

Maintained schools and academies inspection outcomes as at 31 December 2015

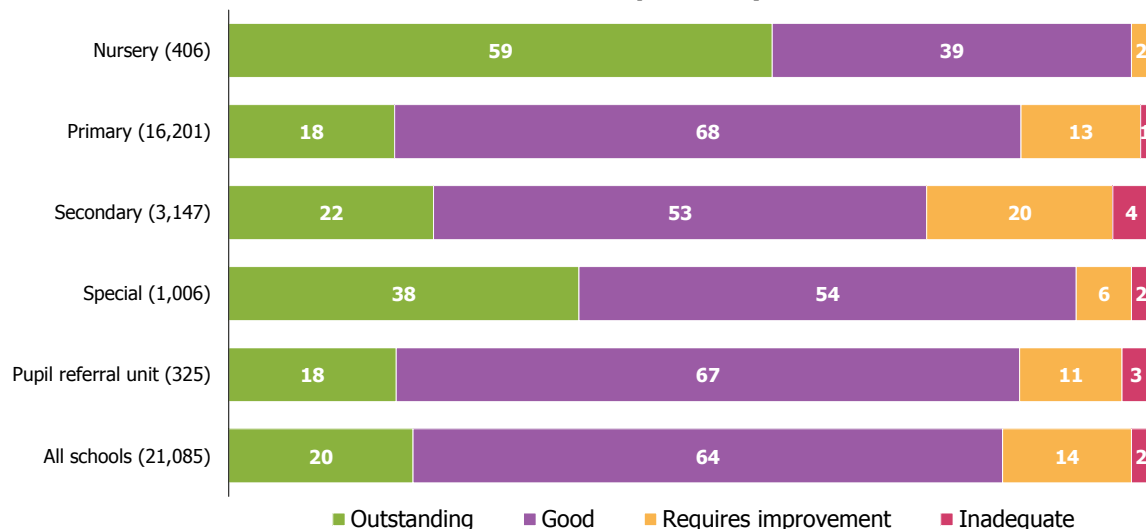
This release contains:

- Most recent inspection outcomes as at 31 December 2015
- Provisional data for inspections completed between 1 September and 31 December 2015
- Revised data for inspections completed between 1 September 2014 and 31 August 2015

The proportion of good and outstanding schools continues to rise

Since August 2015 the proportion of good and outstanding schools has risen by one percentage point to 86% for primary schools and 75% for secondary schools.

Most recent overall effectiveness of schools inspected by 31 December 2015



Almost half of short inspections converted to a full inspection

Forty seven per cent of short inspections converted to a full section 5 inspection. Inspections of secondary schools were more likely to convert than primary schools. Of those that converted, 24% remained good and a further 18% improved to outstanding.

A similar proportion of good schools retained their good judgement this year as last year

Fifty three per cent of secondary schools retained their good grade at inspection this year compared to 50% of those inspected in 2014/15. For primary schools, 61% of good schools inspected this year retained their good grade compared to 64% last year.

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Acknowledgements

Thanks to the following for their contribution to this statistical release: James Jordan and James Twist.

The impact of the common inspection framework on the data in this release

This is the first release of official statistics for maintained schools and academies under the common inspection framework. The common inspection framework was introduced in September 2015 following the 'better inspection for all' consultation¹. This consultation introduced a range of changes to the way Ofsted inspects providers. Key changes affecting these statistics include:

The introduction of short inspections

All good schools now receive short inspections, as do outstanding nursery, pupil referral units and special schools². Short inspections include one day in the school and take place approximately every three years. A short inspection determines whether the school continues to provide the same good or outstanding standard of education for pupils. A short inspection does not result in individual graded judgements nor does it change the overall effectiveness grade of the school. If the inspection is converted to a full inspection then inspectors will make the full set of graded judgements required under section 5. The Excel file included as part of this release contains a new table which shows the numbers and outcomes of short inspections, plus a list of the schools which had a short inspection.

