

Official Statistics Release

Policy area:	Maintained schools inspections and outcomes
Theme:	Education, children's services and skills
Published on:	13 March 2014
Coverage:	England
Period covered:	1 October 2013 to 31 December 2013
Status:	Provisional
Issued by:	Office for Standards in Education, Children's Services and Skills (Ofsted) 125 Kingsway London WC2B 6SE
Chief Statistician:	Robert Pike
Statistician:	Siobhan Tuohy-Smith
Public enquiries:	enquiries@ofsted.gov.uk
Press enquiries:	pressenquiries@ofsted.gov.uk
Link to official statistics release web page:	www.ofsted.gov.uk/resources/20130012
Publication medium:	Ofsted website
Publication frequency:	Quarterly

Introduction

This official statistics release reports on the outcomes of maintained school inspections that were conducted between 1 October 2013 and 31 December 2013. This release also includes the most recent inspection outcomes for all maintained schools that had been inspected at 31 December 2013. This provides a picture of the 'state of the nation's schools' as indicated by inspection outcomes.

The purpose of these official statistics is to disseminate the data and statistics gathered about maintained schools through Ofsted's role as an inspectorate. They provide information about how the judgments of maintained schools have changed over time and vary across different phases of education and different parts of the country.

Schools were inspected in accordance with sections 5 or 8 of the Education Act 2005. The inspection framework was most recently revised on 1 September 2012. Under this framework, schools are judged as outstanding, good, requires improvement or inadequate (either having 'serious weaknesses' or requiring 'special measures'). For further information regarding the current framework and recent changes please refer to the methodology section.

The term 'maintained schools' is used generically to cover all maintained schools, state-funded independent schools (including academies and free schools) and certain non-maintained special schools in England that Ofsted is required to inspect under section 5; the full list of schools required to be inspected is found in the methodology.

For future publications the title of this statistical first release will be amended to 'maintained schools and academies inspection outcomes'.

Contents

Introduction	2
Key findings	4
Inspections between 1 October and 31 December 2013	4
Schools at their most recent inspection	9
Impact of revisions	20
Methodology	20
Glossary	24
Frequency of Inspection	26

Key findings

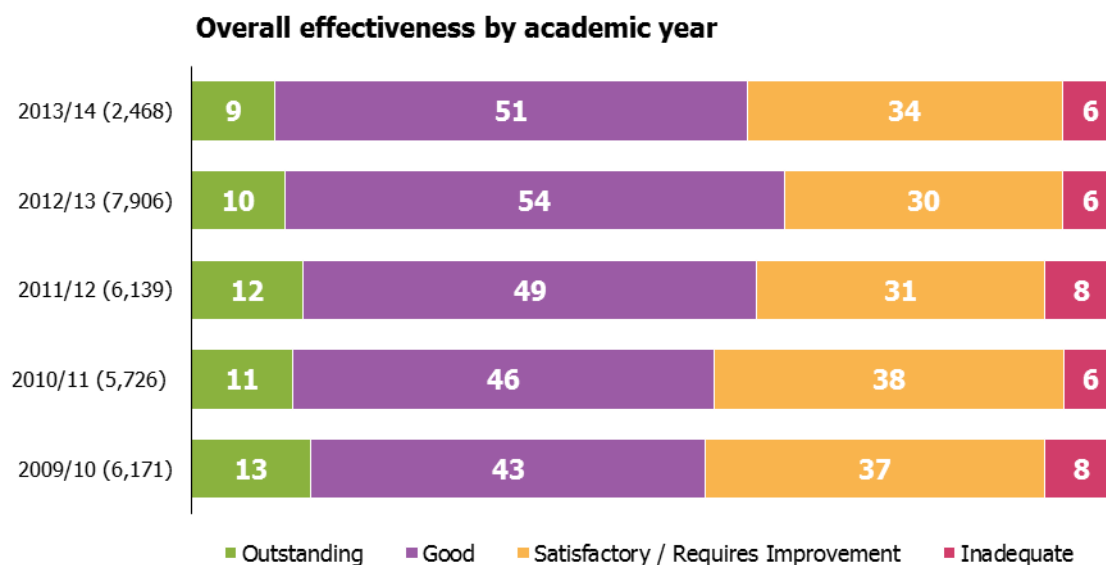
- On 31 December 2013, 79% of open schools were judged to be good or better at their most recent inspection. This is a one percentage point rise since 31 August 2013. This compares with a rise of five percentage points in the same period in 2012 and one percentage point increase in 2011.
- The rate of improvement has slowed compared with the previous academic year. This is because in 2012/13 a large number of previously satisfactory schools were inspected, many of which improved.
- Ninety-eight percent (1,913) of the schools inspected between 1 October 2013 and 31 December 2013 had previously been inspected. Of these, 27% improved on their previous overall effectiveness judgement. This rate of improvement is lower than in the same period in both 2011 and 2012.
- London is the strongest performer with 86% of schools judged good or outstanding at their most recent inspection. In the weakest regions, East of England and Yorkshire and the Humber only 74% of schools were judged good or outstanding at their most recent inspection.

