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Introduction

This official statistics release reports on inspections and outcomes of maintained schools inspections that occurred between 1 September 2011 and 31 August 2012. These statistics are based on final data for the academic year and support the findings in the schools sector report which is published alongside the 2011/12 Ofsted Annual Report.

From 1 January 2012 inspections of maintained schools have taken place under a new framework, in accordance with section 5 and 8 of the Education Act 2005. This new framework reflects amendments made to this Act by the Education Act 2011.

This release also includes the most recent inspection outcomes for all maintained schools that have been inspected at 31 August 2012. This provides a picture of the ‘state of the nation’s schools’ as indicated by inspection outcomes.

Many schools have been approved by the Secretary of State to convert to become an academy school. This involves the predecessor school closing and re-opening as a new legal entity, in some cases merging with other schools or otherwise changing in the process. Very few of these new academies have been inspected by Ofsted subsequent to their conversion. 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. However, it is important to recognise that the academy and the predecessor school are different legal entities.

The term ‘maintained schools’ is used generically to cover all maintained schools, state-funded independent schools (including academies) 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 Glossary.

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Key findings

2011/12

* This release reports the outcomes of the academic year 2011/12. Of the 6,139 schools inspected, 12% (719) were found outstanding for their overall effectiveness, 49% (3,036) were judged good, 31% (1,877) were judged satisfactory and 8% (507) were found inadequate. Of those judged inadequate, 3% (207) schools were given a notice to improve[[1]](#footnote-1) and 5% (292) were placed in special measures[[2]](#footnote-2).
* During this year a new inspection framework was introduced on 1 January 2012. Chart 1 shows that between 1 January 2012 and 31 August 2012 there were 3,903 maintained schools inspected. Of these, 9% (353) were found outstanding for their overall effectiveness, 51% (1,988) were judged good, 31% (1,193) were judged satisfactory and 9% (369) were found inadequate.
* Since the introduction of the new framework the profile of inspection judgements has shifted, with a lower proportion of schools being judged outstanding and a higher proportion being judged inadequate. When compared to the 2010/11 academic year, the proportion of schools judged outstanding has fallen by two percentage points, while the proportion of schools judged inadequate has increased by three percentage points.
* All but 157 of the schools inspected this year had a previous section 5 inspection. Twenty-seven per cent of schools had a higher overall effectiveness judgement compared to their previous inspection, 47% had stayed the same and 26% had a lower overall effectiveness judgement. This compares with those inspected during 2010/11 where 34% improved, 47% stayed the same and 19% declined. This overall picture is consistent with the more demanding school inspection framework introduced in January 2012.
* Performance varies by phase. While primary and secondary schools have a similar proportion of schools judged good or outstanding (between 60% and 55% respectively), secondary schools have had a much larger proportion judged outstanding (14% outstanding in secondary schools compared to 9% in primary schools).
* There were 376 academies (280 academy converters and 96 sponsor-led academies) inspected during the period. Of those that have converted to become an academy, 25% were judged to have outstanding overall effectiveness, 53% were good, 18% satisfactory and 4% were inadequate.
* Of the 96 sponsor-led academies inspected during the period, 15% were judged outstanding, 32% good, 36% satisfactory and 17% were inadequate.

State of the nation’s schools

* Chart 4 shows that at 31 August 2012 there were 21,548 maintained schools that had been inspected at least once under section 5 arrangements. Of these, 21% (4,442) were judged outstanding for their overall effectiveness at their most recent inspection, 49% (10,534) were judged good, 28% (6,024) were judged satisfactory and 3% (548) judged inadequate; of these, 1% (216) have been given a notice to improve and 2% (332) placed in special measures.
* Nurseries continue to be the phase of education that is most likely to be judged outstanding (55%) while pupil referral units are least likely to be judged outstanding (17%).
* Of the 204 sponsor-led academies inspected at 31 August 2012, 25% of those in chains were judged outstanding compared with 8% not in chains.
* Table 5 shows that regionally, London has the highest proportion of schools judged good or outstanding at their most recent inspection (76%). Those in the West Midlands region were most likely to be judged satisfactory or inadequate (37%).

