistical profile of the performance of its schools and nursery settings located within its boundaries. The profile provides the LEA with management information to assist the development of its Education Development Plan. Data from nursery inspections are also passed to Early Years Development and Childcare Partnerships (EYDCPs).

Training for schools in self-evaluation

74. The *Framework for the Inspection of Schools* is widely accepted as a valuable developmental tool for schools. It is increasingly used by schools for self-evaluation between inspections. In 1998, OFSTED published *School Evaluation Matters*, a guide to schools in the application of the principles of the framework for the purposes of self-evaluation.

75. In summer 1999, OFSTED launched training for school managers in the use of the framework for self-evaluation. Training opportunities have been provided by LEAs and other training providers using OFSTED materials, which were revised and updated for the current framework in August 2000.

76. The handbook for the current inspection system, which came into use in January 2000, contains guidance for all schools on self-evaluation and how the rest of the handbook may be used for this purpose.

Consultation

77. OFSTED continues to work in close co-operation with those who represent the various education interest groups.

78. The current cycle of school inspections ends in 2003 for secondary schools and 2004 for primary and secondary schools, and OFSTED is planning now for the next cycle. It will consult widely in summer 2001 on ideas, based on experience and on feedback from schools, designed to ensure that inspection makes an even more effective and powerful contribution to improvement in teaching and learning over the next decade.

79. Before a school inspection takes place, there is a pre-inspection parents' meeting, at which parents' views are sought and reported on in the inspection report. During an LEA inspection, the inspectors meet with a focus group of local schools' governors, parents and others representing users of the LEA's services to seek their views.

80. With regard to early years education, OFSTED meets representatives of EYDCPs regularly. OFSTED has consulted on the regulatory framework for the inspection of childcare. Close collaboration with local authorities and their staff, EYDCPs and other bodies concerned with the provision of childcare will be essential to the future success of the regulation of childcare.

81. In relation to the new college inspections, the *Common Inspection Framework* (developed jointly by OFSTED and the ALI) was published in March 2001 following extensive consultation with schools, colleges, the teachers' unions, and the training co-ordinators of both private companies and of councils. Meanwhile, the *Youth Inspection Framework* was developed in consultation with youth services run by local authorities and voluntary bodies.

82. The Learning and Skills Act 2000 also gives OFSTED new inspection responsibilities with regard to the inspection of the Careers and 'Connexions' Service. OFSTED is currently consulting on and publishing an appropriate inspection framework for the inspection of these services during 2001–02.

Joint working with other public bodies

83. OFSTED continues to work with others in the inspection of institutions where education is provided, to ensure a co-ordinated approach for the good of the children involved.

84. OFSTED works with the Social Services Inspectorate (SSI) on the inspection of secure units for children: OFSTED inspects the educational arrangements while the SSI looks at the care, welfare and overall organisation. From 2000, OFSTED began collaborating with the SSI and other inspectorates (including HM Inspectorates of Constabulary, Probation and Magistrates Courts Service) on the inspection of the new Youth Offending Teams. OFSTED also works with HM Inspectorate of Prisons to ensure a rigorous assessment of the educational provision in prisons and young offenders' institutions.

85. OFSTED is a member of the Best Value Inspectorate Forum, which co-ordinates the inspection of the requirements of Best Value between the different inspectorates (including the new Audit Commission Best Value Inspectorate). Local education authority inspections are conducted with the assistance of the Audit Commission, the latter's audit expertise complementing OFSTED's professional knowledge of education.

86. Following the passing of the Learning and Skills

Act 2000, OFSTED drew up a Concordat with its partners, the Learning and Skills Council (LSC), the Adult Learning Inspectorate (ALI) and the Employment Service (ES), which the four organisations signed in April 2001. The Concordat sets out the principles the partners have agreed in order to support each other so that each can contribute successfully to their shared objective of raising standards across education and training in provision funded by the LSC and the ES.

