



Strategic Plan 2006 to 2007

Better
education
and care

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Contents

Introduction by Her Majesty's Chief Inspector of Schools in England	2
Ofsted's purpose, aim and values	3
Accountability	5
Structure of this Strategic Plan	6
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Programmes and objectives	8
Early years	8
Schools, colleges, teacher training and children's services	10
Dissemination of information and advice	14
Improving our efficiency	16
Regional and national delivery, and taking on additional responsibilities	18
<hr/>	
Next steps	20
Annex – Senior management structure	1

Introduction by Her Majesty's Chief Inspector of Schools in England

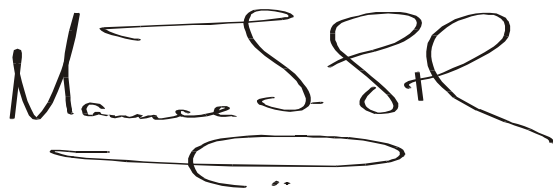
In the second half of 2005 the Department for Education and Skills consulted on proposals to establish Ofsted as the single inspectorate in England for children and learners. These proposals entailed bringing together with the work of Ofsted functions from the Commission for Social Care Inspection (CSCI), HM Inspectorate of Court Administration (HMICA) and the Adult Learning Inspectorate (ALI). In December 2005 the Department announced that ministers had decided to proceed with these proposals, and to ask Parliament to establish the new Ofsted on 1 April 2007 with the formal title of the *Office for Standards in Education, Children's Services and Skills*. These changes, which will be carried through during the period covered by this strategic plan, will have a profound impact on our long-term strategy.

This represents a significant new challenge to Ofsted. However, I very much welcome the move towards greater integration of the work of inspectorates and local services for children. This will allow us to draw from a much wider base of evidence and to consider how the success or failure of one service can affect the performance of another. This helps us to better understand the complexity of factors that may affect outcomes for children, young people and learners. It also shows the important inter-relationships between services in drawing staff together to share common targets and priorities at a strategic, operational and individual level. The opportunity here is to improve outcomes not by creating a corps of generalists, but to support the development of confident professionals who are expert in their fields and who can work together in multi-disciplinary teams.

Along with these changes to our remit the government has proposed to revise Ofsted's governance arrangements. Ofsted will remain a non-ministerial government department, but with a body corporate - in effect, a board - with a non-executive chair. Most members will also be non-executive, but HMCI will also be a member, and the independence of HMCI's role will be enshrined in statute. Subject to the passage of the necessary legislation, these new governance arrangements will come into effect from 1 April 2007, just 12 months ahead. The Secretary of State has established a Strategy Board with largely non-executive membership from each of the inspectorates concerned, to begin the process of preparing a strategy for the new Ofsted and to build on the strengths of the existing inspectorates. Once the legislation has been passed, it is expected that this function will be taken over by the new body corporate, initially in shadow form. A completely revised long-term strategy will then be published as the *Ofsted Strategic Plan for 2007 to 2010* in early 2007.

These are interesting and challenging times for Ofsted but we are prepared for further change. Our recent Improving Ofsted programme demonstrates that we are well equipped to meet these new demands. Our goal is to take on these additional responsibilities, and to welcome new colleagues into the organisation, while continuing to deliver cost savings and productivity improvements. Underpinning this strategy is our continuing focus on providing better education and care through effective inspection and regulation.

This plan articulates our objectives for Ofsted's work over coming twelve months and I commend it to you.



Maurice J. Smith
March 2006

Ofsted's purpose, aim and values

Better education and care through effective inspection and regulation.

Our purpose

Ofsted is the non-ministerial government department responsible for regulating childcare, inspecting schools, colleges, and teacher education, and for leading the inspection of children's services in England. Ofsted's purpose is to serve the interests of children and young people, their parents and the community by providing impartial and authoritative inspection, evaluation advice and by reporting on the quality and standards of education and childcare and by stimulating improvement in providers and the system.

From April 2007 Ofsted's remit will be expanded to include the children's services work of the Commission for Social Care Inspection (CSCI), together with the Children and Families Court Advisory and Support Service (CAFCASS) inspection remit of Her Majesty's Inspectorate of Court Administration (HMICA) and the inspection work of the Adult Learning Inspectorate (ALI).