Methodology

1. Ofsted is required to inspect all schools subject to section 5 of the Education Act 2005 within a specified period (see glossary). Ofsted selects schools for inspection on a proportionate basis through a system of risk assessment. Those schools that Ofsted judge would benefit most are selected for more frequent inspection. Therefore those schools inspected during the year may not be representative of all schools in England as a whole.
2. Data in this release are from inspections undertaken between 1 September 2011 and 31 August 2012 or most recent inspections at 31 August 2012 under section 5 and 8 of the Education Act 2005 where the inspection report was published by 14 October 2012.
3. The impact of risk assessment on the sample of schools is that many fewer previously good schools are inspected than would be the case if a proportionate approach to inspection were not employed. Previously outstanding schools have had their inspections deferred and will not be re-inspected unless a complaint has been raised regarding the school or the risk assessment identifies these schools are at risk of declining performance.
4. 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.
5. The inspection framework for maintained schools that applies to data in this release was published in January 2012. Inspections taking place prior to January 2012 took place under a previous framework. Information about the current inspection framework and previous inspection frameworks and how Ofsted inspects maintained schools can be found on the Ofsted website at:

<http://www.ofsted.gov.uk/resources/maintained-schools-inspection-documents-archive>

1. Statistics relating to inspections undertaken in the academic year are final and include all inspections in the period where the inspection report has been published.
2. Maintained schools are allocated to local authority areas according to their postcode, using the National Statistics Postcode Directory.
3. Early years registered childcare provision is inspected under section 49 of the Childcare Act 2006. Integrated inspection reports may also cover the requirements of the Children Act 1989 and the Care Standards Act 2000 for boarding provision. The inspection outcomes from these providers are included in this release. Where the provision is managed by the school, the section 49 inspection may be carried out at the same time as the section 5 inspection and the quality of provision reported in a single inspection report. However, where registered provision on a school’s site is managed by a private, voluntary and/or independent provider, it is inspected separately under the Childcare Act 2006. In these circumstances, the inspection may be scheduled to take place at the same time as the school’s section 5 inspections. A separate report is provided for such registered provision.
4. The welfare provision for boarding and residential special schools is inspected at the same time as the section 5 inspection, where possible. The inspection of the residential/boarding provision has five principal judgements. The Evaluation schedule for the inspection of boarding and residential provision in schools can be found at:

<http://www.ofsted.gov.uk/resources/evaluation-schedule-for-inspection-of-boarding-and-residential-provision-schools>

1. From 1 January 2012 inspection events and their outcomes for maintained schools are reported under a new framework in accordance with section 5 and 8 of the Education Act 2005. Information regarding the new inspection framework can be found on the Ofsted website:

<http://www.ofsted.gov.uk/resources/evaluation-schedule-for-inspection-of-maintained-schools-and-academies-january-2012>

All judgements made during these inspections map across frameworks and have been included in the relevant tables and charts. This will reduce the number of judgements reported from 27 (excluding boarding, EYFS and post-16 judgements) to five (excluding boarding/residential judgements).

1. 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: 'How well do learners achieve?' and will instead have the 2011 judgement: ‘Achievement of pupils at the school’. 'How well do learners achieve?' judgement is therefore more positive.
2. To allow comparisons between inspection frameworks, the judgements made for inspections conducted after 1 January 2012 (and those of the pilot inspections that took place in the 2010/11 academic year) are mapped to the judgements of the 2009 inspection framework as follows:
* ‘Overall effectiveness’ remains unchanged;
* ‘Achievement of pupils and the extent to which they enjoy their learning’ is mapped against ‘Achievement of pupils’;
* ‘Pupils' behaviour’ is mapped against ‘Behaviour and safety of pupils’;
* ‘Quality of teaching’ is mapped against ‘Quality of teaching’;
* ‘The effectiveness of leadership and management in embedding ambition and driving improvement’ is mapped against ‘Quality of leadership in and management of the school’.

# Chart 1: Overall effectiveness of maintained schools inspected between 1 September 2005 and 31 August 2012 (final) ¹ ²

 

#  Chart 2: Overall effectiveness of maintained schools inspected between 1 September 2011 and 31 August 2012, by phase (final) 1 2 3



# Chart 3: Key inspections judgements for maintained schools inspected between 1 September 2011 and 31 August 2012 (final) 1 2



# Chart 4: Most recent overall effectiveness of maintained schools inspected at 31 August 2012 (final) 1 2 3



# Chart 5: Most recent overall effectiveness of maintained schools at 31 August 2012 compared to the most recent overall effectiveness at 31 August 2011, 31 August 2010 and 31 August 2009 (final) 1 2 3 4 5



