

Maintained schools and academies inspection outcomes

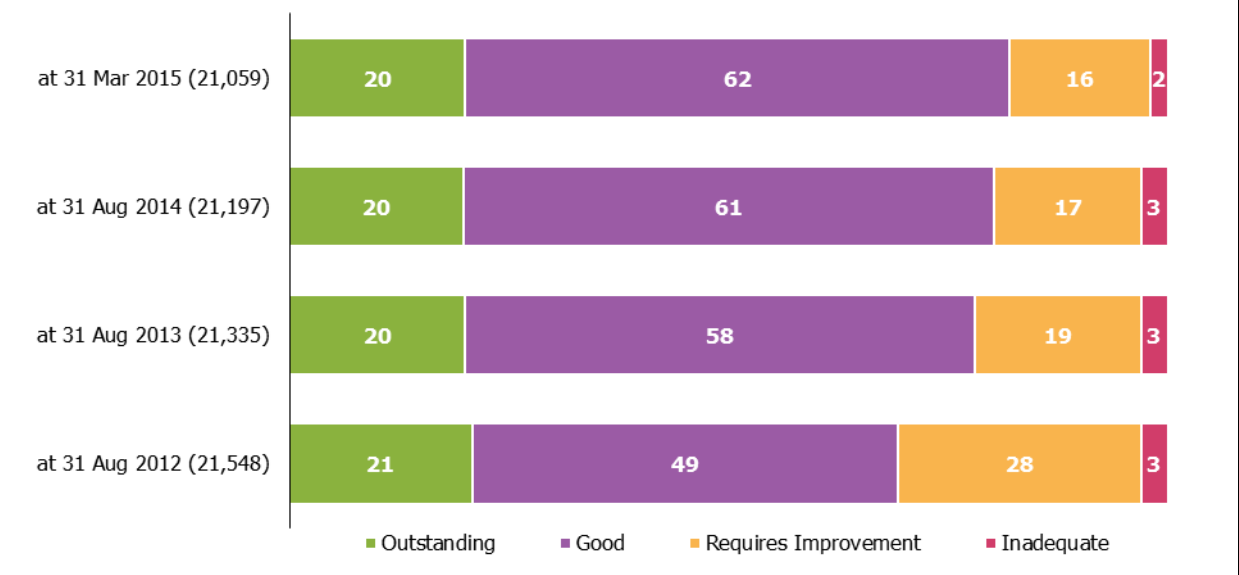
This release contains:

- most recent inspection outcomes completed as at 31 March 2015
- provisional data for inspections completed between 1 January 2015 and 31 March 2015
- revised data for inspections completed between 1 October 2014 and 31 December 2014

The proportion of good or better schools has increased

On 31 March 2015 the proportion of schools judged good or outstanding at their most recent inspection was 82%. This is the highest proportion recorded. It continues the rising proportion of good or better schools seen over the last few years.

Most recent overall effectiveness of schools inspected by 31 March 2015, and at the end of previous academic years



This is driven by a rise in inspection outcomes for both primary and secondary schools

The proportion of good or outstanding schools has risen by one percentage point for primary schools and two percentage points for secondary schools since August 2014.

But there are still areas of the country where a large proportion of schools are not good enough

There are ten local authorities where more than half of all secondary schools are less than good. Three of these local authorities are in the Yorkshire and the Humber region.

