

## Official Statistics Release

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## **Introduction**

This official statistics release reports on the outcomes of maintained school inspections that were conducted between 1 January 2014 and 31 March 2014. This release also includes the most recent inspection outcomes for all maintained schools that have been inspected, as at 31 March 2014. 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 gathered about maintained schools through Ofsted's role as an inspectorate. They provide information about how the judgements 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.

Throughout this release, the term '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 section.

## Key findings

- On 31 March 2014 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.
- At 86%, the North East of England had the highest proportion of schools judged to be good or outstanding at their most recent inspection, while in Yorkshire and the Humber, only 74% of schools were judged to be good or outstanding. With 28% of schools most recently judged outstanding, London had the highest proportion of outstanding schools by a clear margin.
- The judgement on the behaviour and safety of pupils was better than the overall effectiveness judgement in 27% of inspections in the period; this compares with 40% of inspections in the previous period. This closer alignment may be due to guidance issued to inspectors on behaviour and safety at the start of this academic year. This also may reflect an increased focus on behaviour and rigour in the way that inspectors assess it.

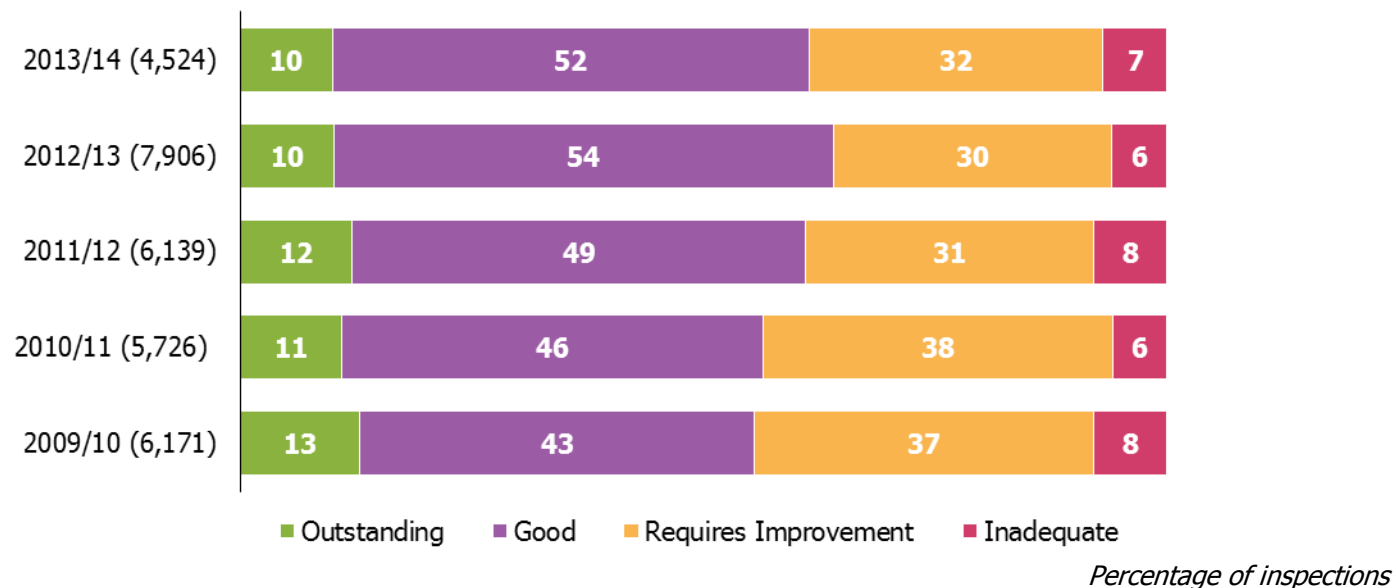
## Inspections between 1 January and 31 March 2014

- These provisional statistics summarise the judgements made on 1,953 section 5 inspections conducted between 1 January and 31 March 2014 where the inspection report was published by 30 April 2014. An additional 282 section 5 inspections in this period had not been published by 30 April 2014; these are excluded from these provisional statistics, but will be included in the final version, due for publication in September. This high number of unpublished reports is due to the school Easter holidays in April, during which inspection reports are not published.
- Overall, 66% of schools inspected in the period were judged good or outstanding, which is substantially lower than the national picture for schools at their most recent inspection (79% good or outstanding). This is a consequence of focusing inspection resources on schools at risk of decline. The schools inspected during the quarter were not representative of all schools nationally: 64% of schools inspected this quarter were judged good or outstanding at their previous inspection, 32% were judged as satisfactory/ 'requires improvement' or inadequate, and a further 4% had not previously been inspected.
- The total number of schools that require special measures or have serious weaknesses decreased slightly during the quarter. In part, this was due to a

considerable number of these schools closing. Of the 52 schools that closed whilst in a category of concern, 50 closed to re-open as an academy. Only 25 schools closed whilst in a category of concern in the same quarter last year.

