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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. The results of these inspections will be reported in our next quarterly release on 12 June 2012.

This official statistics release reports on inspections and outcomes of maintained schools inspections that occurred prior to the introduction of this new framework, between 1 October 2011 and 31 December 2011 under Section 5 and 8 of the Education Act 2005.

These statistics are based on provisional data and are subject to change. Ofsted will release final statistics for this period on 12 June 2012.

This release also includes the most recent inspection outcomes for all maintained schools that have been inspected at 31 December 2011. This provides a picture of the 'state of the nation's schools' as indicated by inspection outcomes.

Many schools have recently 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. 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

Year to date

- Chart 1 shows that between 1 September 2011 and 31 December 2011 there were 2,225 maintained schools inspections. Of these, 16% (366) were found outstanding for their overall effectiveness, 47% (1,048) were judged good, 31% (683) were judged satisfactory and 6% (128) were found inadequate.
- Compared to the 2010/11 academic year, the proportion of maintained schools found outstanding between 1 September 2011 and 31 December 2011 is higher by five percentage points. The proportion of schools judged satisfactory is also lower by seven percentage points.
- Since the beginning of the section 5 inspection framework on 1 September 2005, the percentage of schools found outstanding has varied between 11% and 19%. The percentage of schools found inadequate has varied between 4% and 8%.

State of the nation's schools

- Chart 4 shows that at 31 December 2011 there were 21,631 maintained schools that had been inspected under section 5 arrangements since September 2005. Of these, 21% (4,531) were judged outstanding for their overall effectiveness at their most recent inspection, 49% (10,633) were judged good, 28% (6,027) were judged satisfactory and 2% (440) judged inadequate; of these, 1% (170) has been given a notice to improve and 1% (270) placed in special measures.
- Table 6 shows that regionally, London has the highest proportion of schools found good or outstanding at their most recent inspection (75%). Those in the West Midlands region were most likely to be judged satisfactory or inadequate (35%).
- Nurseries continue to be the phase of education that is most likely to be judged outstanding (55%) while primary schools are least likely to be judged outstanding (18%).
- Pupil referral units and secondary schools were the two phases of education most likely to be judged inadequate.
- The overall effectiveness was higher than the quality of teaching judgement in 6% of schools at their most recent inspection.

Latest quarter

- Chart 2 shows that of the 1,679 maintained schools in England inspected between 1 October 2011 and 31 December 2011, 18% (294) were judged outstanding for overall effectiveness,

46% (769) were judged good, 31% (517) were judged satisfactory and 6% (99) of schools were inadequate. Of those judged inadequate, 3% (48) were given a notice to improve and 3% (49) were placed in special measures¹.

- Chart 3 shows that of the 1,679 schools inspected, a judgement was made about the overall effectiveness of the Early Years Foundation Stage provision on 1,260 inspections. Sixteen per cent (199) were judged outstanding, 65% (816) good, 19% (238) satisfactory and 1% (7) judged inadequate.
- A judgement was made about the overall effectiveness of the sixth form provision on 204 inspections during this period. Eighteen per cent (37) were judged outstanding, 42% (85) good, 38% (77) satisfactory and 2% (5) judged inadequate.
- There is a strong relationship between the overall effectiveness judgement and the judgement on the quality of teaching, with the same judgement being made on 88% of inspections in this period.
- Of the 294 outstanding schools inspected this quarter, 172 (59%) were judged to have outstanding teaching and 122 (41%) were judged to have good teaching.
- In 39% of schools inspected this quarter, behaviour was given a higher judgement than the school's overall effectiveness.
- In 71% of schools inspected this quarter, leadership and management was good or outstanding.
- There were 69 academies (45 academy converters and 24 sponsor-led academies) inspected during the period. Of those that have converted to become an academy, 19 were judged to have outstanding overall effectiveness while two were found inadequate.
- Of the 24 sponsor-led academies inspected during the period, seven were found to be outstanding, five were good, ten were satisfactory and two were inadequate.
- Of the 23² schools that closed during the period, one school was judged outstanding for overall effectiveness in their most recent inspection, six were good, ten were satisfactory and six inadequate.³

¹ Data excludes one secondary school that remained in special measures and one primary school that remained in notice to improve after re-inspection.

² During the reporting period four schools closed as a result of amalgamation, 18 closed to become sponsor-led academies and one closed to become a local authority maintained nursery school.

³ Figures exclude schools that have converted to become academies.

