

Official Statistics Release

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Introduction

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. The new framework reflects amendments made to this Act by the Education Act 2011.

This framework was revised on 1 September 2012 and under the revised framework:

- 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

Schools that were judged as outstanding at their last inspection remain exempt from section 5 inspection, unless there are concerns about their performance, as per the January 2012 school inspection framework. Good schools continue to be inspected within every five years.

The new judgement of requires improvement from September 2012 has replaced the satisfactory judgement that was in place under the January 2012 inspection framework. Schools that are judged as requires improvement will normally be monitored and re-inspected within a period of two years. Schools that were last inspected before September 2012, and judged to be satisfactory, are likely to be inspected by the end of the school year 2013/14. They may also receive a monitoring inspection.

A school that was last inspected before September 2012 and judged to be 'inadequate' and made subject to a notice to improve is treated, from September 2012, as a school that has been deemed to have serious weaknesses and will normally be inspected between 12 and 18 months of its last section 5 inspection. It may also receive a monitoring inspection.

This official statistics release reports on inspections and outcomes of maintained school inspections that occurred between 1 September 2012 and 31 August 2013. This release also includes the most recent inspection outcomes for all maintained schools that had been inspected at 31 August 2013. 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 reopening as a new legal entity, in some cases merging with other schools or otherwise changing in the process. 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

1. In England there were 21,957 open schools on 31 August 2013, of these Ofsted has inspected 97 % (21,336). Of the inspected open schools the majority (58%, 12,418) recently received an overall effectiveness judgement of good. A further 20% (4,214) are outstanding; meaning that over three quarters (78%, 16,632) of schools are currently judged to be good or outstanding.
2. There has been an eight percentage point increase since August 2012 in the percentage of schools judged good or outstanding at their most recent inspection. This increase represents a much faster improvement than seen in previous years.
3. Various factors have contributed to the increase in the proportion of good schools. Under the new framework, schools judged satisfactory at their previous inspection are re-inspected earlier and these schools are more likely to show improvement at inspection than good schools. Furthermore certain schools previously judged to be outstanding (including maintained primary and secondary schools and academies) are exempt from future inspection and therefore remain outstanding, unless there are concerns about their performance. Consequently some of the eight percentage point increase in the proportion of good or better schools in England reflects changes in the inspection selection practice.
4. Nevertheless the statistics suggest that schools have improved more quickly since the changes to inspection made in September 2012. The increased frequency of inspection for schools less than good since September 2012 should ensure that there is added focus to improving the performance of these schools.
5. Compared to August 2012 the total number of schools subject to special measures has increased by 104 to 456.
6. A school that was last inspected before September 2012 and judged to be 'inadequate' and made subject to a notice to improve is treated as a school that has been deemed to have serious weaknesses. Since August 2012, the total number of schools in serious weaknesses has decreased from 225 to 127 in August 2013.

Methodology

1. Ofsted is required to inspect all schools subject to section 5 of the Education Act 2005 (see glossary). Ofsted selects schools for inspection on a proportionate basis, taking into account the schools most recent inspection outcome, through a system of risk assessment. Those schools that Ofsted judge would benefit most are selected for more frequent inspection.

Therefore those inspected during the quarter may not be representative of all schools in England as a whole.

2. Data in this release are from inspections undertaken between 1 September 2012 and 31 August 2013 or most recent inspections of all open schools at 31 August 2013 under section 5 and 8 of the Education Act 2005 where the inspection report was published by 1 August 2013. Under exceptional circumstances Ofsted may withhold publication of an inspection report or withdraw a published inspection report; if an inspection report is withheld at the time the statistics are produced then it will also be excluded from the data reported on.
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. 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 academy converter schools 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 csv (comma separated value) and Microsoft Excel formats.
6. The inspection framework for maintained schools that applies to data in this release was published in January 2012 and then revised in September 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>
7. 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 one month after the end of the quarter in which the inspection took place, it is included in the final release of the statistics.