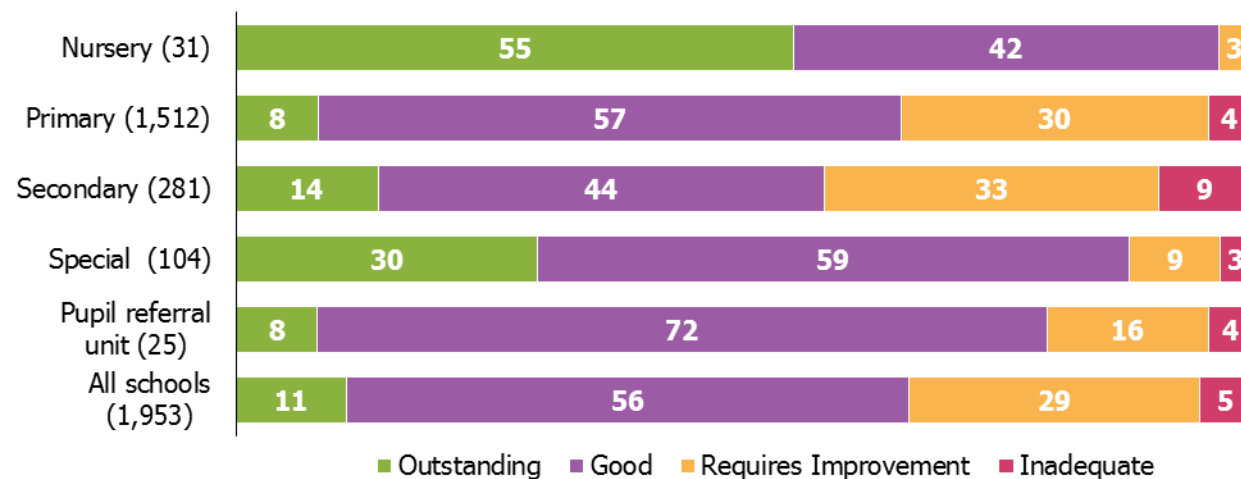
- A school's overall effectiveness judgement is strongly associated with the judgements for achievement of pupils and for the quality of teaching: these three judgements were given the same grade in 99% of inspections in the period.
- However, the judgement on the behaviour and safety of pupils was better than the overall effectiveness judgement in 27% of inspections in the period; this compares with 40% of inspections in the previous period. This academic year Ofsted has strengthened its guidance regarding behaviour and safety. There is an increased focus on behaviour and greater rigour in the way that inspectors assess it: from January 2014, inspectors have also been required to make separate written judgements in the inspection report on behaviour, and on safety. These are then balanced to produce a graded judgement on behaviour and safety overall.
- Of the section 5 inspections this quarter, 109 were inspections of schools judged as 'requires improvement' at their previous inspection. This compares with 20 inspections of such schools in the last quarter. Furthermore because there have been relatively few re-inspections of schools judged as 'requires improvement' there is insufficient evidence to comment authoritatively on the impact of this programme.
- Ofsted carried out 891 section 8 monitoring inspections during this period. Of these, most were monitoring inspections for schools judged as 'requires improvement' or schools causing concern because they either require special measures or have serious weaknesses. This compares with the 799 section 8 monitoring inspections that occurred in the same period in 2013; the increase is a result of the new arrangements to support and challenge schools judged as 'requires improvement'.

**Chart 1: Overall effectiveness of schools inspected between 1 September 2009 and 31 March 2014 (provisional)** <sup>1 2 3 4 5</sup>



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 30 April 2014.
3. Data based on Edubase at 2 May 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. Prior to 1 September 2012 schools judged grade 3 were judged as satisfactory. Since 1 September 2012 they are now judged as 'requires improvement'.

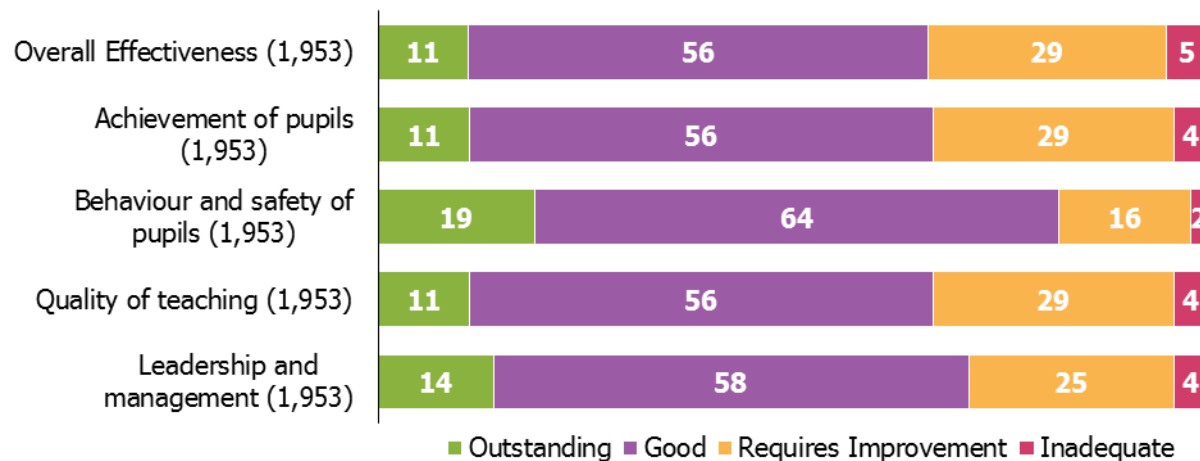
**Chart 2: Overall effectiveness of schools inspected between 1 January and 31 March 2014, by phase (provisional)**<sup>1</sup>  
2 3