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Acknowledgements

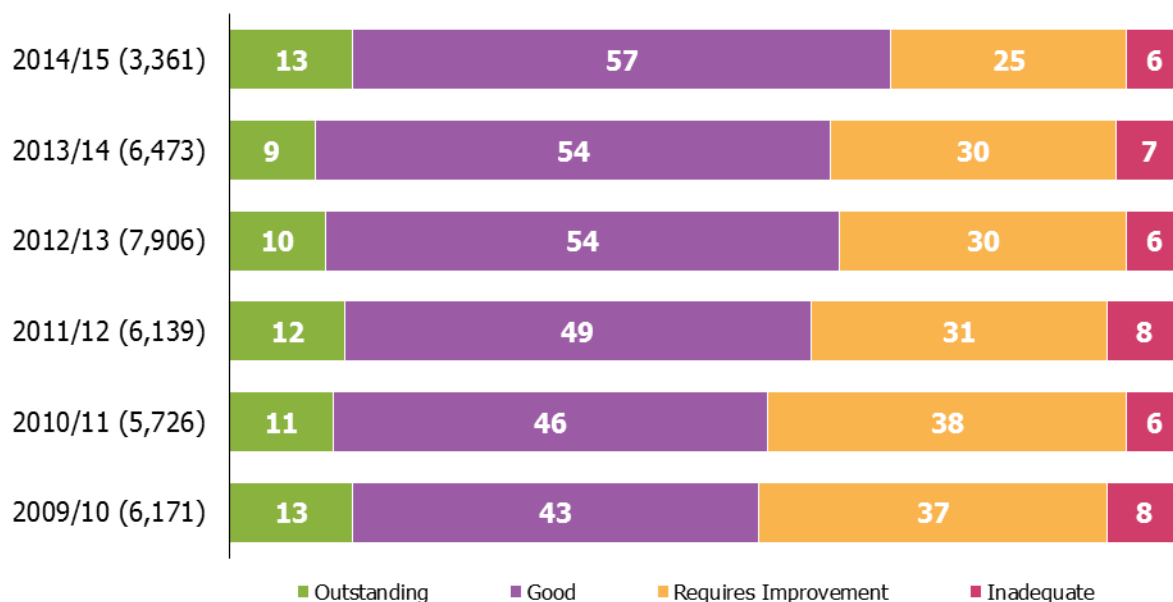
Thanks to the following for their contribution to this statistical release: James Twist, Oli Bayntun, Issa Mohamed, and Mike Taylor.

Inspections between 1 January 2015 and 31 March 2015

These statistics summarise the judgements made on 1,437 Section 5¹ inspections conducted between 1 January 2015 and 31 March 2015 where the inspection report was published by 7 May 2015.

Overall, 69% of schools inspected in the period were judged good or outstanding. This takes the proportion of schools judged to be good or outstanding since September 2014 to 70% (chart 1). This is seven percentage points higher than the previous full academic year.

Chart 1: Overall effectiveness of schools inspected between 1 September 2009 and 31 March 2015^{1 2 3}



As seen in chart 2, 71% of primary schools inspected between January and March were judged good or outstanding. This is far higher than secondary schools, where 50% were judged good or outstanding. This difference in the grade profiles for primary and secondary schools has been seen throughout 2014/15 and is partly due to the particular mix of schools inspected; 68% of primary schools inspected so far this academic year were good or better at their previous inspection, compared to 46% of secondary schools². In previous years the mix of primary and secondary schools inspected has been more similar than the mix seen this year.

¹Including 204 Section 8 deemed Section 5 inspections.

²So far this academic year, 189 of the schools inspected do not have a previous inspection judgement. The very large majority of these are sponsor-led schools which are new legal entities and do not maintain their inspection history when they become an academy.

Chart 2: Overall effectiveness of schools inspected between 1 January to 31 March 2015, by phase ^{1 2}