8. 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, in some cases, this process may take longer. For schools judged as inadequate within a month of the end of the reporting quarter, they will be included in the final release for the quarter. Therefore, provisional statistics are likely to under-represent schools being placed in a category of concern.
9. Where the most recent inspection of a school took place during the reporting period, and the outcome has not been published, the school's previous inspection outcome will be used to denote the school's most recent inspection.
10. 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/statistical-notice-ofsted-revisions-policy-for-official-statistics
11. Early years registered childcare provision is inspected under sections 49 and 50 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 inspection will not normally be carried out at the same time as the section 5 inspection. The quality of the childcare provision is evaluated and reported on in a separate inspection report. 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. Where both inspections take place in the same timeframe the section 5 report and the childcare report will be published separately.
12. 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 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>
13. From 1 September 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 (as amended). Information regarding the current inspection framework can be found on the Ofsted website:

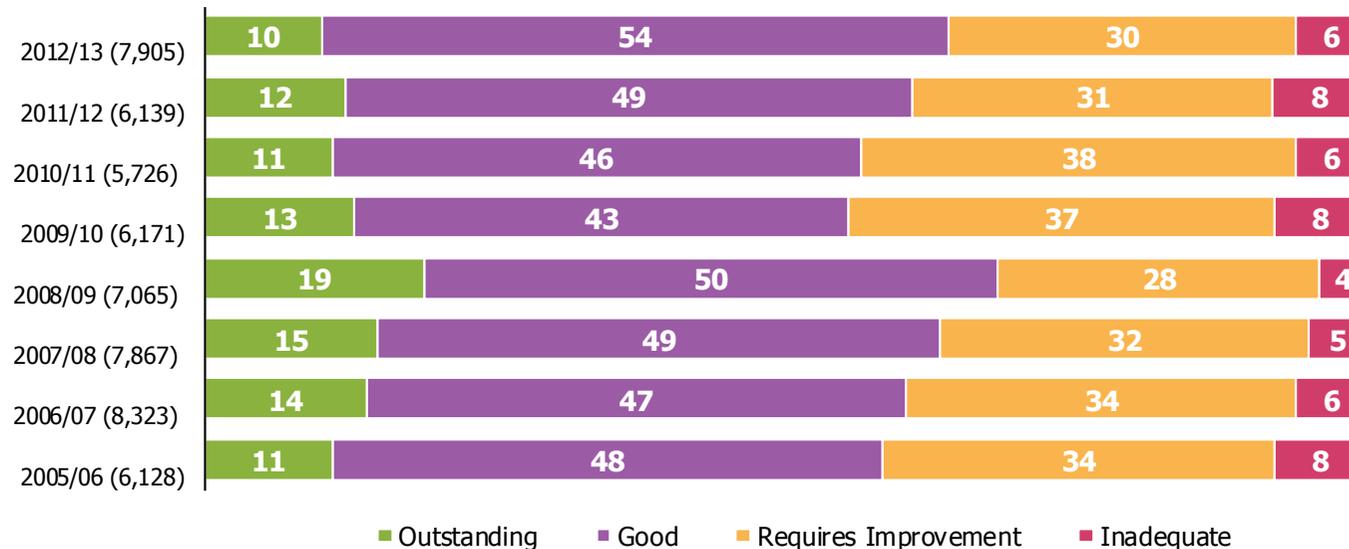
<http://www.ofsted.gov.uk/resources/framework-for-school-inspection-september-2012-0>

14. As a result of a proportionate inspection process, inspections of weaker schools take place more frequently. These weaker schools will no longer have the 2005 achievement judgement: 'How well do learners achieve?' and will instead have the judgement: 'Achievement of pupils at the school' that came into effect in January 2012. 'How well do learners achieve?' judgement is therefore more positive.
15. The programme of grade 3 monitoring inspections (schools judged as satisfactory) came to a conclusion at the end of the academic year 2011/12. Therefore these monitoring inspections will no longer appear in Table 1. 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. 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. In addition, notice to improve monitoring inspections have been replaced by serious weaknesses monitoring inspections.
16. The programme of academy monitoring inspections (of sponsor-led academies) was also concluded at the end of academic year 2011/12. Therefore, these events will not appear in Table 1. This monitoring programme applied to sponsor-led academies which opened before 1 September 2011. Sponsor-led academies that opened from that date onward are not subject to monitoring inspections. Rather, they are inspected under section 5 usually within 24 months of opening.

Charts and tables:

Aggregate data supporting the charts presented are available in the summary document "03_1312_Maintained_Summary_(Final)" published as part of this release. School level data for section 5 inspections in the academic year and most recent inspection for all open schools as at 31 August 2013 are also provided in excel and csv format.