Better regulation

87. OFSTED is committed to the principles of good regulation: transparency, accountability, targeting, consistency and proportionality. All of its inspection frameworks are the subject of widespread consultation and are published on the OFSTED website.

C) External Communication

88. OFSTED strives to provide services to the public which are responsive to their needs. In particular, effective external communication is essential to achieving OFSTED's objectives. The following examples indicate ways in which this is done and how OFSTED is promoting improvement in its communications.

OFSTED's website

89. OFSTED's website (www.ofsted.gov.uk) provides access to:

- inspection reports of schools, funded nurseries, teacher training institutions and LEAs
- frameworks for the inspections of schools, nurseries and LEAs, and associated handbooks and guidance for inspectors
- HMCI's annual report
- research reports on educational issues of interest
- good practice guides
- frequently asked questions about OFSTED, inspection and early years
- complaints procedures
- this corporate plan
- other information about OFSTED.

90. The publication of inspection reports allows anyone interested to assess and compare the quality and standards of service provided by schools, LEAs, teacher training institutions and funded nurseries, thus informing their choice.

91. The OFSTED website has proved to be among the most popular of government websites with around 25,000 hits on the home page every week.

92. In June 2000, OFSTED relaunched its website. It has been redesigned to make it clearer, more accessible and easier to navigate.

93. OFSTED publications which are not on the website may be obtained from the OFSTED Publications Centre.

HMCI's annual report

94. HMCI has a statutory duty to present an annual report to the Secretary of State for Education and Skills on the state of education. The report is then laid before parliament. The report for the academic year 1999/2000 was published in February 2001 and highlights educational issues which merit further attention. It draws upon data from OFSTED's extensive inspection database and other sources. The annual report is designed to be of interest to teachers and parents as well as academics and policy-makers, and a copy was sent to every maintained school in England.

Communications with schools

95. In line with government policy, OFSTED strives to restrict the burden of inspection upon schools to a minimum by keeping its communications to schools as brief, relevant and direct as possible. For instance, when a school is inspected under the new inspection system, it is sent a copy of the *Framework*, together with a leaflet, *School Inspections from January 2000*, explaining the current inspection process and changes it needs to be aware of, thus making the inspection easier to understand.

96. OFSTED is highly selective about wide-scale distributions of publications to schools. Only where a report illustrates good practice or contains other information which is thought to be particularly relevant and valuable to schools are copies distributed widely. For instance, the OFSTED report on the first year of the National Literacy Strategy was sent to all primary schools. Otherwise, all OFSTED reports are published on its website where schools can easily access those parts of a publication in which they are interested.

Helplines

97. OFSTED operates a network of helplines which enable external enquirers to make direct contact with members of staff who can answer their queries. A wide range of stakeholders (from inspectors to parents of schoolchildren) make use of these helplines. They cover a range of OFSTED functions from providing general information about OFSTED to providing information about specific types of inspection.

98. OFSTED aims to respond to helpline queries by the end of the next working day and has a policy that answerphones should not be used between 09.00 and 17.00 on helplines except in limited circumstances.

99. In July 2000, OFSTED carried out a review of its helplines to gauge their responsiveness to enquirers and to determine in what ways accessibility to users might be improved. A programme of development of the helpline service is currently being put in place, based on the recommendations of the researchers who carried out the review.

Complaints

100. OFSTED takes complaints seriously. Its consideration of complaints helps it to keep informed of how the inspection system is working and to identify areas for improvement. In July 1998, the OFSTED Complaints Adjudicator (OCA) was appointed in order to strengthen procedures and introduce an external independent element. The role of the adjudicator is to review how OFSTED has handled a complaint. Complainants who are dissatisfied with OFSTED's response to their complaint may have it referred to the OCA.

101. The current OCA's address is:

Elaine Rassaby
OFSTED Complaints Adjudicator
50 Canonbury Park South
London
N1 2JG

102. The appointment of a new adjudicator from January 2002 is being arranged by the DfES in accordance with a recommendation made by the Education Select Committee. The appointment of a new adjudicator by a body other than OFSTED will enhance the independence of the OCA.