Our aim

Ofsted's overall aim is to contribute to better education and care through effective inspection and regulation. This aim will be achieved through:

- establishing and implementing effective inspection and regulation frameworks that meet the needs of all of our stakeholders (young people, parents, schools, LEAs, colleges, employers and other education suppliers, adult learners and child care providers);
- developing a skilled and motivated workforce that takes pride in its work and which is both innovative and accountable;
- listening to children and young people and putting their needs first;
- reporting without fear or favour and effectively disseminating inspection findings to better inform, educate, influence and provide advice;
- focusing our resources so that inspection is increasingly differentiated according to risk and so lead to a greater impact and improvement.

Ofsted will also advise, on the basis of its evidence, on such matters as approaches to caring for and supporting children, the effectiveness of different types of educational provision and the impact of particular innovations and government strategies.

In support of our central strategic aim, we have set ourselves the goal of being a well-run organisation, using public resources efficiently and effectively, and being an exemplary employer. We aim to become a national exemplar of home-based working. We are committed to equality of opportunity and access, and to promoting all aspects of equality in our work. Our plans for race are set out in our *Race Equality Scheme*, published on our web site at www.ofsted.gov.uk. We are also working towards similar schemes for disability, sex and age equality.

Our values

During 2005 Ofsted established 'HMCI's Forum' to advise HMCI on the internal development of Ofsted as an organisation devoted to improving the quality of education and care, and as a place to work. The first area that the Forum looked at was the values of the organisation. After consulting with other staff an Employee Charter was developed which encapsulates the agreed set of values as follows:

Our values apply to everyone in the organisation, from HMCI to our newest recruit. They inform the way we act, what we do and how we achieve our goals. We:

- have **pride** in making a difference for children and learners
- always seek to **improve**
- take **responsibility** for what we do
- **trust** each other and value our differences
- **support** one another and **celebrate** achievement

Accountability

Ofsted's Accounting Officer is Her Majesty's Chief Inspector of Schools in England (HMCI). He is accountable through ministers to Parliament and is subject to regular scrutiny through twice-yearly evidence to the House of Commons Education and Skills Select Committee. HMCI also publishes the *Annual Report of Her Majesty's Chief Inspector of Schools* which provides an overall view of standards and quality in education and childcare in England.

Ofsted currently has a Strategic Board with two non-executive members sitting with Directors. There is also an Audit Committee chaired by a non-executive Director and with two other independent members. These arrangements will change from April 2007 when a new Strategic Board will be established with a non-executive chair and additional non-executive Directors.

Our inspection findings are published openly. The work of Ofsted and its inspectors is subject to formal complaints procedures and recourse to an independent adjudicator.

Ofsted is subject to regular audit by its internal auditors, Bentley Jennison, and to an annual audit by the National Audit Office (NAO). In addition to this independent scrutiny Ofsted also implemented an updated corporate governance framework and a new governance assurance process in 2005. Regular self assessments are also made against the HM Treasury standards for corporate governance, financial management and risk management.

Structure of this Strategic Plan

Five core **objectives** contribute to meeting our aim.

The first three objectives highlight the inspection and regulatory activities that Ofsted will be undertaking over the next twelve months. It may also include programmes that include responses to ministerial remits, priorities of government departments and in particular the Department for Education and Skills (DfES), or matters identified by Her Majesty's Chief Inspector (HMCI).

Objective 1: Ensure that providers of care and education help children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Objective 2: Help learners to achieve their full potential by reporting clearly, independently and unambiguously on quality and standards in education.

Objective 3: Ensure that Ofsted's data and inspection findings are made widely available and used to make the fullest possible contribution to the inspection process, the improvement of provision, debate on educational policy and provision of advice.

These objectives are supported by two further objectives that focus on improvements to the way in which Ofsted functions as an organisation. They are designed to support the operational changes required in our regulatory and inspection activities. They introduce important improvements to Ofsted's structure and they focus on our use of resources to ensure a professional service and value for money.

Objective 4: Ensure efficiency and value for money in departmental operations. Strengthen our internal governance and our understanding of, and engagement with, stakeholder opinion.

Objective 5: Effectively integrate our national and regional operations, and successfully take on additional inspection and regulatory responsibilities, in order to provide a more focussed regulation and inspection service for children and learners

Both sets of objectives have been designed to contribute to Ofsted's overall financial goal of reducing its annual budget by 20% by the end of March 2008.

Each objective in this strategic plan may cover several operational **programmes**. A programme may include a range of inspection activities. The inspection programmes are of four types, covering:

- institutional inspection or regulation;
- thematic or cross-cutting inspection;
- inspection of the quality of provision across areas or partnerships;
- development and improvement of inspection.