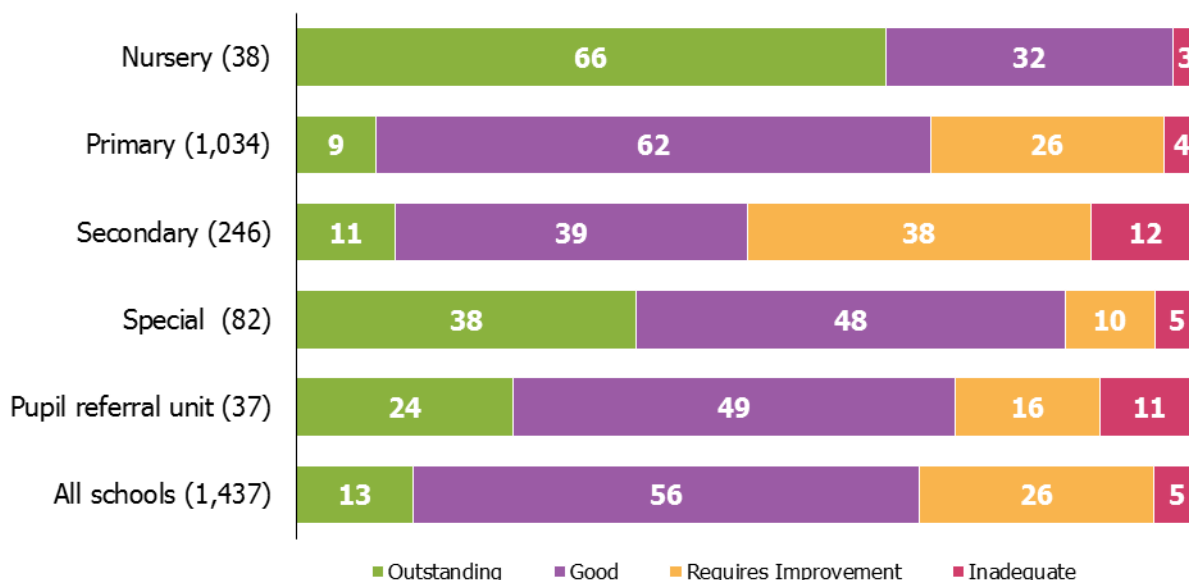
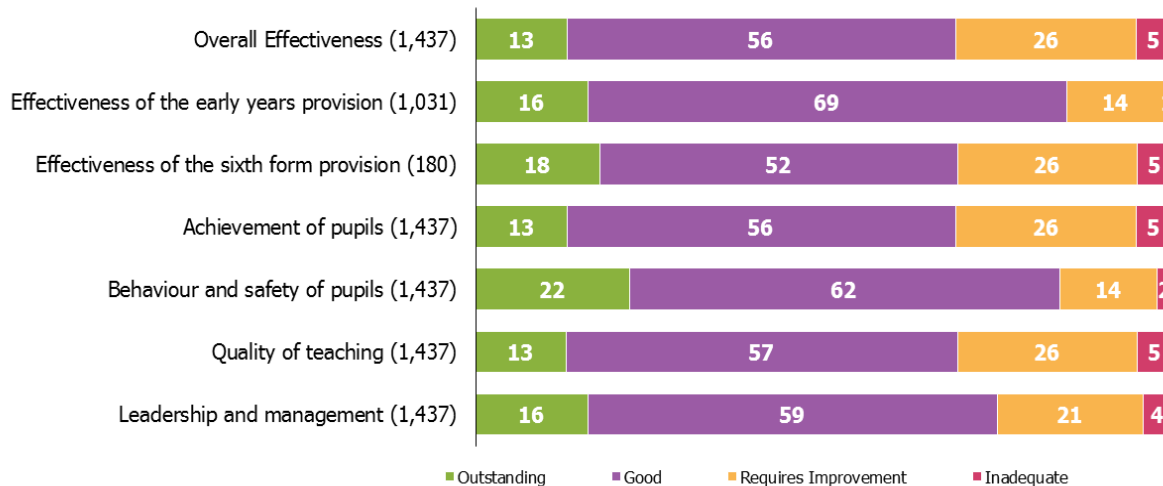


Chart 3 shows the grade profile for each of the judgements made at inspections in the spring term. The grade profile for early years provision is more positive than that for sixth form provision. This is partly because early years provision is usually part of a primary school and sixth form provision is part of secondary school - and as discussed earlier, primary schools have a higher grade profile than secondary schools this year.

However, in terms of the relationship between the early years and sixth form judgements and the overall effectiveness of these schools, the story is similar. In 22% of inspections of schools with sixth forms the judgement for the sixth form was higher than the overall effectiveness judgement for the school. The outcome for the effectiveness of the early years provision was higher than the overall effectiveness of the school in 20% of inspections.

Chart 3: Key inspections judgements for schools inspected between 1 January to 31 March 2015^{1 2}



Some 374 maintained schools and academies inspected between 1 January 2015 and 31 March 2015 were judged to require improvement. This represents 26% of inspections in the period. Of these, 125 (33%) were previously judged to require improvement³. A further 140 (37%) were previously good.