Inspections between 1 October and 31 December 2013

- These provisional statistics summarise the judgements made on 1,946 section 5 inspections conducted between 1 October 2013 and 31 December 2013, where the inspection report was published by 31 January 2014. An additional 95 inspections were carried out between 1 October 2013 and 31 December 2013 which are not included in this provisional data set because the reports had not been published by 31 January 2014. See the methodology section for more information.
- Primary schools make up the majority of maintained schools; just over 70% of inspections conducted between 1 October 2013 and 31 December 2013 were in primary schools. These schools were more likely to be judged good but less likely to be judged outstanding than secondary schools.
- On 99% of inspections, the judgement on a school's overall effectiveness was the same as the judgement on the achievement of pupils. However, the relationship between a school's overall effectiveness judgement and the judgement on the behaviour and safety of pupils is less strong. The judgement on the behaviour and safety of pupils was better than the overall effectiveness judgment on 785 (40%) inspections between 1 October 2013 and 31 December 2013. It was worse on only two inspections.

- Although 76 schools were made subject to special measures between 1 October 2013 and 31 December 2013, the total number of schools in special measures fell over the quarter. This is because 54 schools were removed from special measures and a further 37 schools closed. The number of schools with serious weaknesses rose by 18. Further information on schools in a category of concern can be found in Table 4.
- Ofsted carried out 913 section 8 monitoring inspections that were not deemed section 5 between 1 October 2013 and 31 December 2013. This is substantially more than the 606 that occurred in the same period in 2012. The rise is likely to be because once a school has been judged to require improvement it receives regular monitoring inspections.
- Of the 58 nursery schools inspected between 1 October 2013 and 31 December 2013 55 (95%) were judged to be good or outstanding at their most recent inspection. This is a much higher proportion than any other phase. This has been a consistent pattern since 2005.

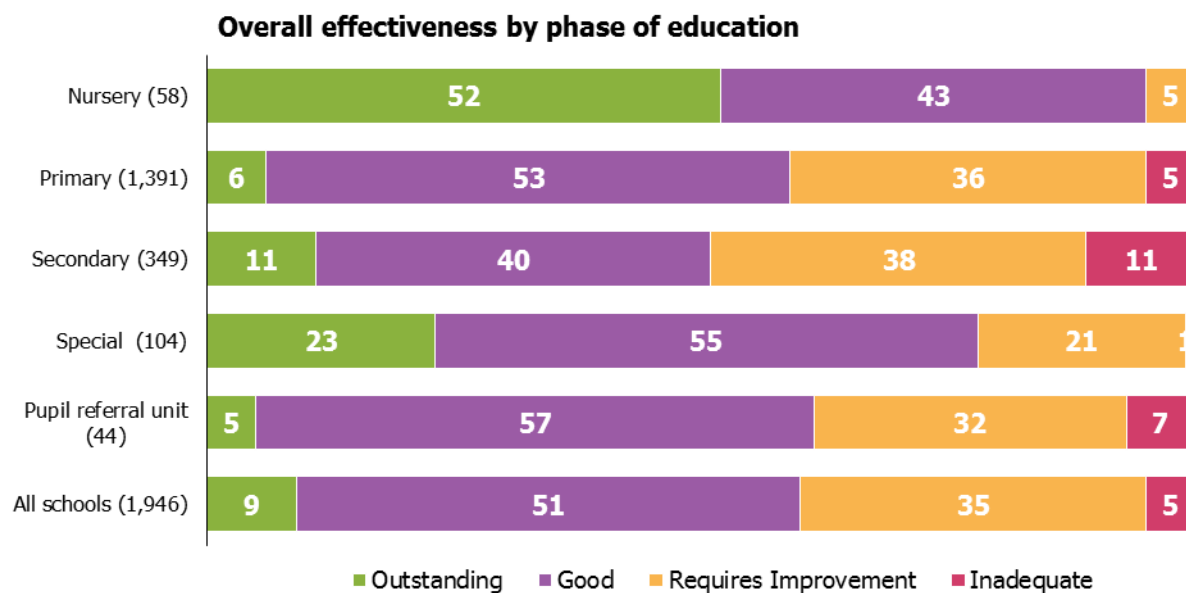
Chart 1: Overall effectiveness of maintained schools inspected between 1 September 2009 and 31 December 2013 (provisional) ^{1 2 3 4 5}



Percentage of inspections

1. Percentages in the chart are rounded and may not add to 100.
2. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 January 2014.
3. Based on Edubase at 4 February 2014.
4. The section 5 inspection framework was introduced on 1 September 2005. Subsequently amended frameworks have been introduced on 1 September 2009, 1 January 2012 and 1 September 2012.
5. From 1 September 2012 the judgment 'requires improvement' replaced the judgment 'satisfactory'.