Short inspections which do not convert to a full inspection do not appear in the outcomes data for inspections in the reporting period (e.g. in charts 4 and 5) as they do not result in an overall effectiveness judgement. As such, these data appear to present a less positive picture than last year. However a more consistent and positive picture is shown in chart 5a which combines the latest grades for short inspections that did convert with the previous grade for those which did not convert. Data showing the most recent inspection judgement for schools will not be affected.

The introduction of the 'personal development, behaviour and welfare' judgement

A new 'personal development, behaviour and welfare' judgement was introduced in September 2015 and replaces the previous 'behaviour and safety of pupils' judgement. As such, analysis of this judgement will only represent inspections since September and will not provide a comprehensive view of the quality of provision nationally. Please see accompanying Excel file for details.

¹ More information can be found at: <https://www.gov.uk/guidance/changes-to-education-inspection-from-september-2015>

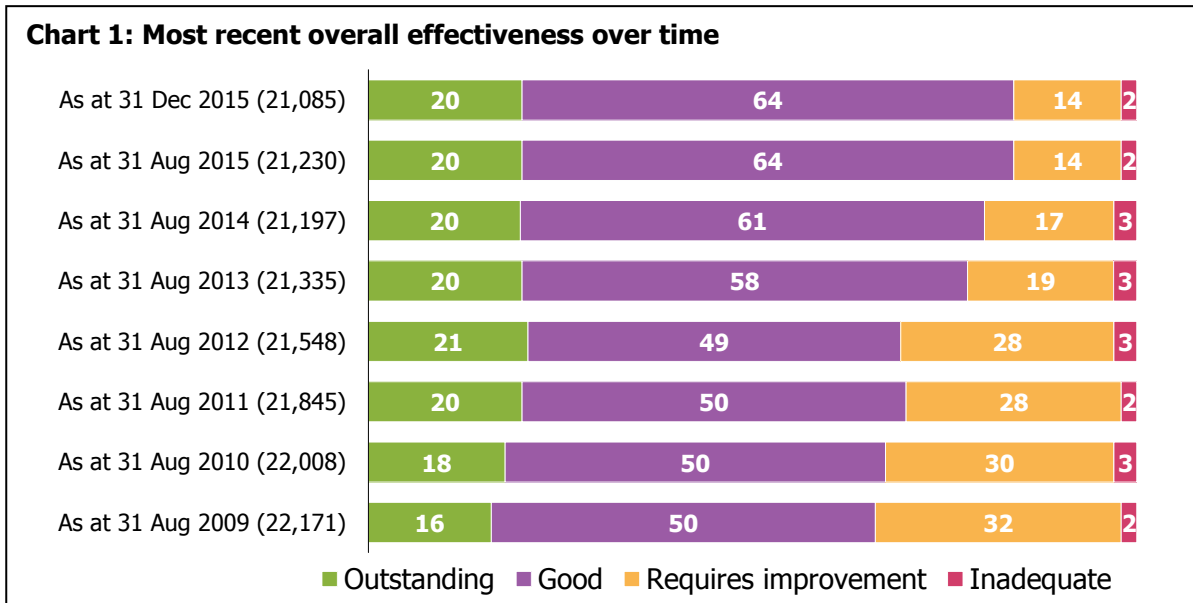
² Outstanding primary and secondary schools are exempt from routine inspections including short inspections. If concerns arise they may be visited under section 8 and this visit may be deemed a section 5 inspection and result in graded judgements.