The **outputs** of inspection always include feedback to those inspected and the creation of reports, written to high-quality standards and in most cases publicly available. An important duty is the provision of advice to the Secretary of State for Education and Skills through HMCI's annual report and other publications, and briefings and seminars for ministers and officials. We also work in partnership with other national bodies in conducting inspection and providing information and advice.

The **outcomes** are ultimately a contribution to the improvement in education, care and life chances of learners, children and young people.

Programmes and objectives

Early years

Ofsted's first duty is to assure parents that those who care for their children are suitable to do so and contribute to their development and early learning. Secondly, regular inspection aims to ensure that providers meet the national Standards for childcare; to identify good practice; and, to promote improvement in quality. The inspection of providers who receive government funding for delivering nursery education evaluates the quality and standards of that education for children aged 3 and 4 in the Foundation Stage. Where possible, Ofsted combines the care and nursery education inspection in order to reduce the demands on providers.

As a result childcare inspectors in our Early Years Directorate, supported by administrative staff based in three regional centres, register and inspect providers; they also investigate the continuing suitability of providers to remain registered following a complaint and, if necessary, take enforcement action.

In addition to the expansion of Ofsted's remit, the Childcare Bill will have an impact on our Early Years regulatory work. Through the Childcare Bill, the government is to introduce new legislation to take forward its 10-year strategy for childcare. As part of this initiative, the regulatory arrangements for childcare provision will be rationalised and care and education for young children integrated. The regulatory duties for early years, education and childcare and children's services described below are, therefore, subject to any changes the new legislation will require.

Objective 1

Ensure that providers of care and education help children to be healthy, stay safe, enjoy and achieve, make a positive contribution and achieve economic well-being.

Programmes

- 1.1 The registration of providers.** Each year, we receive around 24,000 applications for registration from potential childminders and providers of day care. We establish that the applicant is a suitable person to provide childcare and meets the National Standards. This involves significant administrative tasks in carrying out a number of prescribed checks. Establishing that the registered person can meet the National Standards also involves a visit to check the premises by a childcare inspector and a formal interview.
- 1.2 The inspection of providers.** We inspect day-care providers, childminders and nursery education providers within three years of their previous inspection. We also inspect those settings causing concern more frequently, and inspect new providers within seven months of their registration where they have begun to care for children. These inspections lead to a quality grading and a written report that is then published. We will carry out approximately 40,000 inspections during each year of this strategic plan.
- 1.3 The investigation of complaints against providers to ensure their continuing suitability to provide childcare.** Each year, we

investigate around 7,000 complaints where concerns have been raised about the suitability of the provider or the childcare provision. These complaints vary widely in their content from issues relating to child protection to issues relating to child-adult ratios, qualification of managers and matters relating to premises.

- 1.4 The enforcement of action against registered or unregistered providers.** To date we have taken an average of 250 enforcement actions against providers each year. About one third relate to unregistered childminders.
- 1.5 Inspection and regulation development.** During the period of this strategic plan, emphasis will be placed on improving the processes in these areas, in response to the expansion of Ofsted's remit, the Government's new legislation and other national policy initiatives.
- 1.6 Retrieval and dissemination of inspection data.** Ensure that data is made available to local authorities and used to disseminate our inspection findings.

Targets

- register 70% of applicants within the target timescales [12 weeks for childminders; 25 weeks for day-care providers];
- on receipt of a relevant complaint, investigate the continued suitability of 70% of the providers within 30 working days;
- take necessary enforcement action within the prescribed time limits;
- inspect the required annual quota of all registered providers (as at 1 April 2005) so that they are all inspected at least once by 31 March 2008;
- report annually in official Ofsted publications on findings from our Early Years regulatory work.

Schools, colleges, teacher training and children's services

Schools, colleges, teacher training and children's services

The central purpose of inspection remains that of reporting clearly, independently and unambiguously on quality and standards, through effective feedback and well-written reports that convey rigorous professional judgements. The Education Directorate has the central purpose of planning coherently for the inspection of all school, college and teacher education in a way that brings together the best of our methods and expertise and creates systems that are as clear, consistent and comparable as possible. The Directorate has a strong regional base and will continue to work to improve the integration of national and regional networks.