*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 2 May 2014.
3. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 30 April 2014.

**Chart 3: Key inspection judgements for schools inspected between 1 January and 31 March 2014 (provisional) <sup>1 2 3</sup>**



*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 2 May 2014.
3. These statistics exclude schools inspected during quarter but where the inspection report had not been published by 30 April 2014.



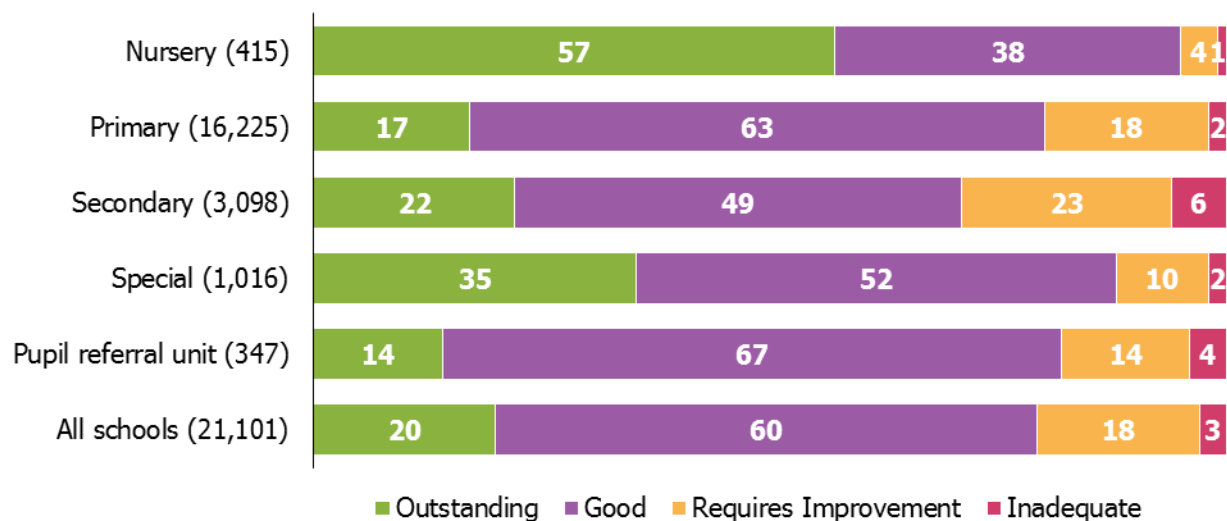
## **Schools at their most recent inspection**

- There were 21,929 open schools in England on 31 March 2014. Of these, 21,101 (96%) have been inspected under section 5 of the Education Act 2005. Some 11,908 of these schools have been inspected under the updated framework introduced on 1 September 2012.
- Although the proportion of schools judged good or outstanding at their most recent inspection has been increasing over time, this improvement has slowed during the current academic year. On 31 March 2014 the proportion of schools judged good or outstanding at their most recent inspection reached 79%, an increase of just one percentage point since 31 August 2013.
- There are important differences in inspection outcomes between phases of education. For instance 95% of nursery schools were judged to be good or outstanding at their most recent inspection, compared with 80% of primary schools and 70% of secondary schools.
- In addition, there were differences in overall effectiveness between types of schools. Overall, 87% of converter academies were judged good or outstanding at their most recent inspection. This compares with 53% of sponsor-led academies and 79% of local authority maintained schools. Sponsor-led academies are made up of what were some of the most underperforming schools in England. This contrasts with academy converters which were mostly good or outstanding prior to conversion. Therefore it is to be expected that overall effectiveness differs between these types of school.
- By 31 March 2014, Ofsted had conducted 43 inspections of free schools (including two special schools). Seven were judged outstanding, 23 good, nine were judged as 'requires improvement' and four were found to require special measures. Ofsted has also inspected eight studio schools and university technical colleges; one was judged outstanding, three good and four as 'requires improvement'. This is still a small number of inspections, so it is too early to draw firm conclusions about the effectiveness of these types of schools.
- The judgements for overall effectiveness, quality of teaching and for the achievement of pupils (or *How well do pupils achieve?* under the pre-2012 framework) were strongly associated, being identical in 95% of these most recent inspections. However behaviour and safety was judged to be better than overall effectiveness in 30% of inspections, and worse in 1%. This pattern is less marked for pupil referral units, where behaviour and safety was

judged to be better than overall effectiveness in only 16% of cases and worse in 2%.