Changing the timing of inspections of new schools

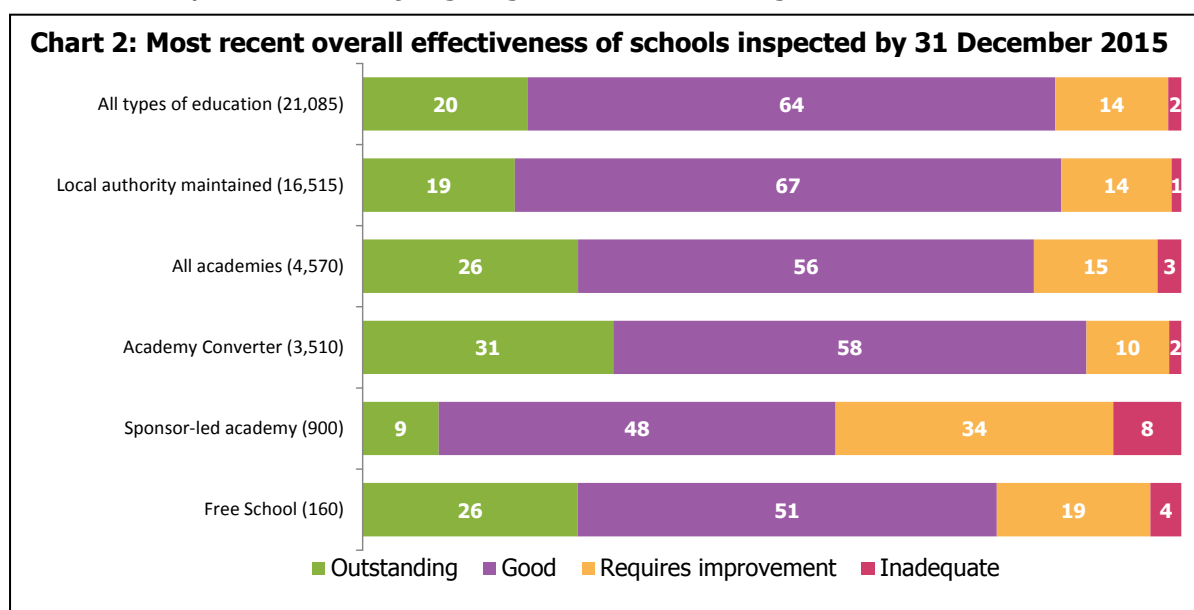
All new schools will be inspected during the third year of operation. Previously Ofsted inspected new schools during the second year of opening, generally in the fifth term. This change applies to all schools opening since September 2014. As such, fewer new schools will be inspected in the 2015/16 academic year compared to previous years. This will result in fewer inspections of new schools overall.

Schools at their most recent inspection

On 31 December 2015, 85% of schools were judged to have provided a good or outstanding standard of education at their most recent inspection³. This is one percentage point higher than the proportion at the end of the previous academic year, in August 2015.



The proportion of good or outstanding primary schools has increased by one percentage point since August 2015 and now stands at 86%. Similarly, good or outstanding secondary schools have also seen a one percentage point rise, with 75% of secondary schools now judged good or outstanding.