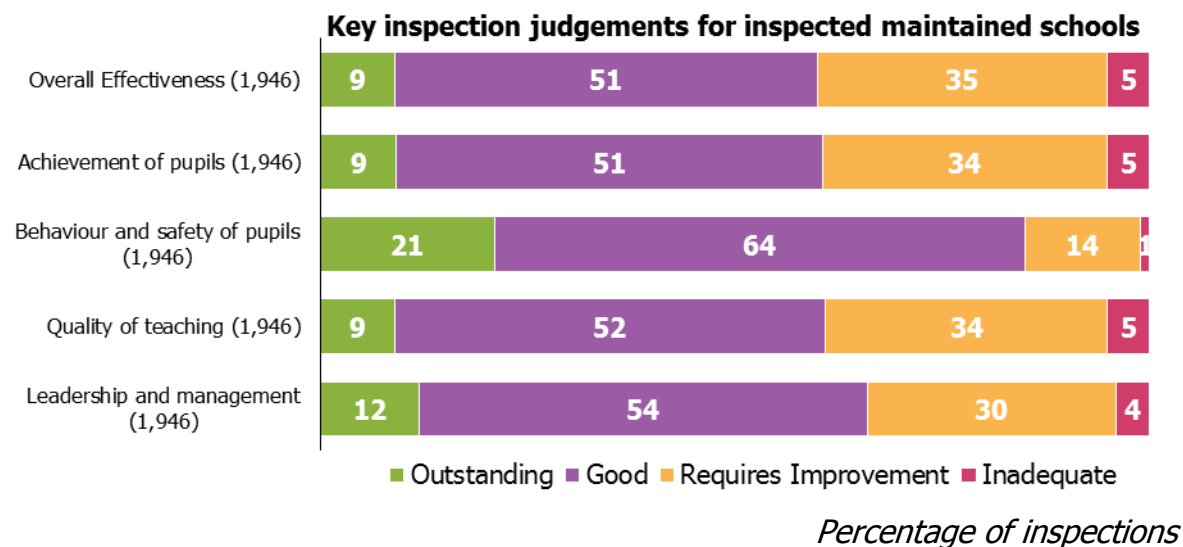
Chart 2: Overall effectiveness of maintained schools inspected between 1 October 2013 and 31 December 2013, by phase (provisional) ^{1 2 3}



Percentage of inspections

1. Percentages in the chart are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.
2. Based on Edubase at 4 February 2014.
3. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 January 2014.

Chart 3: Key inspection judgements for maintained schools inspected between 1 October 2013 and 31 December 2013 (provisional) ^{1 2 3}



1. Percentages in the chart are rounded and may not add to 100.

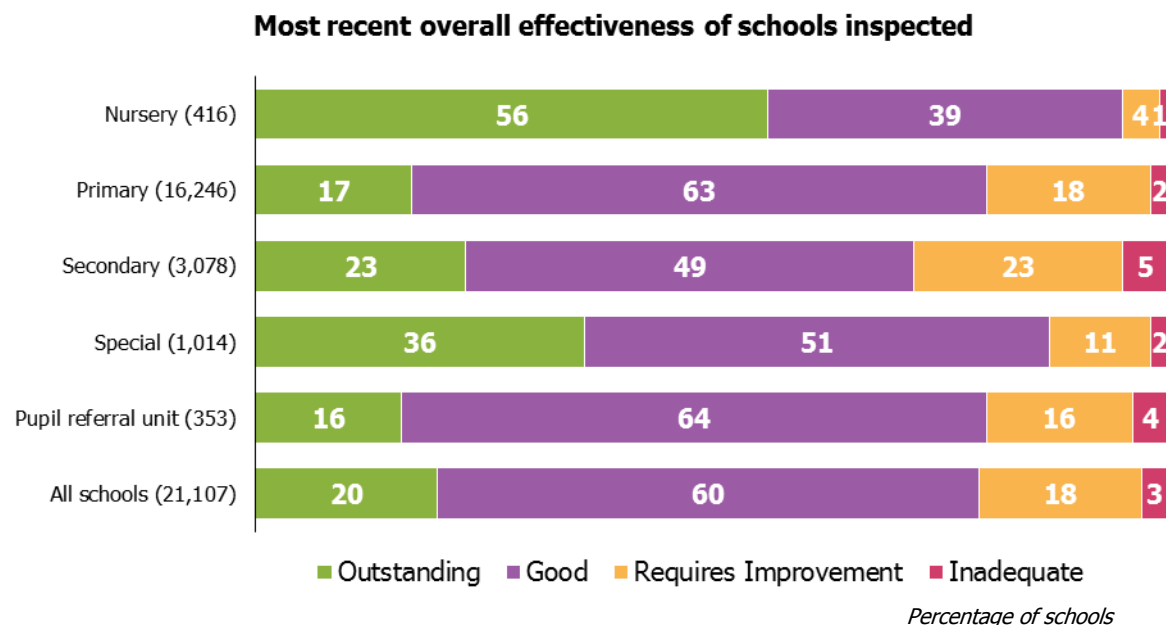
2. Based on Edubase at 4 February 2014.

3. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 January 2014.

Schools at their most recent inspection

- There were 21,944 open schools in England on 31 December 2013. Of these, 21,107 (96%) have been inspected under section 5 of the Education Act 2005. Nearly half (10,105) of these schools have been inspected since September 2012 under the updated framework.
- The proportion of schools judged good or outstanding at their most recent inspection has been increasing over time. On 31 December 2013 the proportion of schools judged good or outstanding at their most recent inspection reached 79%, an increase of one percentage point since 31 August 2013. This compares with an increase of five percentage points in the same period in 2012.
- Reasons for the slower rate of improvement seen so far this year may include:
 - The selection of schools for inspection. In 2012/13 a large proportion (51%) of schools inspected were requires improvement/satisfactory at their previous inspection. This compares with 43% during this quarter.
 - The proportion of schools that improve, particularly those that were previously judged as requires improvement or satisfactory. Schools judged satisfactory or requires improvement in their previous inspection were less likely to improve in this quarter compared with the last academic year. In the 2012/13 academic year 57% of these schools improved, whereas between 1 October 2013 and 31 December 2013 this was only 46%.
 - There is also now a smaller pool of schools that are not good or outstanding and can therefore show improvement to those judgements. So improvement at a similar rate to that in 2012/13 academic year would be unsustainable.
- London is the strongest performing region with 86% of schools judged good or outstanding at their most recent inspection. In the weakest regions, East of England and Yorkshire and the Humber, only 74% of schools were judged good or outstanding at their most recent inspection.