Impact of revisions on key points of previous release

- Final data covering the period 1 July 2011 to 30 September 2011 have been released and can be found on the Ofsted website:

<http://www.ofsted.gov.uk/resources/official-statistics-maintained-school-inspections-and-outcomes>

- The revised data includes inspection outcomes relating to a further 23 inspections which took place between 1 July 2011 and 30 September 2011: one nursery school, thirteen primary schools, four secondary schools, two special schools and three pupil referral units. Twenty-two of these schools were found to have inadequate overall effectiveness and one school was found to have good overall effectiveness.⁴
- Based on the revised data, there were 285 schools in special measures and 168 schools in notice to improve at 30 September 2011.
- Most recent inspections data now include all judgements associated with pilots inspections for the new framework which took place in the 2010/11 academic year. The reasons for this are explained in the methodology section.

⁴ If a school is placed in a category of concern, the time to release is extended so that the judgements can be moderated by senior HMI and, in the case of those schools judged to require special measures, confirmed by Her Majesty's Chief Inspector. If the inspection occurred near to the end of the quarter, the inspection will be included in the final release for the quarter. See the Methodology section for further information.

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 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 October 2011 and 31 December 2011 or most recent inspections at 31 December 2011 under Section 5 and Section 8 of the Education Act 2005 where the inspection report was published by 31 January 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. These previously outstanding schools will not be 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 September 2009. Inspections taking place prior to September 2009 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/schools/for-schools/inspecting-schools>
6. 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. If exceptionally, an inspection report is published later than one month after the end of the quarter in which the inspection took place, it will be included in the final release of the statistics.
7. Ofsted undertakes moderation of all inspection reports where a school is found to require special measures. The target time to complete the moderation process and publish the report is 15 working days. However, in some cases, this process may take longer. For schools found inadequate at 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.

8. Where the most recent inspection outcome of a school that took place during the reporting period was not published, the previous inspection outcome will be used for the 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/statistical-notice-ofsted-revisions-policy-for-official-statistics

10. Maintained schools are allocated to local authority areas according to their postcode, using the National Statistics Postcode Directory.
11. A small proportion of early years registered providers are inspected concurrently with a school. The outcomes for these providers are reported through an integrated inspection report covering the requirements of Section 5 (for the school) and Section 49 & 50 of the Childcare Act 2006 (for the registered childcare provision). 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.
12. Early years registered childcare provision is inspected under Section 49 of the Childcare Act 2006. Where the provision is managed by the school, the Section 49 inspection may be carried out concurrently with the Section 5 inspection and the quality of the 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 inspection.
13. The welfare provision for boarding and residential special schools is inspected at the same time as the S5 inspection, if possible. The integrated inspection of the residential/boarding provision contains five major 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>

14. From 1 January 2012 inspection events and their outcomes for maintained schools will be reported under a new framework in accordance with Section 5 and 8 of the Education Act 2011. Inspection and outcomes from 1 January 2012 will be reported in our next quarterly release on 12 June 2012. 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 reports from 40 (including boarding, EYFS and post-16 judgements) to 10 (including boarding judgements).

15. 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.
16. 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) will be 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' will be mapped against 'Achievement of pupils at the school';
 - 'Pupils' behaviour' will be mapped against 'Behaviour and safety of pupils at the school';
 - 'Quality of teaching' will be mapped against 'Quality of teaching in the school';
 - 'The effectiveness of leadership and management in embedding ambition and driving improvement' will be mapped against 'Quality of leadership in and management of the school'.