- At 86%, the North East of England had the highest proportion of schools judged to be good or outstanding, while in Yorkshire and the Humber, only 74% of schools were judged to be good or outstanding. With 28% of schools most recently judged outstanding, London had the highest proportion of outstanding schools by a clear margin. Within this regional picture, there was a great deal of local variation: some local authorities had as many as 95% of schools good or outstanding, while in others the figure was as low as 61%.

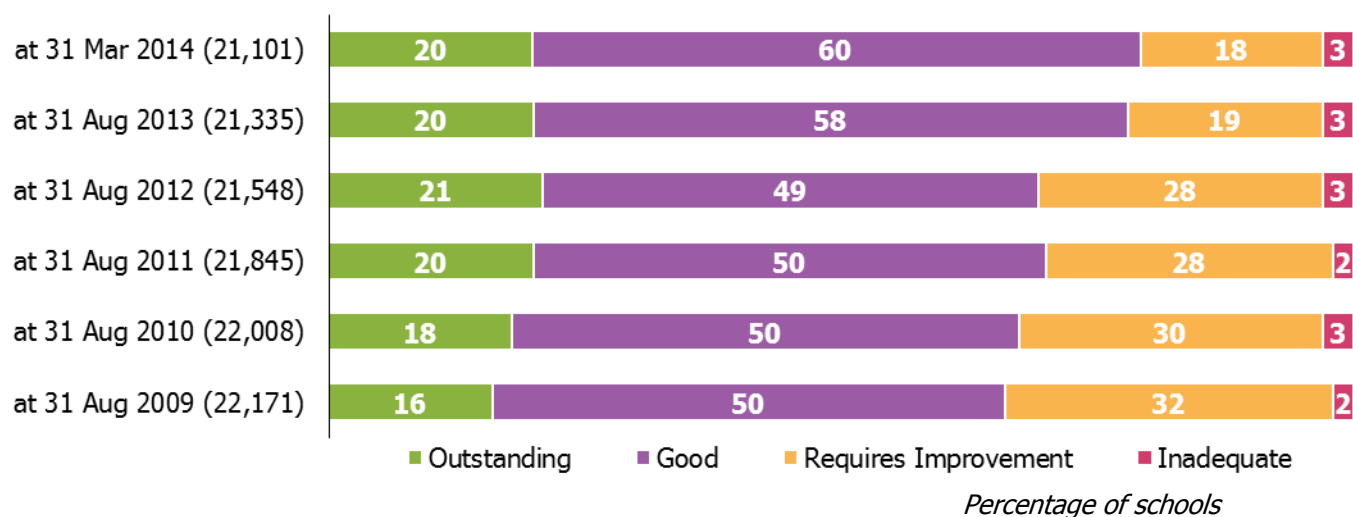
**Chart 4: Most recent overall effectiveness of schools by 31 March 2014 (provisional)** <sup>1 2 3 4 5 6</sup>



*Percentage of schools*

1. Percentages in the chart are rounded and may not add to 100.
2. Based on Edubase at 2 April 2014.
3. Data include the most recent judgements for predecessor schools of academy converters that have not been inspected as an academy.
- 4 Prior to 1 September 2012 schools judged grade 3 were judged as satisfactory. Since 1 September 2012 they are now judged as 'requires improvement'.
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 quarter but where the inspection report had not been published by 30 April 2014. For these schools the previous inspection is included.

**Chart 5: Most recent overall effectiveness of schools at 31 March 2014 and at the end of previous academic years (provisional)** <sup>1 2 3 4 5 6 7</sup>



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 (or as close as possible). Data from this academic year based on Edubase at 2 April 2014.
3. Data include the most recent judgements for predecessor schools of academy converters that have not been inspected as an academy.
4. Prior to 1 September 2012 schools judged grade 3 were judged as satisfactory. Since 1 September 2012 they are now judged as 'requires improvement'.
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. Within these periods, frameworks have been refined to reflect current priorities.
6. Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.
7. These statistics exclude schools inspected during quarter but where the inspection report had not been published by 30 April 2014. For these schools the previous inspection is included.