The move to a more proportionate and risk-based system of inspection for schools and further differentiation in the inspection of other providers will support the search for better outcomes and setting higher expectations. An integrated programme of annual performance assessment and joint area reviews will become our over-arching inspection regime and will draw on the evidence of all our inspections of early years settings, schools and colleges. The system of inspection will entail a short and focused review of the fundamentals of a school's performance, closely related to the school's self-evaluation and improvement planning. All schools will have been inspected by 1 August 2009 for the first time, and thereafter on a three-year cycle. Our new inspection arrangements reflect a determination to help improve the well-being of all children and young people by evaluating systematically the contribution that services and settings make to the five outcomes defined in the Children Act 2004; staying safe, being healthy, enjoying and achieving, making a positive contribution and economic well-being.

Working in co-operation with the Teacher Training Agency and the DfES, we will also evaluate the initial training and professional development of those engaged in teaching and related roles, taking account of workforce reform and in particular the wider role in schools played by support staff, and the changing needs of schools and the education system.

Objective 2

Help learners to achieve their full potential by reporting clearly, independently and unambiguously on quality and standards in education.

This objective will be achieved by regularly inspecting and stimulating improvement in:

- all maintained schools, colleges and providers of work-based learning for those under 16;
- all independent schools that are not members of the Independent Schools Council (ISC);
- all provision for the initial training of teachers to work in schools and further education, and the training provided in support of new policy initiatives;
- annual performance assessments of all children's services and carry out inspections of children's services (joint area reviews) on a regular basis.

Meeting the objective will also involve evaluating the impact of inspection on a regular and systematic basis and continuously review all our inspection regimes in order to ensure that they are proportionate to risk.

Programmes

- 2.1 Inspection of maintained schools, colleges and providers of work-based learning for those under 16.** We will continue to work with our inspection partners in the delivery of more frequent, shorter and more sharply focused schools inspections and a differentiated programme of college inspections, as commenced in September 2005. HMCI will publish all school and college inspection reports. The programme of inspection will be regionally managed. HMI will be involved in all school inspections and will lead a proportion of inspections of primary and secondary schools, working with inspection contractors. The inspection scheme will be kept under close review, and we propose to develop and pilot a risk-based and proportionate approach to inspection in 2006. HMI will continue to inspect service children's schools as requested by the Ministry of Defence.
- 2.2 Fresh Start, Leadership Incentive Grant, etc.** We will continue to monitor and inspect Fresh Start schools, academies and low attaining schools in receipt of the Leadership Incentive Grant, FE and HE institutions, dance and drama schools, the secure/juvenile estates and youth offending teams.
- 2.3 Monitoring schools causing concern.** Our focus will be to tackle underperformance quickly and positively. We shall continue to build on the strong track record of HMI work with individual schools by maintaining our programme of monitoring visits to schools in special measures. Additional Inspectors will undertake some of this work. We will review our procedures for inspecting the other single category of schools causing concern, those issued with a Notice to

Improve under the new inspection arrangements. We will be developing monitoring arrangements in schools judged to be satisfactory overall but where there is some underachievement.

- 2.4 Parents' complaints.** We are devising strategies to respond to parents' complaints through our response to the Education and Inspections Bill 2006.
- 2.5 The regular inspection of independent schools under section 163 of the Education Act 2002.** We shall complete the six-year inspection cycle (which began in September 2003) of independent schools that are not members of the Independent Schools Council, subject to review of inspection arrangements to make them more proportionate and bring them into line with section 5 inspections.
- 2.6 Independent schools.** Independent schools that are not members of the Independent Schools Council (ISC) will be inspected by the Independent Schools Inspectorate, which is subject to monitoring by HMI. Inspection reports will normally be published. Any funded nursery education, required to be inspected under section 122 of the Schools Standards and Framework Act 1998, will be inspected where possible, as an integral part of independent school inspections.
- 2.7 Initial teacher training (ITT) inspections.** We will continue the programme of differentiated inspections of initial teacher training providers, and the programmes of inspection of all providers of FE teacher training. We will continue to ensure that inspections are proportionate to risk and integrate these inspection programmes into our regional structure.
- 2.8 Annual performance assessments and inspections of all children's services.** Working in the regions, we will continue to carry out annual performance assessments of all children's services. We will continue to carry out inspections of children's services alongside our inspection partners and devise strategies to streamline these arrangements, ensuring that the inspections are proportionate to risk.
- 2.9 Quality assurance.** The quality assurance processes established with the regional and national inspection providers, for the inspection of schools, colleges and independent schools will be maintained and quality measured by the use of key performance indicators. Quality assurance arrangements which are in place for the inspection of ITT and the inspection of children's services will continue and will be refined where appropriate.