Chart 1: Overall effectiveness of maintained schools inspected between 1 September 2005 and 31 August 2013 (final) ^{1 2 3 4 5}



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

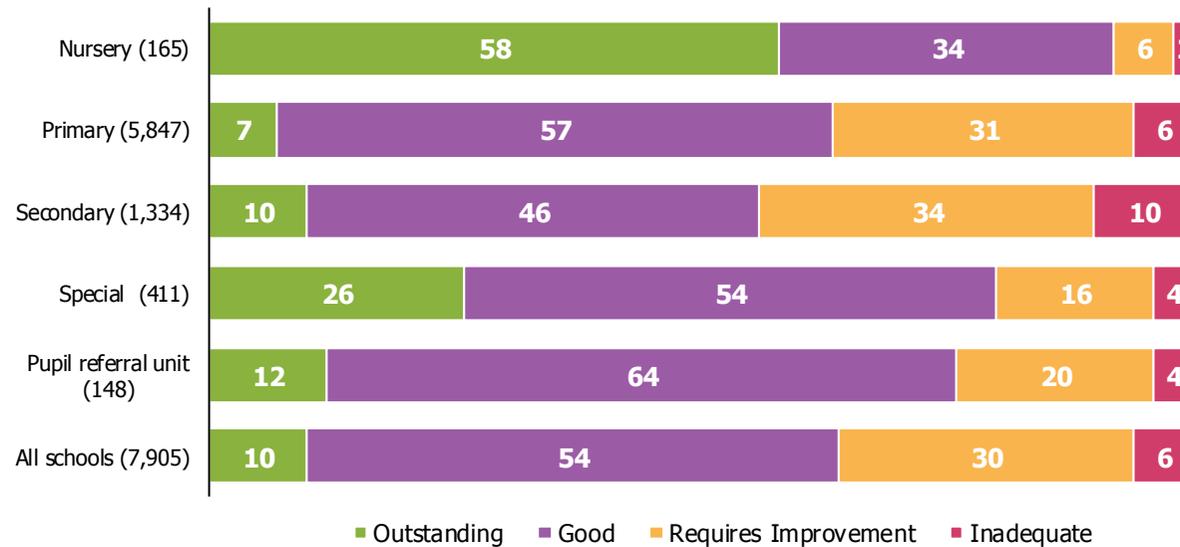
2. These statistics exclude one school which was inspected during the academic year but where the inspection report had not been published by 10 October 2013.

3. Data based on Edubase at 2 October 2013.

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.

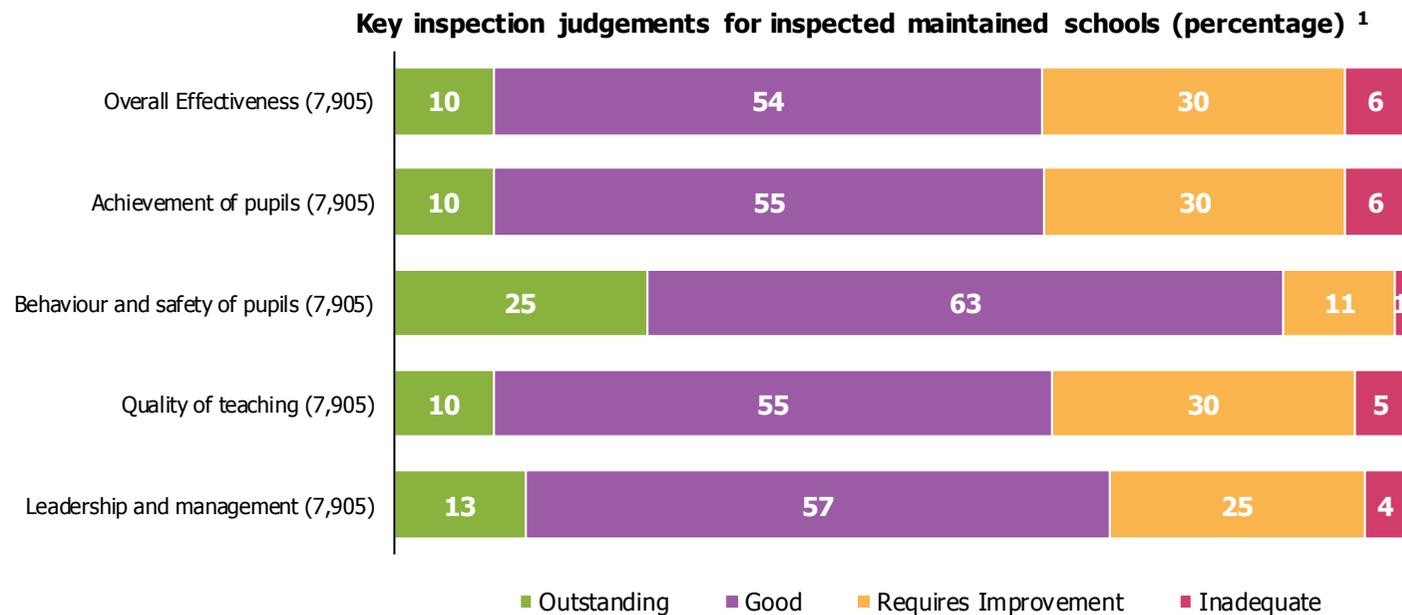
5. Prior to 1 September 2012 schools inspected in this category were judged as satisfactory. Since 1 September 2012 they are now judged as requires improvement.