Chart 4: Most recent overall effectiveness of maintained schools as at 31 December 2013 (provisional) ^{1 2 3 4 5 6}



1. Percentages in the chart are rounded and may not add to 100.

2. Based on Edubase at 3 January 2014.

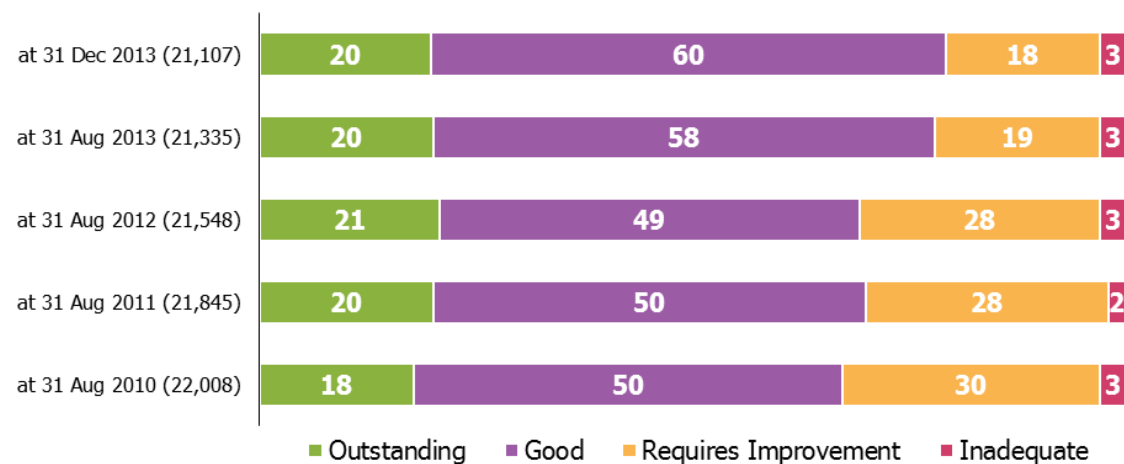
3. Data includes the most recent judgements for predecessor schools of academy converters that have not been inspected as an academy converter.

4. From 1 September 2012 the judgment 'requires improvement' replaced the judgment 'satisfactory'.

5. Schools have been inspected under a number of different frameworks. The section 5 inspection framework was introduced on 1 September 2005. Subsequently amended frameworks have been introduced on 1 September 2009, 1 January 2012 and 1 September 2012.

6. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 January 2014. For these schools the previous inspection is included.

Chart 5: Most recent overall effectiveness of maintained schools at 31 December 2013 and at the end of previous academic years (provisional) ^{1 2 3 4 5 6 7}



1. Percentages in the chart are rounded and may not add to 100.
2. Data from previous academic years based on Edubase at the end of each academic year. Data from this academic year based on Edubase at 3 January 2014.
3. Data include the most recent judgements for predecessor schools of academy converters that have not been inspected since conversion.
4. From 1 September 2012 the judgment 'requires improvement' replaced the judgment 'satisfactory'.
5. Schools have been inspected under a number of different frameworks. The section 5 inspection framework was introduced on 1 September 2005. Subsequently amended frameworks have been introduced on 1 September 2009, 1 January 2012 and 1 September 2012.
6. Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.
7. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 January 2014. For these schools the previous inspection is included.

Table 1: Number of maintained school inspections between 1 October 2013 and 31 December 2013, by inspection type (provisional) ^{1 2 3 4 5}

Number of schools						
Inspection activity (section 5)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Section 5 inspection	1,891	58	1,352	339	100	42
Section 8 deemed section 5 inspection	55	0	39	10	4	2
Inspection activity (section 8)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Special measures monitoring inspection	260	3	186	56	9	6
Notice to improve monitoring inspection	0	0	0	0	0	0
Serious weaknesses monitoring inspection	95	0	50	42	2	1
Requires Improvement monitoring inspection	543	1	424	94	14	10
Section 8 No formal designation visit	12	0	3	4	2	3
Section 8 Due to complaint	3	0	2	1	0	0

1. Each phase of education includes different types of establishment; a more comprehensive list can be found in the glossary section of the commentary accompanying this release.
2. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 January 2014.
3. Data based on Edubase at 4 February 2014.
4. Grade 3 monitoring inspections and academy monitoring inspections have been discontinued. Please refer to the 'Key findings' methodology section for more information.
5. Thirteen of the inspections reported on were integrated inspections. Five were section 5 inspections and the boarding school judgements are reported here.