Targets

- undertake the annual quota of inspections in 2006 – 2007 so that all maintained schools will have been inspected by summer 2009;
- complete the required number of inspections in 2006 – 2007 so that all independent schools that are not members of the Independent Schools Council are inspected by autumn 2009;
- undertake the annual quota of inspections in 2006 – 2007 to complete the new cycle of college inspections by summer 2009;
- ensure that all schools causing concern are monitored in line with an agreement with the DfES;
- complete the required number of inspections in 2006 – 2007 in order to complete the new six-year programme of inspections of all initial teacher training (ITT) providers by summer 2011;
- undertake the required number of inspections in 2006 – 2007 so that the inspection of all education providers of further education (FE) teacher training is completed by July 2008;
- complete the performance assessments of all children's services annually;
- undertake the required number of joint area reviews in 2006 – 2007 so that the inspection of all children's services is completed by autumn 2008;
- evaluate rigorously the quality and provision in subjects and other national initiatives in schools, colleges and teacher education;
- move to a proportionate and risk-based system of inspection for schools and further differentiate the inspection of other providers by the end of 2006 – 2007.

Dissemination of information and advice

Ofsted has one of the largest educational databases in the world and we have a responsibility to ensure that access to, and use of, data is well managed. Over the next twelve months Ofsted will focus on improving the availability of information and advice at both national and regional levels to ensure that we meet the needs of all our stakeholders. In particular, we will work to improve communications with local communities and respond more quickly to policy issues that impact on the full range of our inspection services.

Objective 3

Ensure that Ofsted's data and inspection findings are made widely available and used to make the fullest possible contribution to the inspection process, the improvement of provision, debate on educational policy and provision of advice.

Programmes

- 3.1 School performance indicators.** We shall work with the DfES and other organisations to ensure that best use is made of pupil level data, inspection grades and other indicators to inform schools, other providers, LAs, School Improvement Partners and inspectors. This will lead to the publication during 2006 of an interactive data handling tool comprising new analysis and the merger of Ofsted's performance and assessment (PANDA) report and the DfES Pupil Achievement Tracker.
- 3.2 Improvement through inspection.** We shall disseminate widely the results of our analysis of evidence to inform the early years sector and the education service nationally and locally and promote debate. This will be done principally through HMCI's annual report to Parliament, in which we shall include an evaluation of quality and standards of education and care nationally and the impact inspection and regulation are having on quality and standards. We shall publish, in a wide range of formats, reports resulting from our survey inspections, in which we probe specific issues emerging from inspection evidence, draw together evidence on aspects of care or education or evaluate policy initiatives. This plan indicates within different inspection programmes how we see this work developing in the next few years. We shall also develop other strategies to inform care providers and the education service of our findings, and use conferences and seminars to provide opportunities for discussion.
- 3.3 Freedom of information.** We aim to comply fully with the Freedom of Information and Data Protection legislation which affects our work, and to promote a climate of openness and transparency around how we conduct our inspections whilst preserving confidentiality where it is necessary.
- 3.4 Impact.** We will build on the evaluations of the pilot inspections and previous evaluations of Ofsted's work. The main focus of the

evaluations will be to establish and, where possible, measure, the impact of inspections on bringing about improvement in the providers inspected. As part of that programme we will continue to seek the advice of parents and pupils.

Targets

- publish HMCI's annual report for 2006 – 2007;
- identify annually, in discussion with DfES, the major issues on which we should provide advice to the Secretary of State for Education and Skills;
- further develop the capacity to provide a rapid response to, and regular updates on, key policy issues;
- respond to 90% of requests for information under the Freedom of Information Act within the 20 working days target;
- undertake regular and systematic evaluation of the impact of inspection and strategic programmes and take action on the outcomes.

Improving our efficiency

Ofsted's main operational challenges over the next twelve months are to:

- meet our targets for annual cost savings that, on a like for like basis, will contribute to delivering a twenty per cent reduction in the annual Ofsted budget by the end of March 2008;
- manage the planning for the successful transfer to Ofsted of staff and functions from CSCI, HMICA and ALI from 1 April 2007.