Chart 2: Overall effectiveness of maintained schools inspected between 1 September 2012 and 31 August 2013, by phase (final) ^{1 2 3}



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 October 2013.
3. These statistics exclude one school which were inspected during the academic year but where the inspection report had not been published by 10 October 2013.

Chart 3: Key inspection judgements for maintained schools inspected between 1 September 2012 and 31 August 2013 (final)
1 2 3

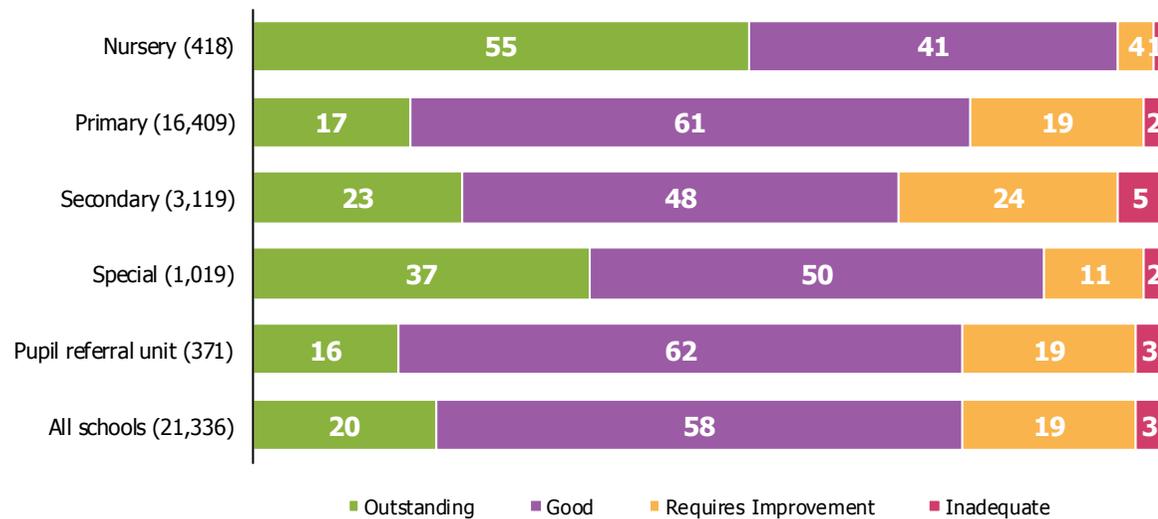


1. Percentages in the chart are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.

2. Based on Edubase at 2 October 2013.

3. These statistics exclude schools which was inspected during the quarter but where the inspection report had not been published by 10 October or where the report was withheld after publication.

Chart 4: Most recent overall effectiveness of maintained schools inspected at 31 August 2013 (final) ^{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 September 2013.

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

4. 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.

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 one school which was inspected during the academic year but where the inspection report had not been published by 10 October 2013. For this school the previous inspection is included.