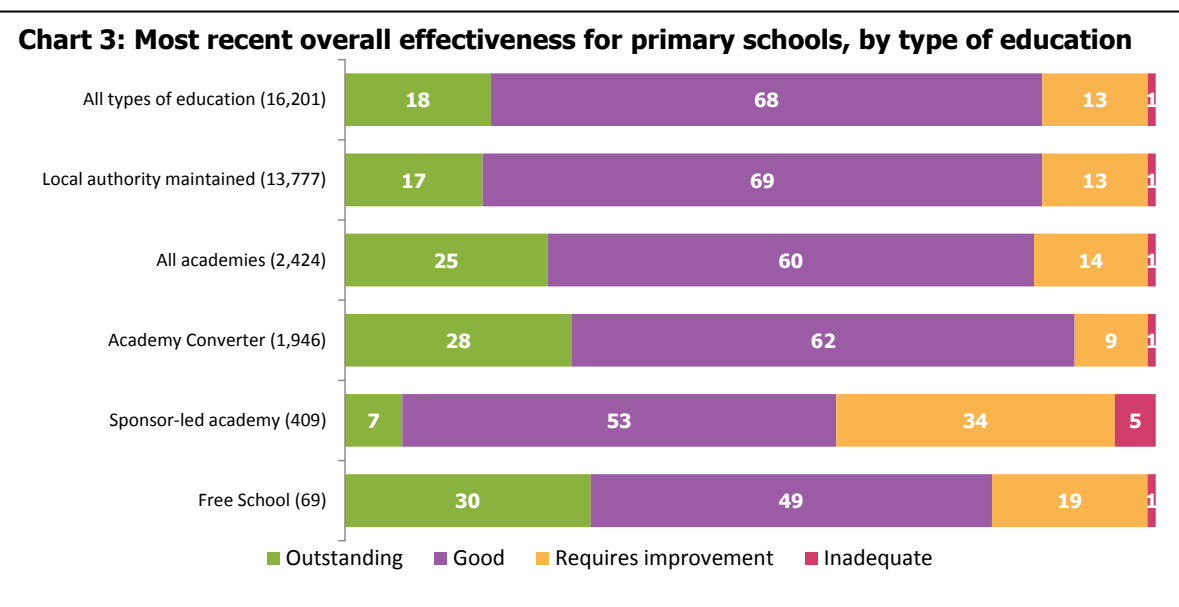


³ Based on unrounded figures.

The gap between outcomes for secondary academies⁴ and secondary schools maintained by the local authority continues to narrow. The proportion of good or outstanding maintained secondary schools has increased by two percentage points since August 2015 while academies have only seen a one percentage point rise. The gap has therefore narrowed to six percentage points (77% for academies compared to 72% for maintained schools).

At the end of August 2014 there was a four percentage point gap between the proportion of good or outstanding primary academies and primary schools maintained by the local authority (85% and 81% respectively). By August 2015 this gap had closed and maintained primary schools outperformed primary academies by one percentage point. Since then both groups of schools have seen a small increase, and by 31 December 2015 86% of maintained primaries were good or better compared to 85% of primary academies.

These increases in the grade profile of primary and secondary local authority maintained schools are partly as a result of inspections conducted in the period, but are also due to some 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.



There is considerable variation between the inspection outcomes of the different types of academy. A far higher proportion of primary academy converters were judged good or better at their last inspection compared to sponsor-led academies (90% and 60% respectively).

⁴ See glossary for definitions of the school types included within this category.

There were only four free schools inspections between 1 September 2015 and 31 December 2015. Two of these schools had already been inspected with one being judged to require improvement and the other requiring special measures. Both of these schools were judged to require improvement at their inspection this year. In addition, the inspections of two new schools resulted in one requires improvement and one inadequate judgement. The net effect of this was to lower the proportion of good or outstanding free schools by one percentage point compared to August 2015.