We will also continue working to ensure that Ofsted becomes an exemplar of home-based working. We shall be benchmarking our performance in this area, and other aspects of our employment performance, against other organisations with a largely home-based workforce.

Over the period of this Plan we will work to make our inspection and regulation even more proportionate and cost-effective, and to improve the efficiency of our back office and support operations.

From April 2007 Ofsted will introduce, subject to legislation, a new governance framework for Ofsted with a stronger role for non-executive directors and a new non-executive Chair for the Strategic Board. The Board's aim will be to ensure that the Ofsted long-term strategy will enable the organisation to operate efficiently and economically and that staff have the resources and support they need to do their jobs effectively. During 2006 – 2007 the new Strategic Board, or its predecessor bodies, will develop a completely updated Strategic Plan for 2007 to 2010. This is expected that this will be published early in 2007.

Objective 4

Ensure efficiency and value for money in departmental operations. Strengthen our internal governance and our understanding of, and engagement with, stakeholder opinion.

Programmes

- 4.1 Investors in People (IiP).** Ofsted re-committed to working with the IiP standard in April 2005, using a continuous assessment approach under which regional units will come forward for assessment when ready.
- 4.2 Pay and workforce strategy.** A Pay and Workforce Review will revise Ofsted's approach to 'total reward', with emphasis on how future remuneration and reward systems can add value to an employee's experience of working at Ofsted while meeting business needs. This review will particularly focus on issues to ensure an effective transfer of staff in April 2007.
- 4.3 Information Services delivery.** Ofsted's public facing services will be delivered to ensure service levels are improved and operating costs kept as low as possible. This will include web and telephony based solutions for high volume activities such as EY (Early Years) applications.
- 4.4 Procurement and contract management.** As part of improving Corporate Governance, we shall raise awareness of procurement

and contract management issues within Ofsted and develop professionally qualified teams of procurement and contract management specialists in the regions. We shall manage the disposal of surplus assets (the buildings on the Ofsted estate no longer needed) and manage utilisation rates of buildings in use.

4.5 Financial management improvement programme. A programme of improvement in all of the financial management processes used across Ofsted is being implemented. This includes a project to begin the process to replace the accounting system as well as activity to increase the level of financial advice and support that the Finance Directorate provide to the Ofsted divisions and business units. All of these changes are designed to improve Ofsted's self-assessment score against the HM Treasury Financial Management Standards.

Targets

- meet targets for annual cost savings in 2006 – 2007 that will deliver a 20% reduction in the annual Ofsted budget (based on the 2003 – 2004 budget baseline) by the end of March 2008 and the subsequent Spending Review targets;
- move forward to assessment, under the new 2005 standard, as an Investor in People by the end of March 2007;
- move towards reducing sickness absence by a further 10%, to a target average of 9 working days per FTE by the end of March 2008;
- develop a set of efficiency measures for benchmarking Ofsted against other appropriate organisations by the end of March 2007;
- ensure full compliance with HM Treasury's Financial Management Standards by the end of March 2007;
- ensure full compliance with HM Treasury's Corporate Governance Standards by the end of March 2007;
- carry out a third staff survey by the end of March 2007;
- respond to complaints about Ofsted's work within the published target times and report information on complaints annually in Ofsted's *Departmental Report*.

Regional and national delivery, and taking on additional responsibilities

Subject to legislation, from April 2007 Ofsted's remit will be expanded to include the children's services work of CSCI, the CAFCASS inspection remit of Her Majesty's Inspectorate of Court Administration (HMICA) and the inspection work of the ALI. The work to be transferred from CSCI includes the registration and inspection of children's homes, residential family centres, secure units and local authority and independent fostering and adoption services to assess the extent to which services secure positive welfare, health and education outcomes for children and young people and reduce risk to their welfare and safety. The work being transferred from HMICA relates to family proceedings and includes the safeguarding and promotion of children's welfare, advice to the Court about any application made to it in such proceedings, provision for children to be represented in such proceedings and the provision of information, advice and support for children and their families. The work being transferred from ALI will include inspecting and reporting on the quality of education and training for adults and young people funded by public money. The preparation for these changes is being overseen by a strategy board established by the Secretary of State, and by a programme board representing senior officers from all the inspectorates concerned and their sponsoring departments. A National Business Unit (NBU) was opened in 2006 to provide services and support across the whole of Ofsted's operations. Initially, the focus will be on early years (EY) activities, including:

- end-to-end processing of new childminder and day care applications;
- staff suitability checks;
- bulk document handling, mail distribution, printing and scanning (initially, this will cover EYD applications work only);
- a national telephone contact centre, with a single "golden number". Later in 2006 the NBU will assume responsibility for Education Directorate help lines and other incoming calls.