Chart 5: Most recent overall effectiveness of maintained schools at 31 August 2013 compared to the most recent overall effectiveness at the end of the previous four academic years (final) ^{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 (or as close to) the end of each academic year. Data from this academic year based on Edubase at 3 September 2013
3. Data includes the most recent judgements for predecessor schools of academy converters that have not been inspected as an academy converter.
4. 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.
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 one school which was inspected during the academic year but where the inspection report had not been published by 10 October 2013. For this school the previous inspection is included.

Table 1: Number of maintained school inspections between 1 September 2012 and 31 August 2013, by inspection type (final) ^{1 2 3 4 5}

Number of schools						
Inspection activity (section 5)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Section 5 inspection	7,748	163	5,732	1,311	399	143
Section 8 deemed section 5 inspection	157	2	115	23	12	5
Inspection activity (section 8)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Special measures monitoring inspection	948	2	718	173	38	17
Notice to improve monitoring inspection	140	0	94	43	3	0
Serious weaknesses monitoring inspection	129	0	74	52	3	0
Requires Improvement monitoring inspection	1,470	8	1,156	242	41	23
Section 8 No formal designation visit	91	0	50	31	10	0

Source: Ofsted inspections

1. Each phase of education includes different types of establishment; a more comprehensive list can be found in the Key Findings methodology section accompanying this release.
2. These statistics exclude approximately 40 schools which were inspected during the quarter but where the inspection report had not been published by 1 August 2013 or where the report was withheld after publication.
3. Data based on Edubase at 2 October 2013.
4. Grade 3 monitoring inspections, and academy monitoring inspections have been discontinued. Please refer to the 'Key findings' methodology section for more information.
5. Thirty-nine of the inspections reported on were integrated inspections. Thirty-seven were section 5 inspections and the boarding school judgements are reported here. Two inspections were special measures monitoring inspections and were not deemed.

Table 2: Inspection outcomes of maintained schools inspected between 1 September 2012 and 31 August 2013 (final) ^{1 2 3 4 5}

	Total number inspected ^{2,3}	Number of inspections				Percentage of inspections			
		Outstanding	Good	Requires Improvement	Inadequate	Outstanding	Good	Requires Improvement	Inadequate
Overall Effectiveness	7,905	782	4,292	2,351	480	10	54	30	6
Achievement of pupils at the school	7,905	789	4,310	2,351	455	10	55	30	6
Behaviour and safety of pupils	7,905	1,955	5,002	862	86	25	63	11	1
Quality of teaching	7,905	788	4,360	2,341	416	10	55	30	5
Leadership and management	7,905	1,033	4,512	2,007	353	13	57	25	4
Overall effectiveness of the residential or boarding provision	37	9	19	5	4	24	51	14	11
Outcomes for residential or boarding pupils	37	21	12	2	2	57	32	5	5
The quality of residential or boarding provision and care	37	12	19	4	2	32	51	11	5
Residential and boarding pupil's safety	37	11	15	6	5	30	41	16	14
Leadership and management of the residential or boarding provision	37	8	20	5	4	22	54	14	11

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 one school which was inspected during the academic year but where the inspection report had not been published by 10 October 2013.
4. Data based on Edubase at 2 October 2013.
5. Thirty-nine of the inspections reported on were integrated inspections. Thirty-seven were section 5 inspections and the boarding school judgements are reported here. Two inspections were special measures monitoring inspections and were not deemed.

Table 3: Inspection outcomes for selected judgements of maintained schools inspected at their most recent inspection at 31 August 2013 ^{1 2 3 4 5 6 7 8 9 10}