**Table 1: Number of school inspections between 1 January and 31 March 2014, by inspection type (provisional)**

Number of schools						
Inspection activity (section 5)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Section 5 inspection	1,350	31	1,057	145	92	25
Section 8 deemed section 5 inspection	603	0	455	136	12	0
<b>Total</b>	<b>1,953</b>	<b>31</b>	<b>1,512</b>	<b>281</b>	<b>104</b>	<b>25</b>
Inspection activity (section 8)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Special measures monitoring inspection	306	4	198	84	11	9
Notice to improve monitoring inspection	0	0	0	0	0	0
Serious weaknesses monitoring inspection	58	0	25	31	1	1
Requires Improvement monitoring inspection	513	3	397	86	18	9
Section 8 No formal designation visit	9	0	5	4	0	0
Section 8 Due to complaint	5	0	1	3	1	0
<b>Total</b>	<b>891</b>	<b>7</b>	<b>626</b>	<b>208</b>	<b>31</b>	<b>19</b>

*Source: Ofsted inspections*

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 quarter but where the inspection report had not been published by 30 April 2014.
3. Data based on Edubase at 2 May 2014.
4. Notice to improve monitoring inspections have been discontinued. Please refer to the 'Key findings' methodology section for more information.
5. Ten of the inspections reported on were integrated inspections. Nine were section 5 inspections, one was section 8 deemed section 5.
6. Ofsted has made some changes to the way in which inspections are recorded for schools that have been selected for inspection as a result of risk assessment. This accounts for the majority of section 8 deemed section 5 inspections in this quarter.

**Table 2: School inspection outcomes between 1 January and 31 March 2014 (provisional) <sup>1 2 3 4</sup>**

	Total number inspected <sup>2 3</sup>	Number of inspections				Percentage of inspections			
		Outstanding	Good	Requires Improvement	Inadequate	Outstanding	Good	Requires Improvement	Inadequate
Overall Effectiveness	<b>1,953</b>	211	1,084	568	90	11	56	29	5
Achievement of pupils at the school	<b>1,953</b>	212	1,086	568	87	11	56	29	4
Behaviour and safety of pupils	<b>1,953</b>	370	1,247	303	33	19	64	16	2
Quality of teaching	<b>1,953</b>	213	1,099	558	83	11	56	29	4
Leadership and management	<b>1,953</b>	267	1,132	484	70	14	58	25	4
Overall effectiveness of the residential or boarding provision	<b>10</b>	1	7	1	1	10	70	10	10
Outcomes for residential or boarding pupils	<b>9</b>	3	6	0	0	33	67	0	0
The quality of residential or boarding provision and care	<b>10</b>	3	6	1	0	30	60	10	0
Residential and boarding pupils' safety	<b>10</b>	1	7	0	2	10	70	0	20
Leadership and management of the residential or boarding provision	<b>10</b>	1	7	1	1	10	70	10	10

*Source: Ofsted inspections*

1. Percentages are rounded and may not add to 100.
2. These data include all types of establishment, for example local authority maintained schools, academy converters and sponsor led academies.
3. These statistics exclude schools inspected during quarter but where the inspection report had not been published by 30 April 2014.
4. Data based on Edubase at 2 May 2014.
5. One school did not receive a judgement for 'outcomes for residential or boarding pupils' because there were no boarders accommodated at the school.

**Table 3: Selected inspection judgements of schools at their most recent inspection up to 31 March 2014 (provisional) <sup>1 2 3 4</sup>**

	Outcome	Number of schools					Pupil referral unit
		All phases	Nursery	Primary	Secondary	Special	
Overall effectiveness <sup>7</sup>	Outstanding	4,135	237	2,814	675	359	50
	Good	12,608	159	10,181	1,504	532	232
	Requires improvement <sup>5</sup>	3,735	15	2,845	722	103	50
	Inadequate <sup>6</sup>	623	4	385	197	22	15
	<b>Total</b>	21,101	415	16,225	3,098	1,016	347
Achievement of pupils <sup>7 8</sup>	<i>Outstanding</i>	2,585	228	1,575	457	297	28
	<i>Good</i>	12,498	169	10,011	1,487	579	252
	<i>Requires Improvement</i> <sup>5</sup>	3,735	16	2,851	716	101	51
	<i>Inadequate</i> <sup>6</sup>	590	2	366	191	17	14
	<b>Total</b>	19,408	415	14,803	2,851	994	345
How well do learners achieve? <sup>8 9</sup>	<i>Outstanding</i>	1,444	0	1,202	218	22	2
	<i>Good</i>	248	0	220	28	0	0
	<i>Satisfactory</i>	1	0	0	1	0	0
	<i>Inadequate</i> <sup>6</sup>	0	0	0	0	0	0
	<b>Total</b>	1,693	0	1,422	247	22	2
Aggregate achievement <sup>7 8</sup>	<i>Outstanding</i>	4,029	228	2,777	675	319	30
	<i>Good</i>	12,746	169	10,231	1,515	579	252
	<i>Requires Improvement</i> <sup>5</sup>	3,736	16	2,851	717	101	51
	<i>Inadequate</i> <sup>6</sup>	590	2	366	191	17	14
	<b>Total</b>	21,101	415	16,225	3,098	1,016	347
Quality of teaching <sup>7</sup>	<i>Outstanding</i>	3,548	235	2,449	507	317	40
	<i>Good</i>	13,268	162	10,582	1,703	580	241
	<i>Requires Improvement</i> <sup>5</sup>	3,749	16	2,849	728	104	52
	<i>Inadequate</i> <sup>6</sup>	536	2	345	160	15	14
	<b>Total</b>	21,101	415	16,225	3,098	1,016	347
Behaviour and safety of pupils <sup>7 10</sup>	<i>Outstanding</i>	7,119	313	5,299	896	529	82
	<i>Good</i>	12,354	92	9,895	1,739	413	215
	<i>Requires Improvement</i> <sup>5</sup>	1,466	8	957	401	61	39
	<i>Inadequate</i> <sup>6</sup>	153	2	67	60	13	11
	<b>Total</b>	21,092	415	16,218	3,096	1,016	347
Leadership and management <sup>7</sup>	<i>Outstanding</i>	4,807	239	3,275	854	375	64
	<i>Good</i>	12,603	157	10,163	1,525	533	225
	<i>Requires Improvement</i> <sup>5</sup>	3,222	15	2,485	589	88	45
	<i>Inadequate</i> <sup>6</sup>	469	4	302	130	20	13
	<b>Total</b>	21,101	415	16,225	3,098	1,016	347