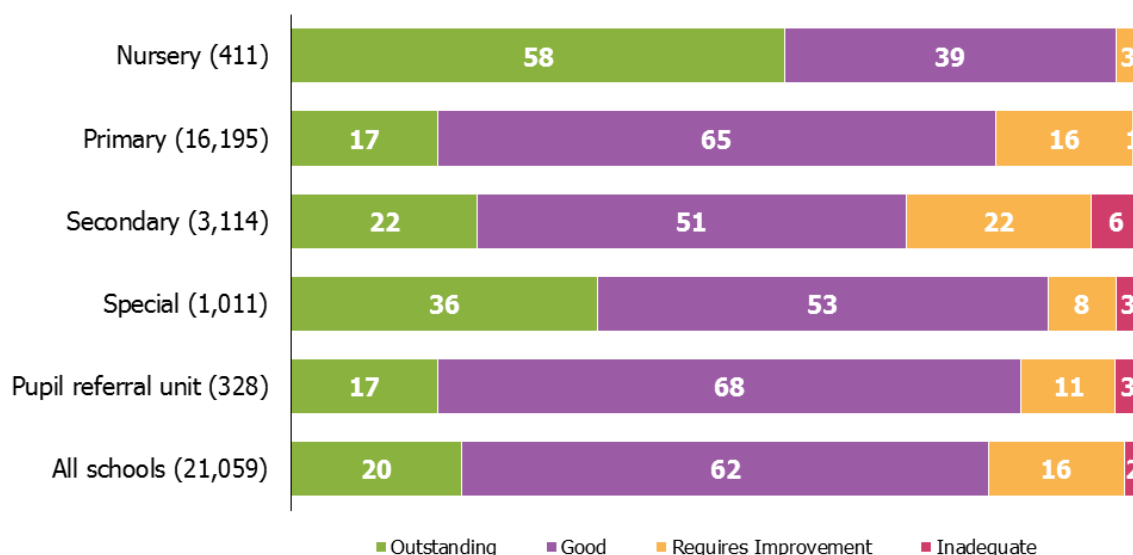
³ Or satisfactory. Five of these 125 schools were previously judged to be satisfactory.

Schools at their most recent inspection

On 31 March 2015⁴ the proportion of schools judged good or outstanding at their most recent inspection was 82%. This is the highest proportion recorded. It continues the rising proportion of good or better schools seen over the last few years.

The proportion of good or outstanding primary schools has risen by one percentage point since the start of the academic year and now stands at 83%. Seventy three per cent of secondary schools are now good or outstanding; this figure has risen by two percentage points. See chart 4.

Chart 4: Most recent overall effectiveness of schools inspected by 31 March 2015 ^{1 2 3 4}



The gap between academies⁵ and maintained schools, for both primary and secondary schools, has narrowed substantially this year. This is as a result of both the percentage of maintained schools which are good or outstanding increasing, and the percentage of academies which are good or outstanding decreasing.

At the end of August 2014 there was a four percentage point gap between the proportion of good or outstanding primary academies compared to primary schools maintained by the local authority (85% and 81% respectively). Due to an increase in outcomes for LA maintained schools and a decrease in outcomes for academies, the percentage of primary schools which are good or better is now 83% for each of these groups. Similarly 76% of secondary academies are good or better compared to

