

Ofsted Strategy 2017–22

Guiding principle	A force for improvement through intelligent, responsible and focused inspection and regulation		
Core values	Children and students first We have high expectations for every child, regardless of background. Everything we do as an organisation is in the interests of children and students first and foremost	Independent Whether reporting on an institution, assessing policy outcomes or advising government, we do so without fear or favour	Accountable and transparent An organisation that holds others to account must be accountable itself. We are always open to challenge and scrutiny
Strategic approach	Intelligent All of our work will be evidence-led and our evaluation tools and frameworks will be valid and reliable	Responsible Our frameworks will be fair. We will seek to reduce inspection burdens and make our expectations and findings clear	Focused We will target our time and resources where they can lead directly to improvement
Priority workstreams	<p>1. Valid measures</p> <p>We will work to improve the validity of our inspections so that we can ensure that our judgements provide the best measure of the quality of education, training or care within an institution.</p> <p>2. A skilled workforce</p> <p>We will ensure we have the right balance of HMI and serving practitioners. We will ensure that HMI expertise is used where it adds most value and the job is rewarding. We will continue to create an environment that recognises diversity as a strength. All inspectors will receive high-quality training grounded in the latest research.</p> <p>3. Informative grading</p> <p>We will make sure our grading system encourages improvement and does not create undesirable incentives. With the DfE, we will conduct research into the impact of grading and seek to better understand what factors influence grade profiles and key judgements.</p> <p>4. Aggregation of insights</p> <p>Ofsted will use its birds-eye view of the education, training and care systems to aggregate insights. We will use these insights to publish survey and research reports on the impact of policy and practice, identifying negative trends and showcasing what works to improve outcomes.</p>	<p>1. Responsive and engaged</p> <p>We will continue to be clear about what inspections do and do not look for. We will be willing to address criticisms and take on board feedback. We will build on the strength of our regional model to foster strong local relationships.</p> <p>2. Understanding the consequences</p> <p>We will work to mitigate against the undesirable incentives of inspection. We will do more to stop our judgements and grade profiles being barriers to professionals working in challenging circumstances where children need them most.</p> <p>3. Responsible intervention</p> <p>We will use our voice as an inspectorate only where it will lead to improvements in education and care for children, young people and adult learners. We will ensure that our inspection footprint is proportionate and does not impose undue burdens.</p> <p>4. Addressing our audience</p> <p>We will make sure that the outputs of our inspections are accessible for the different audiences who use them. We will make our reports more understandable for parents and other users. We will take advantage of digital channels to develop new ways of presenting information.</p>	<p>1. Prioritising inspection</p> <p>We will prioritise those institutions that are or are at risk of becoming less than good in the quality of provision they offer children. But we will also observe more outstanding practice from which others can learn.</p> <p>2. Keeping children safe</p> <p>We will have an unrelenting focus on those institutions where we believe young people to be at risk. We will work with others to clamp down on illegal unregistered schools and tackle extremism and radicalisation.</p> <p>3. Keeping pace</p> <p>Our inspection practice must keep pace with changes in education and care structures. We will work with the DfE to develop new approaches to scrutinising multi-academy trusts and children's services.</p> <p>4. Pupil groups</p> <p>We will highlight group underperformance and what works in tackling it, ensuring that whole-school approaches are considered alongside targeted intervention. At the institutional level we will provide better inspector training on data interpretation.</p> <p>5. Right framework</p> <p>We will remove from our frameworks any measures that do not genuinely assess quality of education, training and care. New frameworks will tackle a compliance culture in schools and practice that discourages innovation.</p>
Evaluation metrics	<p style="text-align: center;">System measures</p> <p style="text-align: center;">Is Ofsted's inspection and regulatory work leading to improvements in the quality of education, training and care?</p>	<p style="text-align: center;">Accountability measures</p> <p style="text-align: center;">How is Ofsted delivering against the strategy and each of its priority work streams?</p>	