Table 2: Inspection outcomes of maintained schools inspected between 1 October 2013 and 31 December 2013 (provisional)^{1 2 3 4}

	Total number inspected ^{2 3}	Number of inspections				Percentage of inspections			
		Outstanding	Good	Requires Improvement	Inadequate	Outstanding	Good	Requires Improvement	Inadequate
Overall Effectiveness	1,946	178	984	678	106	9	51	35	5
Achievement of pupils at the school	1,946	181	992	670	103	9	51	34	5
Behaviour and safety of pupils	1,946	401	1,247	275	23	21	64	14	1
Quality of teaching	1,946	178	1,006	668	94	9	52	34	5
Leadership and management	1,946	242	1,052	576	76	12	54	30	4
Overall effectiveness of the residential or boarding provision	5	1	4	0	0	20	80	0	0
Outcomes for residential or boarding pupils	5	3	2	0	0	60	40	0	0
The quality of residential or boarding provision and care	5	2	3	0	0	40	60	0	0
Residential and boarding pupil's safety	5	1	4	0	0	20	80	0	0
Leadership and management of the residential or boarding provision	5	1	4	0	0	20	80	0	0

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. Each phase of education includes all types of establishment, for example LA maintained schools, academy converters and sponsor led academies.
3. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 January 2014.
4. Data based on Edubase at 4 February 2014.

Table 3: Inspection outcomes for selected judgements of maintained schools at their most recent inspection at 31 December 2013 (provisional)

1 2 3 4

	Outcome	Number of schools					Pupil referral unit
		All phases	Nursery	Primary	Secondary	Special	
Overall effectiveness ⁷	Outstanding	4,158	234	2,806	697	366	55
	Good	12,598	162	10,175	1,516	518	227
	Requires Improvement ⁵	3,788	17	2,895	707	111	58
	Inadequate ⁶	563	3	370	158	19	13
	Total	21,107	416	16,246	3,078	1,014	353
<i>Achievement of pupils⁷</i> ₈	<i>Outstanding</i>	2,490	223	1,506	446	288	27
	<i>Good</i>	12,157	174	9,665	1,492	573	253
	<i>Requires Improvement⁵</i>	3,784	18	2,898	702	109	57
	<i>Inadequate⁶</i>	535	1	354	154	13	13
	Total	18,966	416	14,423	2,794	983	350
<i>How well do learners achieve?^{8,9}</i>	<i>Outstanding</i>	1,499	0	1,231	235	30	3
	<i>Good</i>	641	0	592	48	1	0
	<i>Requires Improvement⁵</i>	1	0	0	1	0	0
	<i>Inadequate⁶</i>	0	0	0	0	0	0
	Total	2,141	0	1,823	284	31	3
Aggregate achievement ^{7,8}	<i>Outstanding</i>	3,989	223	2,737	681	318	30
	<i>Good</i>	12,798	174	10,257	1,540	574	253
	<i>Requires Improvement⁵</i>	3,785	18	2,898	703	109	57
	<i>Inadequate⁶</i>	535	1	354	154	13	13
	Total	21,107	416	16,246	3,078	1,014	353
Quality of teaching ⁷	<i>Outstanding</i>	3,464	229	2,396	487	312	40
	<i>Good</i>	13,350	168	10,616	1,745	577	244
	<i>Requires Improvement⁵</i>	3,807	18	2,899	721	113	56
	<i>Inadequate⁶</i>	486	1	335	125	12	13
	Total	21,107	416	16,246	3,078	1,014	353
Behaviour and safety of pupils ^{7,10}	<i>Outstanding</i>	7,318	314	5,488	892	539	85
	<i>Good</i>	12,262	94	9,777	1,772	402	217
	<i>Requires Improvement⁵</i>	1,408	6	925	375	62	40
	<i>Inadequate⁶</i>	110	2	49	37	11	11
	Total	21,098	416	16,239	3,076	1,014	353
Leadership and management ⁷	<i>Outstanding</i>	4,824	238	3,259	872	384	71
	<i>Good</i>	12,606	159	10,160	1,549	519	219
	<i>Requires Improvement⁵</i>	3,260	16	2,538	560	94	52
	<i>Inadequate⁶</i>	417	3	289	97	17	11
	Total	21,107	416	16,246	3,078	1,014	353