	Outcome	Percentage of schools					Pupil referral unit
		All phases	Nursery	Primary	Secondary	Special	
Overall effectiveness <sup>6</sup>	Outstanding	20	57	17	22	35	14
	Good	60	38	63	49	52	67
	Requires improvement <sup>5</sup>	18	4	18	23	10	14
	Inadequate	3	1	2	6	2	4
	<b>Total</b>	100	100	100	100	100	100
Achievement of pupils <sup>6,7</sup>	<i>Outstanding</i>	13	55	11	16	30	8
	<i>Good</i>	64	41	68	52	58	73
	<i>Requires Improvement<sup>5</sup></i>	19	4	19	25	10	15
	<i>Inadequate</i>	3	0	2	7	2	4
	<b>Total</b>	100	100	100	100	100	100
How well do learners achieve? <sup>7,8</sup>	<i>Outstanding</i>	85	0	85	88	100	100
	<i>Good</i>	15	0	15	11	0	0
	<i>Satisfactory</i>	0	0	0	0	0	0
	<i>Inadequate</i>	0	0	0	0	0	0
	<b>Total</b>	100	0	100	100	100	100
Aggregate achievement <sup>6,7</sup>	<i>Outstanding</i>	19	55	17	22	31	9
	<i>Good</i>	60	41	63	49	57	73
	<i>Requires Improvement<sup>5</sup></i>	18	4	18	23	10	15
	<i>Inadequate</i>	3	0	2	6	2	4
	<b>Total</b>	100	100	100	100	100	100
Quality of teaching <sup>6</sup>	<i>Outstanding</i>	17	57	15	16	31	12
	<i>Good</i>	63	39	65	55	57	69
	<i>Requires Improvement<sup>5</sup></i>	18	4	18	23	10	15
	<i>Inadequate</i>	3	0	2	5	1	4
	<b>Total</b>	100	100	100	100	100	100
Behaviour and safety of pupils <sup>6,9</sup>	<i>Outstanding</i>	34	75	33	29	52	24
	<i>Good</i>	59	22	61	56	41	62
	<i>Requires Improvement<sup>5</sup></i>	7	2	6	13	6	11
	<i>Inadequate</i>	1	0	0	2	1	3
	<b>Total</b>	100	100	100	100	100	100
Leadership and management <sup>6</sup>	<i>Outstanding</i>	23	58	20	28	37	18
	<i>Good</i>	60	38	63	49	52	65
	<i>Requires Improvement<sup>5</sup></i>	15	4	15	19	9	13
	<i>Inadequate</i>	2	1	2	4	2	4
	<b>Total</b>	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 2 April 2014.
3. Data include 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 quarter but where the inspection report had not been published by 30 April 2014.  
For these schools the previous inspection is included.
5. Prior to 1 September 2012 schools judged grade 3 were judged as satisfactory. Since 1 September 2012 they are now judged as 'requires improvement'.
6. Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.
7. 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.
8. 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.
9. 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 schools placed into, coming out of and closing while in a category of concern between 1 January and 31 March 2014 (provisional) <sup>1 2 3 4</sup>**

**i. Schools placed in, removed from and closing while in special measures between 1 January and 31 March 2014**

Phase of Education	Total subject to special measures at 1 January 2014 <sup>3</sup>	Number made subject to special measures <sup>2</sup>	Number removed from special measures	Number closed while subject to special measures	Total subject to special measures at 31 March 2014
Nursery	4	0	0	0	4
Primary	317	45	25	37	300
Secondary	122	19	5	6	130
Special	19	3	2	0	20
Pupil Referral Unit	12	1	0	0	13
<b>Total</b>	<b>474</b>	<b>68</b>	<b>32</b>	<b>43</b>	<b>467</b>