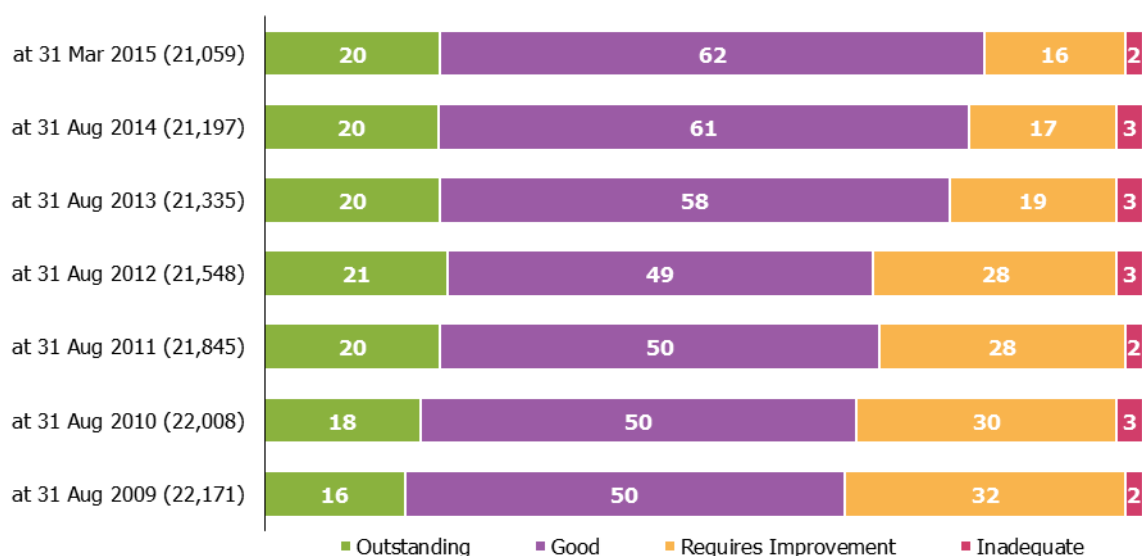
⁴ Included inspections conducted by 31 March and published by 7 May 2015.

⁵ See glossary for definitions of the school types included within this category.

67% of secondary maintained schools; this gap has narrowed from 13 points at the end of August⁶.

These changes are partly as a result of inspections conducted during the year, but are also due to some of the weaker schools now leaving local authority control, which has had a positive effect on the grade profile for local authority maintained schools. Many of these schools have re-opened as sponsor led academies but have not yet been inspected as a new school.

Chart 5: Most recent overall effectiveness of schools inspected by 31 March 2015 compared to the most recent overall effectiveness of schools in previous academic years¹
2 3 4 5



At 31 March 2015 there were 3,326⁷ schools judged requires improvement at their most recent inspection (16%). Some 2,707 of these are maintained by the local authority and 619 are academies.

At 31 March 2015 there were 458 schools judged to be inadequate at their most recent inspection (2%). Some 312 of these are maintained by the local authority and 146 are academies.

Despite the rising proportion of good or better secondary schools nationally, there are still pockets of weaker performance. There are ten⁸ local authorities where more

⁶ The proportion of good or better schools is rounded to the nearest decimal place (76% and 67%). The percentage point difference is based on unrounded percentages.

⁷ A further 19 schools were deemed 'satisfactory'. 'Satisfactory' and 'requires improvement' are combined within the charts and tables.

⁸ These are Bradford, Cambridgeshire, Derbyshire, Doncaster, Dudley, Hartlepool, the Isle of Wight, Knowsley, North East Lincolnshire and Oldham. The Isles of Scilly have been excluded from this figure as there is only one secondary school on the islands - this school currently requires improvement.

than half of secondary schools are less than good. Three of these local authorities are in Yorkshire and the Humber.

At 31 March 2015 the proportion of nursery schools judged good or outstanding at their most recent inspection was 97%. This has risen by one percentage point since August 2014. The outcomes for nursery schools inspected since August 2014 have been overwhelmingly positive; only two of the 109 inspections led to a judgement of less than good.

Revisions to previous release

Provisional data indicated that 1,491 inspections took place between 1 October 2014 and 31 December 2014. Revisions to these data include an additional nine inspections which took place in the period and have since been published. Six of these were primary school inspections, two were special school inspections and one was an inspection of a secondary school. Four of these schools were judged to require special measures and one displayed serious weaknesses. These additional inspections have led to some revisions to the figures for special schools and the number of schools placed into a category of concern. Updated figures can be found within the revised datasets. The key messages are unaffected by these revisions.

Glossary

Academies

Academies are publicly funded independent schools. Academies do not have to follow the national curriculum and can set their own term times. They still have to follow the same rules on admissions, special educational needs and exclusions as other state schools.