103. The procedures for complaints about school inspections may be found on the OFSTED website or a copy may be obtained by telephoning 020 7421 6673.

104. The procedures for complaints about college inspections are available on the website or may be obtained by writing to the Post Compulsory Education Division at the address at the front of this Corporate Plan.

105. The procedures for external complaints about OFSTED members of staff are on the website or may be obtained by telephoning 020 7421 6567.

Handling of correspondence

106. OFSTED aims to provide a response to all external correspondence within 20 working days. (This may include interim responses to queries.) The target was met in 98% of cases in correspondence sampled during 2000–01.

D) Valuing Staff and Developing their Potential

107. OFSTED is committed to the Civil Service Reform Values of acting with integrity, propriety and political impartiality and selecting on merit; putting the public's interest first; achieving results of high quality and good value; showing leadership and taking personal responsibility; valuing the people we work with and their diversity; innovating and learning; working in partnership; being professional in all we do; being open and communicating well.

108. OFSTED is working towards these values. Central to achieving this is a strong sense of direction and an environment in which the contribution of staff is valued and talent and potential are developed.

Communicating plans internally – providing leadership

109. OFSTED's directorate informs staff of the organisation's forward plans and general ways of working by a number of means. The corporate plan sets out OFSTED's overall objectives, explaining what it does, how it does it and why, and is written for both external and internal audiences. Internally, the operational plan provides staff with details of how team activities contribute to objectives and the fulfilment of corporate aims. Individual staff objectives flow from team objectives. The planning process provides the opportunities for staff to be involved by means of conferences and meetings at organisational and divisional level.

110. In September 2000, OFSTED introduced an intranet as a direct electronic means of communicating plans, developments and opportunities to all staff.

Valuing diversity

111. OFSTED values the contribution of all staff and recognises that each person brings with them different skills and experiences. All line managers have been trained in managing diversity and further training will be provided over the next two years to ensure the commitment to valuing all staff is maintained.

Making the most of staff expertise

112. OFSTED has a large number of staff with relevant qualifications. Most of these are HMI whose specialist expertise is utilised in various ways, either within their division or through cross-divisional team working (so that, for instance, a mathematics specialist may undertake inspection of mathematics both in schools and in teacher training). From September 2001, there will be a very large influx of new staff to the Early Years Directorate, drawn mainly from local authorities. Their deployment is being organised to make best use of their qualifications and previous experience.

Developing staff potential

113. Training and development are central to OFSTED's investment in its staff. Training needs in OFSTED are identified at corporate, divisional and individual levels. Training and development are integral to OFSTED's appraisal and objective-setting process and staff are encouraged to broaden their skills and experience and take responsibility for their own personal development.

114. OFSTED offers a staff development programme at senior management level and is developing programmes for junior and middle management.

115. OFSTED makes use of Interchange, Whitehall In Government and secondments to broaden the experience of more senior staff.

Investors in People

116. OFSTED achieved Investors in People (IiP) accreditation in February 1999. The assessors found OFSTED to be an excellent example of a 'learning organisation' with a commitment to training and assessment at all levels and a culture of continuous improvement through reflection, self-criticism and self-improvement. They found that OFSTED was particularly able to respond to

change. Other outstanding areas of good practice noted included: the effective and linked practice of business and training planning; internal communications; effective appraisal discussions; and a system of evaluating training and development which is integral to performance review. The assessors concluded that OFSTED's commitment to managing a successful organisation through effective use of its people is embedded within the organisational culture.

117. OFSTED is a member of the European Quality Foundation and is researching the use of the Business Excellence Model within the organisation.