	Outcome	Percentage of schools					Pupil referral unit
		All phases	Nursery	Primary	Secondary	Special	
Overall effectiveness ⁷	Outstanding	20	56	17	23	36	16
	Good	60	39	63	49	51	64
	Requires Improvement ⁵	18	4	18	23	11	16
	Inadequate ⁶	3	1	2	5	2	4
	Total	100	100	100	100	100	100
<i>Achievement of pupils^{7 8}</i>	<i>Outstanding</i>	13	54	10	16	29	8
	<i>Good</i>	64	42	67	53	58	72
	<i>Requires Improvement⁵</i>	20	4	20	25	11	16
	<i>Inadequate⁶</i>	3	0	2	6	1	4
	Total	100	100	100	100	100	100
<i>How well do learners achieve?^{7 8 9}</i>	<i>Outstanding</i>	70	0	68	83	97	100
	<i>Good</i>	30	0	32	17	3	0
	<i>Requires Improvement⁵</i>	0	0	0	0	0	0
	<i>Inadequate⁶</i>	0	0	0	0	0	0
	Total	100	0	100	100	100	100
Aggregate achievement ^{7 8}	<i>Outstanding</i>	19	54	17	22	31	8
	<i>Good</i>	61	42	63	50	57	72
	<i>Requires Improvement⁵</i>	18	4	18	23	11	16
	<i>Inadequate⁶</i>	3	0	2	5	1	4
	Total	100	100	100	100	100	100
Quality of teaching ⁷	<i>Outstanding</i>	16	55	15	16	31	11
	<i>Good</i>	63	40	65	57	57	69
	<i>Requires Improvement⁵</i>	18	4	18	23	11	16
	<i>Inadequate⁶</i>	2	0	2	4	1	4
	Total	100	100	100	100	100	100
Behaviour and safety of pupils ^{7 10}	<i>Outstanding</i>	35	75	34	29	53	24
	<i>Good</i>	58	23	60	58	40	61
	<i>Requires Improvement⁵</i>	7	1	6	12	6	11
	<i>Inadequate⁶</i>	1	0	0	1	1	3
	Total	100	100	100	100	100	100
Leadership and management ⁷	<i>Outstanding</i>	23	57	20	28	38	20
	<i>Good</i>	60	38	63	50	51	62
	<i>Requires Improvement⁵</i>	15	4	16	18	9	15
	<i>Inadequate⁶</i>	2	1	2	3	2	3
	Total	100	100	100	100	100	100

Source: Ofsted inspections

Table 3 footnotes:

1. Percentages are rounded and may not add to 100.
2. Data based on Edubase at 3 January 2014.
3. Data includes the most recent judgements for predecessor schools of academy converters that have not yet been inspected as an academy.
4. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 January 2014. For these schools the previous inspection is included.
5. From 1 September 2012 the judgment 'requires improvement' replaced the judgment 'satisfactory'.
6. Prior to 1 September 2012 schools inspected that were judged as inadequate included those which were given a notice to improve or were made subject to special measures. Since 1 September 2012 they are now judged as having serious weaknesses or are made subject to special measures.
7. Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.
8. The 'Pupils' achievement and the extent to which they enjoy their learning judgement' was introduced on 1 September 2009. Prior to this a different judgement, 'How well do learners achieve?' was made. While these judgements are not the same, they have been aggregated in the table to present the state of the nation.
9. As a result of a proportionate inspection process, inspections of weaker schools are brought forward. These weaker schools will no longer have the 2005 achievement judgement and will instead have the 2009 judgement: 'Pupils' achievement and the extent to which they enjoy their learning'. 'How well do learners achieve?' judgement is therefore more positive.
10. In May and June of the 2006/07 academic year Ofsted completed a number of Phase 2 Reduced Tariff inspections which had no comparable behaviour judgement.

Table 4: Number of maintained schools placed into, coming out of and closing while in a category of concern between 1 October 2013 to 31 December 2013 (provisional) ^{1 2 3}

i. Maintained schools placed in, removed from and closing while in special measures between 1 October 2013 and 31 December 2013

Phase of Education	Total subject to special measures at 1 October 2013	Number made subject to special measures	Number removed from special measures	Number closed while subject to special measures	Total subject to special measures at 31 December 2013
Nursery	3	0	0	0	3
Primary	312	46	39	31	288
Secondary	86	27	10	6	97
Special	20	1	4	0	17
Pupil Referral Unit	10	2	1	0	11
Total	431	76	54	37	416

ii. Maintained schools placed in, removed from and closing while having serious weaknesses between 1 October 2013 and 31 December 2013

Phase of Education	Total having serious weaknesses at 1 October 2013	Number identified with serious weaknesses	Number removed from serious weaknesses	Number closed while having serious weaknesses	Total having serious weaknesses at 31 December 2013
Nursery	0	0	0	0	0
Primary	70	19	1	6	82
Secondary	56	10	2	3	61
Special	2	0	0	0	2
Pupil Referral Unit	1	1	0	0	2
Total	129	30	3	9	147

Source: Ofsted inspections

1. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 January 2014.
2. One school that previously had serious weaknesses was found to require special measures after reinspection.
3. Information on closed schools based on Edubase at 3 January 2014.

Table 5: Most recent overall effectiveness for schools inspected at 31 December 2013 by local authority and region (provisional) ^{1 2 3 4}

Region	Total Inspections	Number of Schools			
		Outstanding	Good	Requires Improvement⁵	Inadequate⁶
ENGLAND	21,107	4,158	12,598	3,788	563
NORTH EAST	1,142	238	736	155	13
NORTH WEST	3,138	689	1,886	489	74
YORKSHIRE AND THE HUMBER	2,169	347	1,264	491	67
EAST MIDLANDS	1,974	319	1,208	379	68
WEST MIDLANDS	2,302	411	1,364	451	76
EAST OF ENGLAND	2,474	435	1,400	559	80
LONDON	2,426	672	1,406	308	40
SOUTH EAST	3,239	629	1,896	609	105
SOUTH WEST	2,243	418	1,438	347	40

	Total Inspections	Percentage of Schools			
		Outstanding	Good	Requires Improvement	Inadequate
ENGLAND	100	20	60	18	3
NORTH EAST	100	21	64	14	1
NORTH WEST	100	22	60	16	2
YORKSHIRE AND THE HUMBER	100	16	58	23	3
EAST MIDLANDS	100	16	61	19	3
WEST MIDLANDS	100	18	59	20	3
EAST OF ENGLAND	100	18	57	23	3
LONDON	100	28	58	13	2
SOUTH EAST	100	19	59	19	3
SOUTH WEST	100	19	64	15	2

1. Percentages are rounded and may not add to 100.

2. Data based on Edubase at 3 January 2014.

3. Data includes the most recent judgements for predecessor schools of academy converters that have not yet been inspected as an academy converter.

4. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 January 2014. For these schools the previous inspection is included.

5. From 1 September 2012 the judgment 'requires improvement' replaced the judgment 'satisfactory'.

6. Prior to 1 September 2012 schools inspected that were judged as inadequate included those which were given notice to improve or were subject to special measures. Since 1 September 2012 they are now judged as having serious weaknesses or are subject to special measures.

Impact of revisions

Final data covering the period 1 July 2013 to 30 September 2013 have been released and can be found on the [Ofsted website](#). This data contains the inspection outcomes of 522 section 5 inspections that took place in September. It is the first time these inspections have been aggregated in an official statistic.

- Sixty per cent of the inspections that took place in September 2013 were good or better.
- Thirty-nine schools were deemed inadequate in this period.

Methodology

1. Data in this release are from inspections undertaken between 1 October 2013 and 31 December 2013 or most recent inspections of open schools at 31 December 2013 under sections 5 and 8 of the Education Act 2005 where the inspection report was published by 31 January 2014. Under exceptional circumstances Ofsted may withhold publication of an inspection report or withdraw a published inspection report. If the report is withheld on the 31 January 2014 it will not be reported on.
2. The number and percentage of schools judged to be inadequate or requires improvement is likely to increase in the revised version of these figures. This is because:
 - Ninety-five reports from inspections which took place between 1 October 2013 and 31 December 2013, were not published by the 31 January 2014 as they were still in the moderation process. These inspection judgments are more likely to be inadequate.
 - A few inspections may have taken place but have been withheld from publication whilst moderation occurs.
3. Ofsted selects some schools for inspection because they are approaching the deadline for re-inspection as a result of their inspection outcome. Other schools are selected on the basis of risk assessment. Those schools that Ofsted judge would benefit most are selected for more frequent inspection.
4. The impact of risk assessment is that a smaller proportion of previously good schools are inspected than the proportion of good schools nationally.

Previously outstanding schools have had their inspections deferred and will not be re-inspected unless a complaint against the school is made or the risk assessment identifies these schools require an inspection. Therefore school inspections in the quarter are not representative of schools as a whole. More information about the selection of schools is found in the 'interim assessment' section of the glossary.

5. Ofsted reports on various phases of education which include different types of establishment:
 - Nursery schools include local authority maintained nursery schools and miscellaneous nursery schools;
 - Primary schools include academy converter schools, sponsor academies, free schools and local authority maintained primary schools;
 - Secondary schools include academy converter schools, sponsor academies, free schools, studio schools, city technology colleges, university technical colleges and local authority maintained secondary schools;
 - Special schools include academy converter schools, sponsor academies and local authority maintained special schools. It also includes non-maintained special schools inspected under section 5 of the Education Act 2005;
 - Pupil referral units include sponsor academies, academy converter schools and local authority maintained pupil referral units.
6. The release contains key judgements and full details of published inspection outcomes which can be found in an underlying dataset in csv (comma separated value) and Microsoft Excel formats.
7. From 1 September 2012 inspection events and their outcomes for maintained schools are reported under an updated framework in accordance with section 5 and 8 of the Education Act 2005 (as amended). Further information on the framework can be found in the glossary and can be read in full on the Ofsted website:
www.ofsted.gov.uk/resources/120100
8. Information about the previous inspection frameworks and how Ofsted inspects maintained schools can be found on the Ofsted website at:
www.ofsted.gov.uk/resources/maintained-schools-inspection-documents-archive

9. Statistics relating to inspections undertaken in the most recent quarter are provisional and include inspections in the period where the inspection report was published within one month of the end of the quarter. When an inspection report is published later than this, it is included in the final release of the statistics.
10. Ofsted undertakes moderation of all inspection reports where a school is judged to require special measures. The target time to complete the moderation process and publish the report is 28 working days. However this process may take longer. Therefore, provisional statistics are likely to under-represent schools being placed in a category of concern.
11. If an inspection report is not published by 31 January 2014 then the previous inspection will be reported as a school's most recent inspection.
12. Revisions are published in line with Ofsted's revisions policy for official statistics. For more information about the policy please visit the Ofsted website:
www.ofsted.gov.uk/resources/20110014
13. Early years provision within state funded schools does not require separate registration with Ofsted. Where this provision is not registered it will be inspected as part of the section 5 inspection. Early years and childcare provision that is registered with Ofsted is not inspected under section 5. For information on registered early year provision inspections please refer to the official statistics for early years and childcare.
www.ofsted.gov.uk/resources/20110015
14. The welfare provision for boarding and residential special schools is inspected at the same time as the section 5 inspection, where possible. Inspections of this type are referred to as integrated inspections. The evaluation schedule for the inspection of boarding and residential provision in schools can be found at:
www.ofsted.gov.uk/resources/110096
15. Schools inspected after January 2012 no longer have the achievement judgement: 'How well do learners achieve?' and will instead have the judgement: 'Achievement of pupils at the school'. As weaker schools are inspected more regularly the good and outstanding schools are underrepresented under the latest judgement.
16. The programme of grade 3 monitoring inspections (schools judged as satisfactory) came to a conclusion at the end of the academic year 2011/12.