Academies get money direct from the government, not the local authority. They're run by an academy trust which employs the staff. Some academies have sponsors such as businesses, universities, other schools, faith groups or voluntary groups. Sponsors are responsible for improving the performance of their schools.

Academies include converter and sponsor-led academies, free schools, university technical colleges and studio schools.

Academy converter

Academy converters are the most common type of academy. They do not have to follow the national curriculum and can set their own term times. They still have to follow the same rules on admissions, special educational needs and exclusions as other state schools.

Academy converters retain their latest inspection grade, even if the most recent inspection was of the predecessor school.

Academy sponsor-led

Sponsor-led academies are academies which have sponsors such as businesses, universities, other schools, faith groups or voluntary groups. Sponsors are responsible for improving the performance of their schools.

Sponsor-led academies are viewed as new legal entities and do not retain their inspection history.

Free schools

Free schools are funded by the government but are not run by the local authority. They are set-up on a not-for-profit basis by charities, universities, and community and faith groups, among others.

Free schools are 'all-ability' schools, so cannot use academic selection processes like a grammar school. They can set their own pay and conditions for staff and change the length of school terms and the school day. Free schools do not have to follow the national curriculum.

Maintained schools

Maintained schools are funded by the government and run by the local authority. They must follow the national curriculum.

Supplementary tables

Table 1: Number of school inspections between 1 January to 31 March 2015, by inspection type (Provisional) ^{1 2}

Number of schools

Inspection activity (section 5)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Section 5 inspection	1,233	38	884	197	78	36
Section 8 deemed section 5 inspection	204	0	150	49	4	1
Total	1,437	38	1,034	246	82	37

Inspection activity (section 8)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Special measures monitoring inspection	277	1	142	107	21	6
Serious weaknesses monitoring inspection	52	0	26	25	0	1
Requires Improvement monitoring inspection	343	0	257	69	12	5
Section 8 No formal designation visit	36	0	12	20	3	1
Section 8 Due to complaint	4	0	1	3	0	0
Total	712	1	438	224	36	13

Source: Ofsted inspections

1. Data based on Edubase at 5 May 2015

2. Eleven of the inspections reported on were integrated inspections. These were all section 5 inspections.

Table 2: School inspection outcomes between 1 January to 31 March 2015 (Provisional)^{1 2 3}

	Total number inspected	Number of inspections				Percentage of inspections			
		Outstanding	Good	Requires Improvement	Inadequate	Outstanding	Good	Requires Improvement	Inadequate
Overall Effectiveness	1,437	182	804	374	77	13	56	26	5
Effectiveness of the early years provision	1,031	163	714	145	9	16	69	14	1
Effectiveness of the sixth form provision	180	32	93	46	9	18	52	26	5
Achievement of pupils at the school	1,437	184	807	375	71	13	56	26	5
Behaviour and safety of pupils	1,437	317	895	196	29	22	62	14	2
Quality of teaching	1,437	183	812	377	65	13	57	26	5
Leadership and management	1,437	232	850	302	53	16	59	21	4
Overall effectiveness of the residential or boarding provision	11	2	6	3	0	18	55	27	0
Outcomes for residential or boarding pupils	11	7	4	0	0	64	36	0	0
The quality of residential or boarding provision and care	11	4	7	0	0	36	64	0	0
Residential and boarding pupils' safety	11	2	7	2	0	18	64	18	0
Leadership and management of the residential or boarding provision	11	3	4	4	0	27	36	36	0

Source: Ofsted inspections

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

2. Data based on Edubase at 5 May 2015

3. 'Adequate' outcomes for boarding and residential provision judgements are included within 'requires improvement'.