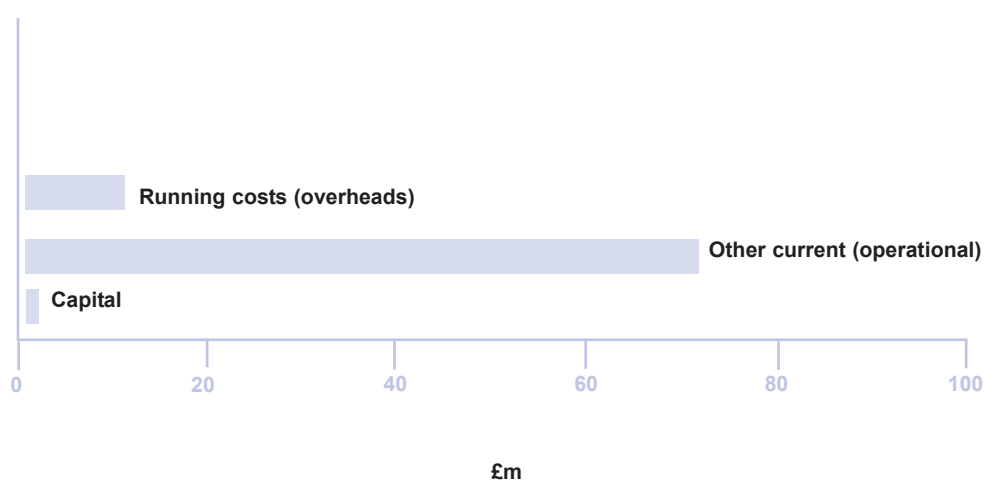
Finance

118. As a government department, OFSTED is entirely funded by parliament through Supply Estimates. Table 5 sets out the outturn for 1998–99 and 1999–2000 and the provisional figures for 2000–01 in cash:⁴

Table 5. Outturn for financial years 1998–99 to 2000–01

	1998–99	1999–2000	2000–01
	(£m cash)	(£m cash)	(£m cash)
Running costs	31.4	33.5	13.2
Other current costs	79.8	54.0	89.1
Capital expenditure	0.9	1.1	1.6
Gross total	112.1	88.6	103.9
Appropriations in aid ⁵	-1.8	-1.8	-1.8
Net total	110.3	86.8	102.1

Cash expenditure for financial year 2000–01



⁴ The outturn for 2000–01 is currently subject to audit

⁵ 'Appropriations in aid' means income OFSTED is allowed to use to offset expenditure

119. The definition of running costs and other current costs changed from 1 April 2000 and this has had the effect of transferring expenditure from running costs to other current. From that date, running costs are for overheads (including building rents, rates and utilities and corporate staff) and other current expenditure is for inspection costs for schools, LEAs, teacher training and post-16 education. In 2000–01 the net total spend of £102.1 m was within £2.4 m of the parliamentary control total of £104.5 m.

120. In accordance with government policy, the basis of government accounting has changed from 1 April 2001. The basis is no longer cash but 'resources' and this is a form of accruals accounting similar to that used by the private sector. It means that the accounts for 2001–02 onwards are not comparable with those for previous years. The plans for 2001–02 and the remaining years of the Spending Review 2000 are thus expressed in resources. However, the main reasons for the increase in expenditure from the prior years is because of the new responsibility for post-16 and regulation of childminding and day care and not the change in accounting basis.

Table 6. Resources for financial years 2001–02 to 2003–04

	2001–02 Main Estimate ⁶	2002–03 Spending Review plan	2003–04 Spending Review plan
	£m	£m	£m
Administration costs ⁷	27.1	30.0	30.0
Other current costs	124.2	165.6	160.6
Capital expenditure	11.9	1.1	1.1
Gross total	163.2	196.7	191.7

⁶ The Main Estimate total for 2001–02 of £163.2m is the figure produced by the Department for Education and Employment and HM Treasury in the Spending Review 2000. Subject to agreement in 2001–02, the outturn for the year is likely to be higher than this.

⁷ Administration cost is the resource term for expenditure previously described as running cost.

OFSTED senior management structure