Regional outcomes of schools at their most recent inspection

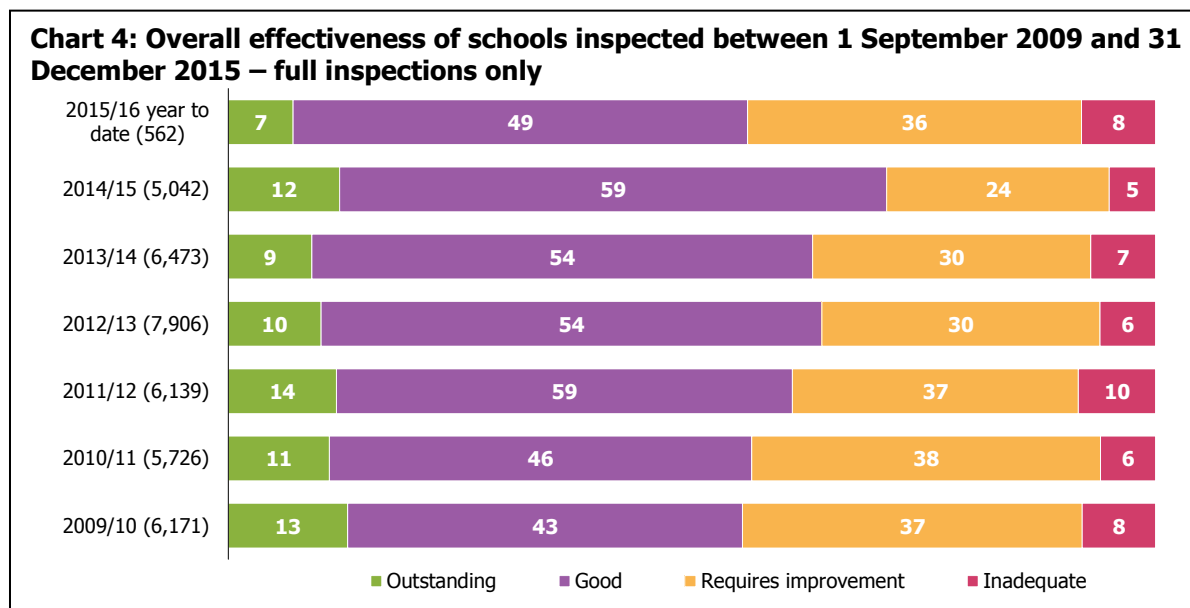
The proportion of good or outstanding secondary schools has risen in all but one of the nine government regions. The proportion in the North East has fallen by two percentage points since August 2015 and is now the poorest performing region; 43,000 pupils in secondary schools in the North East receive an education in a school that is less than good. Conversely the region which saw the greatest increase in the proportion of good or outstanding secondary schools between August and December was Yorkshire and the Humber, which increased by three percentage points. Ofsted is structured around eight regions with the North East and Yorkshire and the Humber combined in to a single region. The proportion of good or outstanding secondary schools in the combined region rose by one percentage point since August 2015, but there is considerably variation across the region.

There remains an eleven percentage point gap between the proportion of good or better secondary schools in the North and the Midlands compared to secondary schools in the South of England⁵. Some 81% of southern secondary schools were judged good or outstanding at their last inspection compared to 69% of their northern counterparts. Looking at numbers of pupils rather than schools the proportions are higher but the picture is the same; 83% of pupils in secondary schools in the South are in schools which are good or better compared to 73% in the North and the Midlands.

⁵ Based on unrounded figures. Figures for the North and Midlands refer to the North East, Yorkshire and Humber, North West, East Midlands and West Midlands. The South refers to the South East, South West, London, and the East of England.

Inspections between 1 September and 31 December 2015

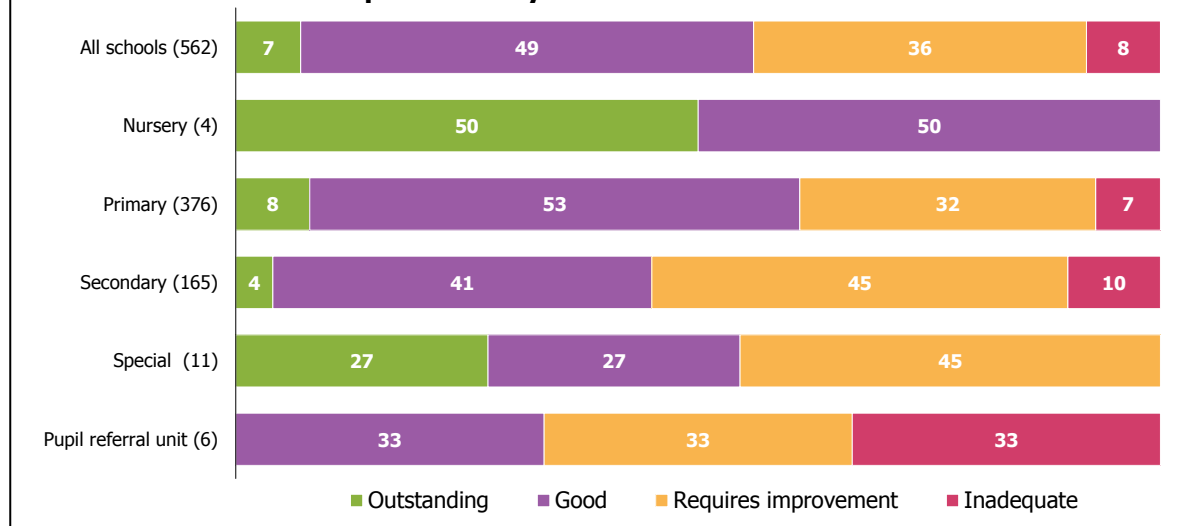
There were 562 section 5 inspections conducted between 1 September and 31 December 2015 where the inspection report was published by 31 January 2016. This includes 157 short inspections which converted to full section 5 inspections.