Table 3: Selected inspection judgements of schools at their most recent inspection up to 31 March 2015 (provisional) ^{1 2 3 4 5}

	Outcome	Number of schools						Percentage of schools					
		All phases	Nursery	Primary	Secondary	Special	Pupil referral unit	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Overall effectiveness	Outstanding	4,148	237	2,816	670	368	57	20	58	17	22	36	17
	Good	13,108	161	10,594	1,590	540	223	62	39	65	51	53	68
	Requires improvement	3,345	11	2,546	675	76	37	16	3	16	22	8	11
	Inadequate	458	2	239	179	27	11	2	0	1	6	3	3
	Total	21,059	411	16,195	3,114	1,011	328	100	100	100	100	100	100
<i>Achievement of pupils</i>	<i>Outstanding</i>	2,907	237	1,771	494	353	52	15	58	12	17	35	16
	<i>Good</i>	13,170	162	10,628	1,589	564	227	66	39	70	54	56	69
	<i>Requires Improvement</i>	3,333	10	2,538	675	71	39	17	2	17	23	7	12
	<i>Inadequate</i>	425	2	224	168	22	9	2	0	1	6	2	3
	Total	19,835	411	15,161	2,926	1,010	327	100	100	100	100	100	100
<i>How well do learners achieve?</i>	<i>Outstanding</i>	1,178	0	1,001	175	1	1	96	0	97	93	100	100
	<i>Good</i>	46	0	33	13	0	0	4	0	3	7	0	0
	<i>Satisfactory</i>	0	0	0	0	0	0	0	0	0	0	0	0
	<i>Inadequate</i>	0	0	0	0	0	0	0	0	0	0	0	0
	Total	1,224	0	1,034	188	1	1	100	0	100	100	100	100
Aggregate achievement	<i>Outstanding</i>	4,085	237	2,772	669	354	53	19	58	17	21	35	16
	<i>Good</i>	13,216	162	10,661	1,602	564	227	63	39	66	51	56	69
	<i>Requires Improvement</i>	3,333	10	2,538	675	71	39	16	2	16	22	7	12
	<i>Inadequate</i>	425	2	224	168	22	9	2	0	1	5	2	3
	Total	21,059	411	16,195	3,114	1,011	328	100	100	100	100	100	100

Table 3: Selected inspection judgements of schools at their most recent inspection up to 31 March 2015 (provisional) ^{1 2 3 4 5}

Outcome		Number of schools						Percentage of schools					
		All phases	Nursery	Primary	Secondary	Special	Pupil referral unit	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Quality of teaching	<i>Outstanding</i>	3,708	237	2,518	545	354	54	18	58	16	18	35	16
	<i>Good</i>	13,634	162	10,936	1,746	564	226	65	39	68	56	56	69
	<i>Requires Improvement</i>	3,330	10	2,530	678	73	39	16	2	16	22	7	12
	<i>Inadequate</i>	387	2	211	145	20	9	2	0	1	5	2	3
	Total	21,059	411	16,195	3,114	1,011	328	100	100	100	100	100	100
Behaviour and safety of pupils	<i>Outstanding</i>	6,960	309	5,116	923	526	86	33	75	32	30	52	26
	<i>Good</i>	12,517	95	10,082	1,722	414	204	59	23	62	55	41	62
	<i>Requires Improvement</i>	1,404	7	930	388	49	30	7	2	6	12	5	9
	<i>Inadequate</i>	171	0	62	79	22	8	1	0	0	3	2	2
	Total	21,052	411	16,190	3,112	1,011	328	100	100	100	100	100	100
Leadership and management	<i>Outstanding</i>	4,846	240	3,296	850	388	72	23	58	20	27	38	22
	<i>Good</i>	13,084	159	10,570	1,612	530	213	62	39	65	52	52	65
	<i>Requires Improvement</i>	2,774	10	2,148	517	66	33	13	2	13	17	7	10
	<i>Inadequate</i>	355	2	181	135	27	10	2	0	1	4	3	3
	Total	21,059	411	16,195	3,114	1,011	328	100	100	100	100	100	100

Source: Ofsted inspections

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

2. Data based on Edubase at 2 April 2015

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

4. 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.