All schools which were judged as satisfactory before September 2012 will be re-inspected under section 5 by the end of the academic year 2013/14.

17. Schools judged as requires improvement may receive one or more requires improvement monitoring inspections under section 8 and will be re-inspected under section 5 normally within 24 months from the last full inspection.
18. Notice to improve monitoring inspections have been replaced by serious weaknesses monitoring inspections.
19. The programme of academy monitoring inspections was also concluded at the end of academic year 2011/12. This monitoring programme applied to sponsor-led academies which opened before 1 September 2011.
20. For the purposes of these aggregated statistics, where an academy converter school has not been inspected, the inspection judgements of the predecessor school are included. It is important to recognise that the academy and the predecessor school are different legal entities.
21. Sponsor-led academies open as new schools and are not linked to any previous schools. So any sponsor-led academies that have not yet had an inspection will not be reported on in these statistics.
22. In the underlying data file which includes school's most recent inspection outcomes, the predecessor URNs are reported on for all academy converters. This is a change from previous releases. In past releases the predecessor URNs were only reported on for academy converters which had not yet had an inspection since converting to become an academy. No other data are impacted by this change.

Glossary

Section 5 Inspection

From 1 January 2012 inspections of maintained schools have taken place under a new framework, in accordance with sections 5 and 8 of the Education Act 2005. This framework was revised on 1 September 2012 and under the revised framework, schools can be judged outstanding, good, requires improvement or inadequate.

The schools subject to section 5 inspection are:

- community, foundation and voluntary schools
- community and foundation special schools
- pupil referral units
- maintained nursery schools
- academies¹
- city technology colleges
- city technology colleges for the technology of the arts
- certain non-maintained special schools approved by the Secretary of State under section 342 of the Education Act 1996.

Under section 5 Ofsted is required to report on the quality of the education provided in the school and must, in particular, cover:

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership in, and management of, the school.

In reporting, inspectors must also consider:

¹ This includes the following academy family schools: sponsor-led academies, academy converter schools, academy special schools, academy alternative provision, free schools, university technical colleges, and studio schools.

- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils² and those who have special educational needs.

In September 2012 the inspection framework for schools was updated, changes in the revised inspection framework are:

- schools cannot be judged as outstanding for overall effectiveness unless they have outstanding teaching
- an acceptable standard of education is defined as a good standard of education
- a school that is not yet good, but that is not judged inadequate, is a school that requires improvement
- a school that is inadequate overall and that requires significant improvement, but where leadership and management are not inadequate, is a school with serious weaknesses
- a school that is inadequate overall, and where leadership and management are also inadequate, is a school requiring special measures

Since September 2012 there are two categories of schools causing concern:

1. Serious weaknesses³ – where one or more of the key areas are 'inadequate' and/or there are serious weaknesses in the provision for pupils' spiritual, moral, social and cultural development. However, leaders, managers and governors are judged to be capable of securing improvement (this means that leadership and management are judged as requires improvement or better). A school that was last inspected before September 2012 and made subject to a notice to improve is now treated as a school that has been deemed to have serious weaknesses.

2. Special measures⁴ – where a school is failing to give its pupils an acceptable standard of education, and, the leaders, managers or governors are not demonstrating the capacity to secure the necessary improvement in the school.

2 For the purposes of the Equality Act 2010

3 Under section 44(2) of the Education Act 2005 (as amended), a school judged to have serious weaknesses requires significant improvement because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform. Prior to September 2012 schools in this category were given notice to improve.

4 Under section 44(1) of the Education Act 2005 (as amended).

Frequency of Inspection

The frequency of school inspections depends on the findings of the overall effectiveness judgment of the previous inspection.

Outstanding: Regulations provide for certain types of outstanding schools to be exempt from routine inspection. However, Ofsted may decide to inspect outstanding schools if it has concerns about them.

Good: Most schools judged to be good at their last inspection will be inspected at five-year intervals. Both good and outstanding schools are subject to a risk assessment process. For further information on the risk assessment:

www.ofsted.gov.uk/resources/110153

Requires Improvement: Schools that are judged as requires improvement will normally be monitored and re-inspected within a period of two years. Schools that were last judged to be satisfactory, are likely to be inspected by the end of the school year 2013/14 and may also be monitored.

Inadequate: Inadequate schools will normally be inspected between 12 and 18 months of its last section 5 inspection. They will also receive a monitoring inspection.

Common terminology used by inspectors

Achievement	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.

Leadership and management	the contribution of all the staff with responsibilities, not just the governors and head teacher, to identifying priorities, directing and motivating staff and running the school.
Learning	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

© Crown copyright 2014

You may re-use this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/ or write to the Information Policy Team, The National Archives, Kew, London, TW9 4DU or e-mail: psi@nationalarchives.gsi.gov.uk