There were far fewer full inspections conducted between September and December 2015 compared to the same period in 2014. There are three main reasons for this:

- Under the common inspection framework good schools will not automatically receive a full section 5 inspection and the associated overall effectiveness judgements. Most will only receive a short inspection. Of the 333 short inspections that have taken place so far this year, 47% converted to a full inspection. There were 176 that did not convert and these are not included in the inspection volumes above.
- The common inspection framework was introduced with a planned slower start to carrying out inspections this academic year with far fewer inspections taking place. This was particularly the case for full section 5 inspections. Inspections began two weeks later this year than last year.
- Changes introduced in September 2015 mean that new schools will be inspected during the third year of operation, not in the fifth term as previously. This change applies to any school which opened in or after September 2014. For schools opening in the autumn term 2014, their first planned inspection will no longer occur this year, lowering the volumes of inspection in 2015/16.

Chart 5: Overall effectiveness of schools inspected between 1 September 2015 and 31 December 2015 – full inspections only

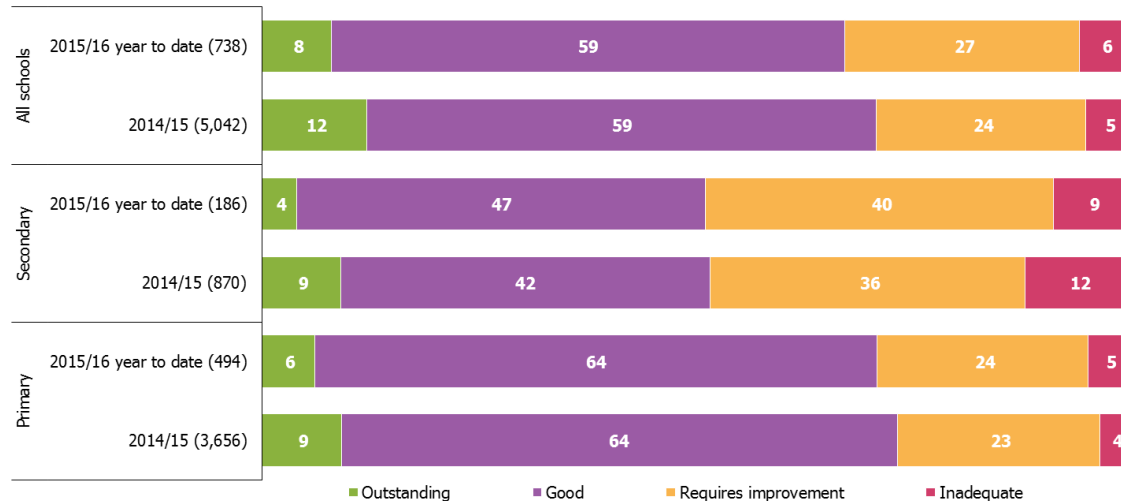


As can be seen in chart 5, 61% of primary schools but only 45% of secondary schools inspected in 2015/16 were judged good or outstanding. Proportions for both phases are lower than those seen in the full 2014/15 academic year. Several factors account for this:

- Schools which are judged to be providing a good or outstanding standard of education during a short inspection do not receive graded judgements. As such, chart 5 excludes schools inspected this year which continue to provide a good or outstanding standard of education.
- Partly as a result of the point above, a larger proportion of the full inspections this year were of weaker schools; 68% of primary schools inspected so far this year were less than good at their last inspection compared to only 38% in 2014/15. The same is true for secondary schools with 67% of schools inspected judged less than good at their previous inspection, 10 percentage points higher than in 2014/15.