5. 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 to 31 March 2015 (Provisional)¹

i. Schools placed in, removed from and closing while in special measures between 1 January to 31 March 2015

Phase of Education	Total subject to special measures at 1 January 2015	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 March 2015
Nursery	1	1	0	0	2
Primary	210	24	27	28	179
Secondary	141	20	15	11	135
Special	27	4	3	1	27
Pupil Referral Unit	8	4	1	1	10
Total	387	53	46	41	353

ii. Schools placed in, removed from and closing while having serious weaknesses between 1 January to 31 March 2015

Phase of Education	Total having serious weaknesses at 1 January 2015	Number identified with serious weaknesses	Number removed from serious weaknesses	Number closed while having serious weaknesses	Total having serious weaknesses at 31 March 2015
Nursery	0	0	0	0	0
Primary	59	14	8	5	60
Secondary	47	10	8	5	44
Special	0	0	0	0	0
Pupil Referral Unit	3	0	2	0	1
Total	109	24	18	10	105

Source: Ofsted inspections

1. Information on closed schools based on Edubase at 2 April 2015

Table 5: Most recent overall effectiveness for schools inspected up to 31 March 2015 by local authority area and region (Provisional) ^{1 2 3 4}

	Total number inspected ⁴	Number of schools				Percentage of schools			
		Outstanding	Good	Requires Improvement	Inadequate	Outstanding	Good	Requires Improvement	Inadequate
ENGLAND	21,059	4,148	13,108	3,345	458	20	62	16	2
NORTH WEST	3,124	696	1,950	412	66	22	62	13	2
YORKSHIRE AND THE HUMBER	2,151	356	1,300	437	58	17	60	20	3
EAST MIDLANDS	1,989	336	1,247	363	43	17	63	18	2
WEST MIDLANDS	2,317	423	1,427	387	80	18	62	17	3
EAST OF ENGLAND	2,437	420	1,496	469	52	17	61	19	2
LONDON	2,418	663	1,432	300	23	27	59	12	1
SOUTH EAST	3,237	598	2,011	545	83	18	62	17	3
SOUTH WEST	2,244	407	1,505	302	30	18	67	13	1

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. Data based on Edubase at 2 April 2015
3. Data includes the most recent judgements for predecessor schools of academy converters that have not yet been inspected as an academy converter.
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'.

Notes

In late June Ofsted will launch a consultation on the frequency, content and format of these official statistics. This consultation will be accessible at:

https://www.gov.uk/government/publications?publication_filter_option=consultations

If you have any comments or feedback on this publication, please contact Louise Butler on Louise.Butler@ofsted.gov.uk.

Methodology

1. Data in this release are from inspections undertaken between 1 January 2015 and 31 March 2015 or most recent inspections of open schools at 2 April 2015 under sections 5 and 8 of the Education Act 2005 where the inspection report was published by 7 May 2015. Under exceptional circumstances Ofsted may withhold publication of an inspection report.
2. 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. However, 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.
3. 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 year 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.
4. 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 the majority of students are 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 the majority of students are

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 alternative provision academies (both converter and sponsor-led) and local authority maintained pupil referral units.
5. The release contains key judgements and full details of published inspection outcomes which can be found in an underlying dataset in Microsoft Excel formats.
 6. From 1 September 2012 inspection events and their outcomes for maintained schools are reported under a revised 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
 7. Information about the previous inspection frameworks and how Ofsted inspects maintained schools can be found on the Ofsted website at:
<https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools>
 8. If an inspection report is not published by 7 May 2015 then the previous inspection will be reported as a school's most recent inspection.
 9. 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
 10. 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
 11. 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

12. Schools inspected after January 2012 no longer have the old achievement judgement: 'How well do learners achieve?'; instead they have the new judgement: 'Achievement of pupils at the school'. Weaker schools are inspected more regularly and so are more likely to have the new inspection judgement. This means that good and better schools are overrepresented under the old achievement judgement, and weaker schools are slightly overrepresented under the new judgement.
13. 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.
14. 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.
15. Warning notice data are included in the school level data for any maintained school receiving a [warning notice from a local authority](#)⁹ and for any academy receiving a [warning notice from the Secretary of State for Education](#)¹⁰.
16. Data in this release will be used to update Ofsted's [DataView tool](#)¹¹.

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⁹ For further details, see <https://www.gov.uk/government/publications/schools-causing-concern--2>

¹⁰ For further details, see <https://www.gov.uk/government/publications/list-of-letters-to-academy-trusts-about-poor-performance>

¹¹ See <http://dataview.ofsted.gov.uk/>