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# Table 1: Number of maintained schools inspections between 1 September 2011 and 31 August 2012, by inspection type (final) 1 2 3 4



# Table 2: Inspection outcomes of maintained schools inspected between 1 September 2011 and 31 August 2012 (final) 1 2



# Table 3: Inspection outcomes for selected judgements of maintained schools inspected at their most recent inspection at 31 August 2012 (final) 1 2 3



# Table 4: Number of maintained schools placed into, removed from and closed while in a category of concern between 1 September 2011 and 31 August 2012 (final) 1



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# Table 5: Most recent overall effectiveness for schools inspected at 31 August 2012 by local authority and government office region (final) 1 2 3





# Glossary

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| Section 5 Inspection1. Under section 5 of the Education Act 2005 as amended in 2011, Ofsted is required to inspect all schools to which section 5 applies at prescribed intervals. From September 2009, regulations[[3]](#footnote-3) require that each school must be inspected within five school years[[4]](#footnote-4) from the end of the school year in which the last inspection took place.
2. The schools subject to Section 5 inspection are:
* community, foundation and voluntary schools
* community and foundation special schools
* maintained nursery schools
* academies[[5]](#footnote-5)
* 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.
1. When conducting an inspection under section 5 Ofsted is required to report on the quality of the education provided in the school and must, in particular, cover:
* theachievement of pupilsat the school
* thequality of teachingin the school
* thequality of leadership in and managementof the school
* thebehaviour and safetyof pupilsat the school.

In reporting, inspectors must also consider:* 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[[6]](#footnote-6) and those who have special educational needs.

**Categories of concern**The Education Act 2005 defines categories of schools causing concern. The two categories of schools causing concern are:* special measures: the school is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.[[7]](#footnote-7)
* Notice to improve: the school requires **significant improvement**, because although not requiring special measures it is performing significantly less well than it might in all the circumstances reasonably be expected to perform[[8]](#footnote-8).

**Interim assessment**From September 2009, Ofsted has varied the frequency of school inspections depending on the findings of a school’s previous inspection(s), and a risk assessment of the school’s subsequent performance, starting in the third year after the previous section 5 inspection. Certain schools are expected to become exempt from section 5 inspection; such schools are known as ‘exempt schools’. Regulations will specify that maintained primary and secondary schools that were judged to be outstanding at their most recent inspection are exempt from inspection under section 5 in the future. This exemption also applies to an academy converter school whose predecessor achieved an outstanding grade at its most recent inspection.[[9]](#footnote-9) We now inspect most schools judged to be good or outstanding[[10]](#footnote-10) at their most recent inspection at approximately five-year intervals unless concerns are identified about a school’s performance. If Ofsted’s risk assessment confirms that a school has maintained its performance for three years after its most recent inspection, the school may be issued with an interim assessment. This confirms that Ofsted is not intending to inspect a school for one year from the date of the assessment.A school judged to be satisfactory at its most recent inspection will be normally be inspected in the third school year after the end of the school year in which it was last inspected. Satisfactory schools may 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. |  |

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1. This excludes four schools which remained in a notice to improve after reinspection. [↑](#footnote-ref-1)
2. This excludes four schools which remained in special measures after reinspection. [↑](#footnote-ref-2)
3. Education (School Inspection (England) Regulations 2005 as amended [↑](#footnote-ref-3)
4. A school year begins on 1 August for these purposes. [↑](#footnote-ref-4)
5. This includes all academy family schools: sponsor-led academies, academy converter schools, academy special schools, free schools, university technical colleges, and studio schools. [↑](#footnote-ref-5)
6. For the purposes of the Equality Act 2010 [↑](#footnote-ref-6)
7. Section 44(1) of the Education Act 2005 [↑](#footnote-ref-7)
8. Section 44(2) of the Education Act 2005 [↑](#footnote-ref-8)
9. Regulations will be made under section 5(4A) of the Education Act 2011 to provide that the duty to inspect a school does not apply to a school that has been judged by Ofsted to be outstanding at its previous inspection; this exemption will not apply to special schools (including maintained residential special schools, non-maintained special schools with residential provision and Academy special schools); pupil referral units and maintained nursery schools [↑](#footnote-ref-9)
10. The Education Act 2011 makes provision for amendment of the Education Act 2005. Current proposals are that regulations are to exempt certain schools judged to be outstanding at their most recent Section 5 inspection from future inspection under Section 5. [↑](#footnote-ref-10)