**ii. Schools placed in, removed from and closing while having serious weaknesses between 1 January and 31 March 2014**

Phase of Education	Total having serious weaknesses at 1 January 2014 <sup>3</sup>	Number identified with serious weaknesses	Number removed from serious weaknesses	Number closed while having serious weaknesses	Total having serious weaknesses at 31 March 2014
Nursery	0	0	0	0	0
Primary	90	15	13	7	85
Secondary	70	6	7	2	67
Special	2	0	0	0	2
Pupil Referral Unit	2	0	0	0	2
<b>Total</b>	<b>164</b>	<b>21</b>	<b>20</b>	<b>9</b>	<b>156</b>

*Source: Ofsted inspections*

1. These statistics exclude schools inspected during quarter but where the inspection report had not been published by 30 April 2014.
2. One school previously in special measures was found to require special measures after reinspection.
3. Information on closed schools based on Edubase at 2 April 2014.
4. One school that previously had serious weaknesses was found to require special measures after reinspection.

**Table 5: Most recent overall effectiveness for schools inspected up to 31 March 2014 by region (provisional) <sup>1 2 3</sup>**

	Total number inspected <sup>4</sup>	Number of schools				Percentage of schools			
		Outstanding	Good	Requires Improvement <sup>5</sup>	Inadequate	Outstanding	Good	Requires Improvement <sup>5</sup>	Inadequate
North East	1,144	246	733	149	16	22	64	13	1
North West	3,139	685	1,907	464	83	22	61	15	3
Yorkshire and the Humber	2,164	344	1,249	492	79	16	58	23	4
East Midlands	1,972	323	1,202	377	70	16	61	19	4
West Midlands	2,291	402	1,366	438	85	18	60	19	4
East of England	2,475	429	1,435	524	87	17	58	21	4
London	2,426	672	1,383	329	42	28	57	14	2
South East	3,249	625	1,889	614	121	19	58	19	4
South West	2,241	409	1,444	348	40	18	64	16	2
<b>ENGLAND</b>	<b>21,101</b>	<b>4,135</b>	<b>12,608</b>	<b>3,735</b>	<b>623</b>	<b>20</b>	<b>60</b>	<b>18</b>	<b>3</b>

*Source: Ofsted inspections*

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

2. Data based on Edubase at 2 April 2014.

3. Data include 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 quarter but where the inspection report had not been published by 30 April 2014. For these schools the previous inspection is included.

5. Prior to 1 September 2012 schools inspected in this category were judged as satisfactory. Since 1 September 2012 they are now judged as 'requires improvement'.

## Impact of revisions

Final data covering the period 1 October 2013 to 31 December 2013 have been released and can be found on the [Ofsted website](#). These data contain the inspection outcomes of 102 inspections that took place during the period which were published after 31 January 2014 and hence were not included in the provisional results published on 13 March 2014. The majority of these schools (76) were judged inadequate for overall effectiveness; two were judged outstanding, 11 were judged good and 13 were judged as 'requires improvement'.

## Methodology

1. Data in this release are from inspections undertaken between 1 January 2014 and 31 March 2014 or most recent inspections of open schools at 31 March 2014 under sections 5 and 8 of the Education Act 2005 where the inspection report was published by 30 April 2014. Under exceptional circumstances Ofsted may withhold publication of an inspection report or withdraw a published inspection report. If the report was withheld on the 30 April 2014 it will not be reported on.
2. The overall effectiveness profile of schools inspected in this quarter is likely to change in the final version of these figures. This is because:
  - Some 282 reports from inspections which took place between 1 January 2014 and 31 March 2014 were not published by 30 April 2014 as they were still in moderation. Many of these were inspections that happened towards the end of the spring term; reports from these could not be published over the Easter holidays and therefore were not published by 30 April 2014.
  - Inspection reports may take longer to be published if a school has been judged as 'requires improvement' or found to be inadequate. This is because the inspection reports for such schools go through more lengthy quality assurance processes, and schools are more likely to make a complaint about their inspection. Therefore proportions of schools judged as 'requires improvement'/inadequate amongst unpublished inspection reports are higher than nationally.
  - A few inspections may have taken place but have been withheld from publication whilst moderation occurs.