	Outcome	All phases		Nursery		Primary		Secondary		Special		Pupil referral unit	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Overall effectiveness ⁷	Outstanding	4,214	20	230	55	2,832	17	721	23	372	37	59	16
	Good	12,418	58	170	41	9,995	61	1,509	48	514	50	230	62
	Requires Improvement ⁵	4,121	19	15	4	3,180	19	744	24	111	11	71	19
	Inadequate ⁶	583	3	3	1	402	2	145	5	22	2	11	3
	Total	21,336	100	418	100	16,409	100	3,119	100	1,019	100	371	100
Achievement of pupils ^{7 8}	Outstanding	2,370	13	211	50	1,436	10	428	16	269	28	26	7
	Good	11,525	62	189	45	9,060	64	1,436	52	579	59	261	71
	Requires Improvement ⁵	4,117	22	17	4	3,182	23	741	27	109	11	68	19
	Inadequate ⁶	560	3	1	0	388	3	142	5	18	2	11	3
	Total	18,572	100	418	100	14,066	100	2,747	100	975	100	366	100
How well do learners achieve? ^{8 9}	Outstanding	1,626	59	0	0	1,312	56	267	72	42	95	5	100
	Good	1,136	41	0	0	1,030	44	104	28	2	5	0	0
	Requires Improvement ⁵	2	0	0	0	1	0	1	0	0	0	0	0
	Inadequate ⁶	0	0	0	0	0	0	0	0	0	0	0	0
	Total	2,764	100	0	100	2,343	100	372	100	44	100	5	100
Aggregate achievement ^{7 8}	Outstanding	3,996	19	211	50	2,748	17	695	22	311	31	31	8
	Good	12,661	59	189	45	10,090	61	1,540	49	581	57	261	70
	Requires Improvement ⁵	4,119	19	17	4	3,183	19	742	24	109	11	68	18
	Inadequate ⁶	560	3	1	0	388	2	142	5	18	2	11	3
	Total	21,336	100	418	100	16,409	100	3,119	100	1,019	100	371	100
Quality of teaching ⁷	Outstanding	3,439	16	222	53	2,398	15	470	15	306	30	43	12
	Good	13,272	62	178	43	10,482	64	1,781	57	580	57	251	68
	Requires Improvement ⁵	4,109	19	17	4	3,157	19	753	24	116	11	66	18
	Inadequate ⁶	516	2	1	0	372	2	115	4	17	2	11	3
	Total	21,336	100	418	100	16,409	100	3,119	100	1,019	100	371	100
Behaviour and safety of pupils ^{7 10}	Outstanding	7,457	35	309	74	5,629	34	886	28	540	53	93	25
	Good	12,217	57	100	24	9,712	59	1,779	57	405	40	221	60
	Requires Improvement ⁵	1,528	7	7	2	999	6	414	13	61	6	47	13
	Inadequate ⁶	125	1	2	0	62	0	38	1	13	1	10	3
	Total	21,327	100	418	100	16,402	100	3,117	100	1,019	100	371	100
Leadership and management ⁷	Outstanding	4,861	23	237	57	3,273	20	885	28	393	39	73	20
	Good	12,547	59	164	39	10,052	61	1,589	51	515	51	227	61
	Requires Improvement ⁵	3,470	16	14	3	2,750	17	554	18	91	9	61	16
	Inadequate ⁶	458	2	3	1	334	2	91	3	20	2	10	3
	Total	21,336	100	418	100	16,409	100	3,119	100	1,019	100	371	100

Source: Ofsted inspections

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

2. Data based on Edubase at 3 September 2013.

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 one school which was inspected during the academic year but where the inspection report had not been published by 10 October 2013. For this school 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.

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.

7. Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.

8. 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, removed from and closed while in a category of concern between 1 September 2012 and 31 August 2013 (provisional) ^{1 2 3 4 5}

i. Maintained schools placed in, removed from and closing while in special measures between 1 September 2012 to 31 August 2013

Phase of Education	Total subject to special measures at 1 September 2012 ³	Number made subject to special measures	Number removed from special measures	Number closed while subject to special measures ⁵	Total subject to special measures at 31 August 2013
Nursery	1	3	1	0	3
Primary	271	253	118	74	332
Secondary	55	75	21	18	91
Special	15	16	8	3	20
Pupil Referral Unit	10	5	4	1	10
Total	352	352	152	96	456

ii. Maintained schools placed in, removed from and closing while having serious weaknesses between 1 September 2012 to 31 August 2013

Phase of Education	Total having serious weaknesses at 1 September 2012 ⁴	Number identified with serious weaknesses	Number removed from serious weaknesses	Number closed while having serious weaknesses ⁵	Total having serious weaknesses at 31 August 2013
Nursery	0	0	0	0	0
Primary	153	71	130	24	70
Secondary	60	50	48	8	54
Special	7	1	6	0	2
Pupil Referral Unit	5	1	4	1	1
Total	225	123	188	33	127