From April 2006 onwards, Ofsted will seek to maximise the service and efficiency benefits of the NBU by expanding the range of services it offers and deploying new technology. We see the NBU as a modern and innovative focal point for the management of change in Ofsted, able to respond swiftly and flexibly to further changes in our sector and to pioneer new approaches to the way we deliver services to our customers and to the public at large.

Objective 5

Effectively integrate our national and regional operations, and successfully take on additional inspection and regulatory responsibilities, in order to provide a more focussed regulation and inspection service for children and learners

Programmes

- 5.1 Organisational change.** By the end of March 2006 the major programme of organisational change, Improving Ofsted, completed. Three core regions, based in Manchester, Nottingham and Bristol

have been established to manage Ofsted operations in the North, Midlands and South respectively. A smaller, strategic HQ operation remains in London. Corporate services will be delivered through teams in the regions, with policy and strategy remaining in the HQ. This will ensure that Ofsted's resources move closer to the front line of our inspection and regulation activity.

- 5.2 CSCI, HMICA and ALI.** Subject to the passage of the necessary legislation Ofsted will, from April 2007, take responsibility for the regulatory work carried out by CSCI, in so far as it relates to children; for the work of HMICA in relation to CAFCASS; and for the inspection work of the ALI. Staff will be transferred from each of these predecessor bodies for this purpose.
- 5.3 Governance.** With the expansion of Ofsted's remit a new non-executive corporate body will be set up from April 2007. This board will be headed by a non-executive Chair and will have between 5 and 10 non-executive Directors. Under the new structure there will be clearly-defined and distinct roles for the non-executive Chair and Her Majesty's Chief Inspector.

Targets

- undertake the necessary preparations to successfully absorb staff and inspection responsibilities from CSCI, HMICA and the ALI into the organisation from April 2007;
- during the initial phase of operation of the National Business Unit pick up 80% of all calls in 20 seconds, and by the end of September 2006 implement a portfolio of measures that exceed this performance level.

Next steps

This strategic plan focuses on major areas of activity and important themes. We have already started the process of building comprehensive and robust business plans for 2006 – 2007, and the two subsequent financial years, that translate these strategic objectives into tactical plans that will continue to deliver all Ofsted's services as well as the changes and improvements required by this strategy. The Ofsted Management Board has identified the risks associated with each of the objectives outlined in this plan, and has assigned a risk owner to each of them. These 'strategic' risks are held in a central risk register. The existing Ofsted risk register is being updated to reflect any new risks that have been identified and to modify any entries where the impact or probability of a risk has been determined to have changed. Since risk management is an integral part of Ofsted's business planning and budgeting process every activity included in the business plans of each Ofsted division is also assessed for potential risks. We shall report progress against all the targets in this strategic plan in our annual Departmental Reports, which are published at the start of the financial year. We shall be updating this strategic plan on an annual basis each autumn.

Annex A – Senior management structure

Her Majesty's Chief Inspector of Schools in England Maurice Smith				
Early Years Directorate Dorian Bradley Acting Director Jean Humphrys Acting Deputy Director	Education Directorate Miriam Rosen Director David Hinchliffe Deputy Director	Corporate Services Directorate Andrew White Acting Director Peter Duffy Acting Deputy Director	Finance Directorate Jon Thompson Director Vanessa Howlison Deputy Director	Inspectorate Reform Robert Green Director
Early Years Headquarters Division Liz Elsom [Acting]	Institutional & Inspection Frameworks Division Andy Reid	Research, Analysis & International Division Tim Key	Finance Division Vanessa Howlison	Transition Project and Project Team
Northern Region Ray Langley [Acting]	Northern Region Sue Barkway	HR & Corporate Development Division Rachel Street		
Midlands Region David Gane	Midlands Region Roger Shippam	Information Services Division Peter Duffy		
Southern Region Joy Rodwell	Southern Region Sheila Brown	National Business Unit Shereen Kenyon		
	Post-16 Division [vacant]	Strategic Communications Division Emma Boggis (Acting)		
	Curriculum & Dissemination Division [vacant]	Contract Management Division Ceridwen Clarke		
	Children's Services Inspection Division			

Flo Hadley

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