3. Not all schools are inspected with equal regularity. Ofsted must inspect all schools to which section 5 of the Education Act 2005 (as amended) applies within prescribed intervals. Also, Ofsted takes a proportionate approach to inspection. Some schools are selected for inspection because they are approaching the deadline for re-inspection as a result of their previous inspection outcomes. Other schools are selected on the basis of risk assessment. Those schools that Ofsted judge would benefit most from inspection 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. Certain types of school previously judged to be outstanding are exempt from inspection under regulations and will not be inspected unless Ofsted has concerns about them; for example, concerns identified through risk assessment, a complaint, a serious safeguarding incident, or breakdown in discipline and leadership and management. 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 'frequency of inspection' section of the glossary.
5. Ofsted has made some changes to the way in which inspections are recorded for schools that have been selected for inspection through the risk assessment process. This accounts for the majority of section 8 deemed section 5 inspections in this quarter.
6. 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 converter academies, sponsor-led academies, free schools and local authority maintained primary schools. These include some middle schools which have been deemed to be primary schools because they contain a majority of primary-age children.
  - Secondary schools include converter academies, sponsor-led academies, free schools, studio schools, city technology colleges, university technical colleges and local authority maintained secondary schools. These include some middle schools which have been deemed to be secondary schools because they contain a majority of secondary age children. This category also includes all-through schools.
  - Special schools include converter academies, sponsor-led 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 academy converters, sponsor-led academies and local authority maintained pupil referral units.
7. 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.
  8. 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](http://www.ofsted.gov.uk/resources/120100)
  9. 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](http://www.ofsted.gov.uk/resources/maintained-schools-inspection-documents-archive)
  10. Ofsted undertakes moderation of all inspection reports where a school is judged to require special measures or have serious weaknesses. This results in an extended publication timeline; 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 30 April 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](http://www.ofsted.gov.uk/resources/20110014)
  13. Early years provision within state funded schools may require separate registration with Ofsted. Where this provision is not registered it will be inspected as part of the section 5 inspection. Early years provision that is registered with Ofsted will be subject to an Ofsted early years inspection. 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](http://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](http://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. 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.
18. 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.
19. Sponsor-led academies open as new schools and are not linked to any previous schools. Therefore any sponsor-led academies that have not yet had an inspection will not be reported on in these statistics.
20. Warning notice data are added for any maintained school receiving a [warning notice from a local authority](#) and for any academy receiving a [warning notice from the Department for Education](#).
21. Data in this release will be used to update Ofsted's [DataView tool](#). This is scheduled to happen by the end of June, 2014.

## **Glossary and further information**

### **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 as 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
- academies<sup>1</sup>
- 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:

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<sup>1</sup> This includes the following academy family schools: sponsor-led academies, academy converter schools, academy special converter schools, academy alternative provision, free schools, special 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 pupils<sup>2</sup> and those who have special educational needs.

In September 2012 the inspection framework for schools was updated, with the following key changes:

- 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 judged as '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 weaknesses<sup>3</sup>** – 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. Normally, 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). Prior to September 2012, schools in this category were given a 'notice to improve'. However, all schools which were previously in this category have since been re-inspected under the current framework or closed, so no more schools remain with notice to improve.

**2. Special measures<sup>4</sup>** – 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.

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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 a 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 outcomes and overall effectiveness judgement of the previous inspection.

**Outstanding:** Regulations provide for certain types of outstanding schools to be exempt from routine inspection under section 5. However, Ofsted may decide to inspect outstanding schools if it has concerns about them.

**Good:** Schools judged to be good at their last inspection will be inspected within five academic years from the end of the academic year in which the school was last inspected under section 5, although some may be inspected earlier. 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](http://www.ofsted.gov.uk/resources/110153)

**Requires Improvement:** Schools that are judged as 'requires improvement' will be re-inspected within a period of two years. Ofsted conducts a range of support and challenge activities in these schools. Those 'requires improvement' schools where leadership and management is also judged as 'requires improvement' may receive up to three monitoring inspections under section 8 of the Education Act 2005 until they are re-inspected under section 5. Schools that were judged at their last inspection to be satisfactory (before September 2012), are likely to be inspected by the end of the academic year 2013/14.

**Inadequate:** Inadequate schools will normally be inspected between 18 and 24 months of their last section 5 inspection. They will also receive monitoring inspections under section 8 of the Education Act.

## Section 8 inspection

Under section 8(2) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) has the discretionary power to inspect any school in England in circumstances where he is not required to do so by section 5 of the Act<sup>5</sup>. A section 8 inspection of a maintained school may be for a variety of reasons, such as: to gather evidence for reports and advice on curriculum subjects; to assess specific themes and initiatives, for example, literacy and numeracy in primary schools; to monitor improvement in schools causing concern and schools judged as 'requires improvement', or to

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<sup>5</sup> Under section 8(1) of the Education Act 2005, the Chief Inspector must inspect a school, to which section 5 applies, if requested by the Secretary of State for Education.

investigate particular concerns about the safety of pupils, behaviour or leadership. Monitoring inspections under section 8 are conducted in accordance with [The framework for school inspection](#) and the [School inspection handbook](#). However, they are selective in their focus and in how much of the evaluation schedule they report on. Section 8 inspections do not make a judgement on the overall effectiveness of the school. However, where the evidence indicates the need for an overall effectiveness judgement, the lead inspector may use the Chief Inspector's discretionary power under section 9 of the Education Act 2005 and elect to treat such inspection as if it were an inspection under section 5. In such cases the full evaluation schedule will be reported on, as required by section 5, and a section 5 report published.

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