Source: Ofsted inspections

1. These statistics exclude schools which were inspected during the academic year 2012/13 but where the inspection report had not been published by 10 October 2013.
2. Twenty-one schools that previously had serious weaknesses or notice to improve were found to require special measures after reinspection. Five schools remained in serious weaknesses from notice to improve. No schools moved from special measures to serious weaknesses.
3. Schools subject to special measures are those that, when inspected, were failing to give their pupils an acceptable standard of education and in which the persons responsible for leading, managing or governing the school were not demonstrating the capacity to secure the necessary improvement in the school.
4. Schools having serious weaknesses are those that, when inspected, although not requiring special measures, were performing significantly less well than they might in all the circumstances reasonably be expected to perform. Since 1 September 2012, Ofsted identifies such schools as having serious weaknesses. Prior to 1 September 2012, these were given notice to improve.
5. Information on closed schools based on Edubase at 3 September 2013.

Table 5: Most recent overall effectiveness for schools inspected at 31 August 2013 by region (final) ^{1 2 3 4 5 6}

	Total number inspected ⁴	Number of schools				Percentage of schools			
		Outstanding	Good	Requires Improvement ⁵	Inadequate ⁶	Outstanding	Good	Requires Improvement ⁵	Inadequate ⁶
ENGLAND	21,336	4,214	12,418	4,121	583	20	58	19	3
NORTH EAST	1,152	238	717	182	15	21	62	16	1
NORTH WEST	3,154	700	1,861	530	63	22	59	17	2
YORKSHIRE AND THE HUMBER	2,198	339	1,276	501	82	15	58	23	4
EAST MIDLANDS	1,983	322	1,197	411	53	16	60	21	3
WEST MIDLANDS	2,325	413	1,317	520	75	18	57	22	3
EAST OF ENGLAND	2,506	449	1,362	618	77	18	54	25	3
LONDON	2,451	671	1,396	333	51	27	57	14	2
SOUTH EAST	3,287	641	1,880	642	124	20	57	20	4
SOUTH WEST	2,280	441	1,412	384	43	19	62	17	2

Source: Ofsted inspections

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

2. Data based on Edubase at 3 September 2013.

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 one school which was inspected during the academic year but where the inspection report had not been published by 10 October 2013.

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.

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.

Glossary

Section 5 Inspection

Under section 5 of the Education Act 2005 (as amended), Ofsted is required to inspect all schools to which section 5 applies. The frequency of school inspections depends on the findings of a school's previous inspection(s). Further information on the frequency of inspections is available in 'The framework for school inspections':

<http://www.ofsted.gov.uk/resources/framework-for-school-inspection>

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.

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:

- 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:

- 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.

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

² For the purposes of the Equality Act 2010

Categories of concern

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

- Serious weaknesses³ – where one or more of the key areas are 'inadequate' (grade 4), 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 at grade 3 or above).
- 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.

Interim assessment

The frequency of school inspections depends on the findings of a school's previous inspection(s). Most schools judged to be good at their last inspection will be inspected at five-year intervals. 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. Both good and outstanding schools are subject to a risk assessment process. For further information and guidance, please see:

<http://www.ofsted.gov.uk/resources/risk-assessment-of-maintained-schools-and-academies>

Schools judged as good at their last inspection are, initially, risk assessed as they approach the third year after the end of the academic year in which they were last inspected. If this risk assessment identifies that the performance of the school warrants an inspection, these schools are scheduled for inspection at some point during the third academic year after the end of the academic year in which they were last inspected.

For any schools not identified for inspection at that stage, a further risk assessment is undertaken in the third academic year after the end of the academic year in which the school was last inspected, when the latest performance data are available. If this analysis does not identify concerns, the school will receive, in the spring term, a letter explaining that the school will not be inspected within the next year unless

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).

Ofsted receives information that indicates the need for inspection. Schools that do not receive such a letter will be inspected before the end of the academic year.

For schools judged to be outstanding at their last inspection, the annual risk assessment takes place in December and/or January, starting in the third year after the end of the academic year in which the school's previous inspection took place, and then annually after that. Where a school has converted to academy status, the date of the risk assessment will depend on the date of the last inspection of the predecessor school.

If the annual risk assessment raises concerns about the performance of a school, it may be inspected at any time after the completion of the risk assessment. If no concerns are raised from the annual risk assessment, schools will not be informed.

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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