If a school has a short inspection which does not convert to a full inspection it retains the grade from its last full section 5. In the vast majority of short inspections the school was good at its last inspection. Chart 5a shows the full picture if the results of short and full section 5 inspections are combined. It includes the grade from the last full inspection for schools which had a short inspection and did not convert, or the grade from their full inspection if they did convert. It shows that outcomes so far this year are quite similar to 2014/15 outcomes.

Chart 5a: Overall effectiveness of schools inspected between 1 September 2015 and 31 December 2015 - including short and full inspections



Combining the results of short and full inspections of previously good schools show that a comparable proportion of such schools retained their good judgement in 2015/16 as in 2014/15. A slightly higher proportion of secondary schools retained their good grade at inspection between September and December 2015 compared to those inspected in 2014/15 (53% and 50% respectively). For primary schools, 61% of good schools inspected so far this academic year retained their good grade compared to 64% of previously good primary schools last year.

There were no integrated inspections between 1 September and 31 December 2015⁶.

⁶ Where a maintained school or academy offers residential boarding, Ofsted aims to inspect both the education and boarding provision during the same inspection. These are known as integrated inspections.

Short inspections

There were 333 short inspections conducted between 1 September and 31 December 2015. Most were of schools judged to be good at their last inspection, and two thirds were of previously good primary schools. A very small minority were of special schools, nursery schools and pupil referral units graded outstanding at their last inspection. Of the 333 short inspections, 47% (157) converted to a full inspection.

Secondary schools were more likely than primary schools to have their short inspection converted to a full section 5 inspection (68% and 47% respectively). However, a higher proportion of secondary schools improved or retained their grade at that full inspection; 47% of secondary schools were judged good or outstanding following a converted short inspection compared to 38% of primary schools. Percentages are based on small numbers so prone to fluctuations and may change as more short inspections are conducted.

Some 19% of primary schools improved from good to outstanding, compared to 9% of secondary schools but a larger proportion of primary schools also declined following a short inspection. Sixty two per cent of primary schools were found to be less than good following a short inspection whereas only 53% of secondary schools were judged to require improvement or to be inadequate.

Thirteen schools fell from good to inadequate following a short inspection which converted, including one secondary academy.

Impact of revisions

Provisional data for inspections between 1 September 2014 and 31 August 2015 indicated that there 5,041 inspections during the academic year. Since then one additional primary school inspection has been published which resulted in a good overall effectiveness judgement. Revised data therefore shows that 5,042 inspections took place in the 2014/15 academic year. The profile of overall effectiveness grades is unaffected by this revision.

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 are 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.

The government has recently announced plans for all state-funded schools to become academies.

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.

Methodological notes

Data in this release are from inspections undertaken between 1 September 2015 and 31 December 2015 and most recent inspections of open schools at 31 January 2016, where the inspection report was published by 31 January 2016. If an inspection report is not published by 31 January 2016 then the previous inspection will be reported as a school's most recent inspection.

Inspections are conducted under sections 5 and 8 of the Education Act 2005. Under exceptional circumstances Ofsted may withhold publication of an inspection report.

An explanation of the key uses of these data and further contextual information and the arrangements for quality assurance is provided in the accompanying quality and methodology report.

The quality and methodology report can be found at the following webpage: <https://www.gov.uk/government/collections/maintained-schools-and-academies-inspections-and-outcomes-official-statistics> under the heading 'inspections and outcomes'. This report also provides information about strengths and limitations of the statistics.

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

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