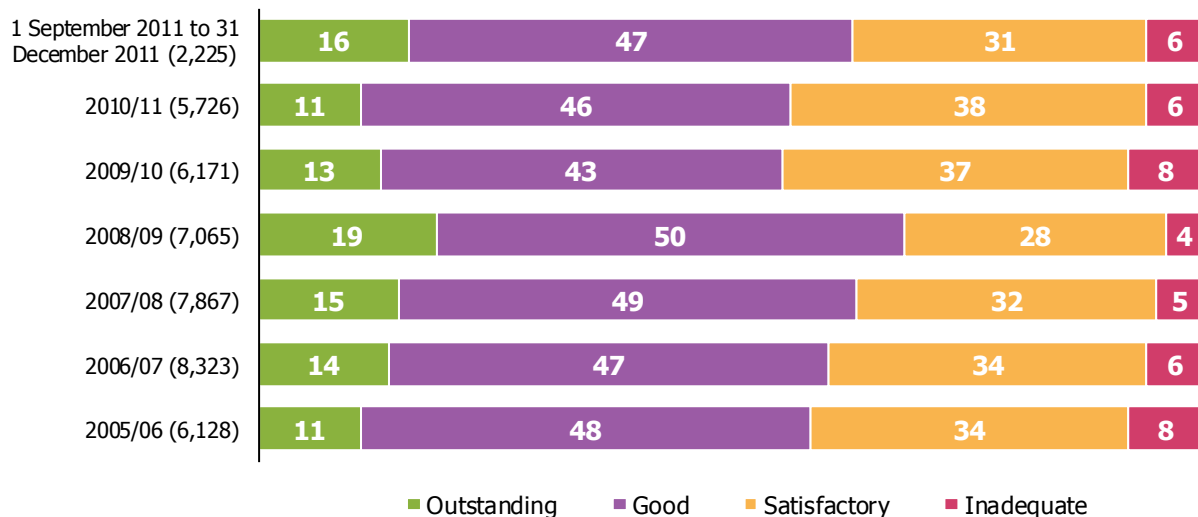
Chart 1: Overall effectiveness of maintained schools inspected between 1 September 2005 and 31 December 2011 (provisional) ^{1 2}

Number of schools

Academic year	Overall effectiveness				Total
	Outstanding	Good	Satisfactory	Inadequate	
1 September 2011 to 31 December 2011	366	1,048	683	128	2,225
2010/11	617	2,622	2,166	321	5,726
2009/10	782	2,631	2,281	477	6,171
2008/09	1,327	3,512	1,955	271	7,065
2007/08	1,146	3,839	2,507	375	7,867
2006/07	1,150	3,899	2,810	464	8,323
2005/06	648	2,933	2,064	483	6,128

Source: Ofsted inspections

Overall effectiveness by academic year (percentages)



1. Percentages in the chart are rounded and may not add to 100.
2. Based on Edubase as at 3 January 2012.

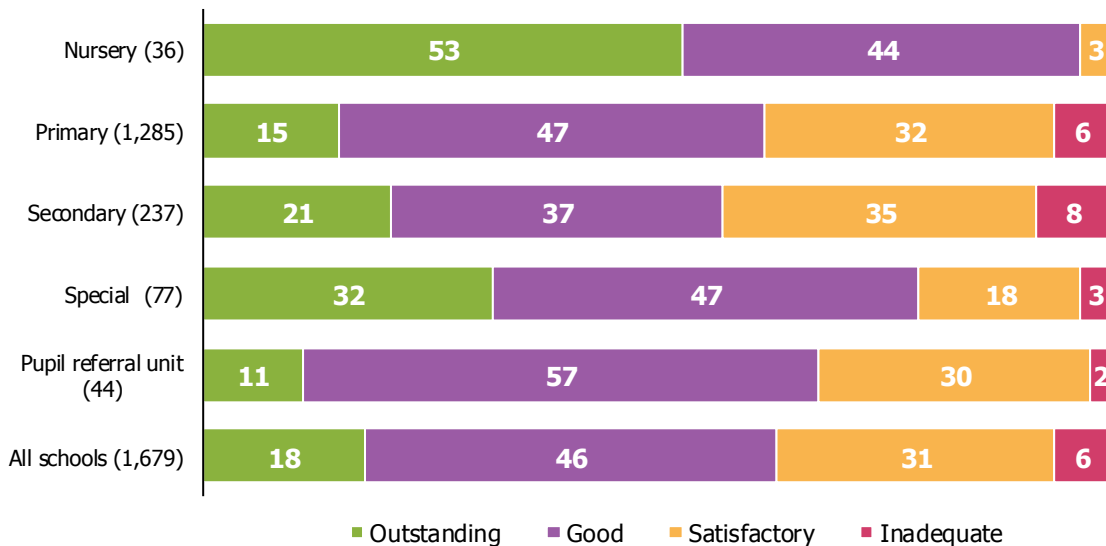
Chart 2: Overall effectiveness of maintained schools inspected between 1 October 2011 and 31 December 2011, by phase (provisional)¹

Number of schools

Phase	Overall effectiveness				Total
	Outstanding	Good	Satisfactory	Inadequate	
Nursery	19	16	1	0	36
Primary	196	605	406	78	1,285
Secondary	49	87	83	18	237
Special	25	36	14	2	77
Pupil referral unit	5	25	13	1	44
All schools	294	769	517	99	1,679

Source: Ofsted inspections

Overall effectiveness by phase of education (percentages)



1. Where the number of inspections is small, percentages should be treated with caution.

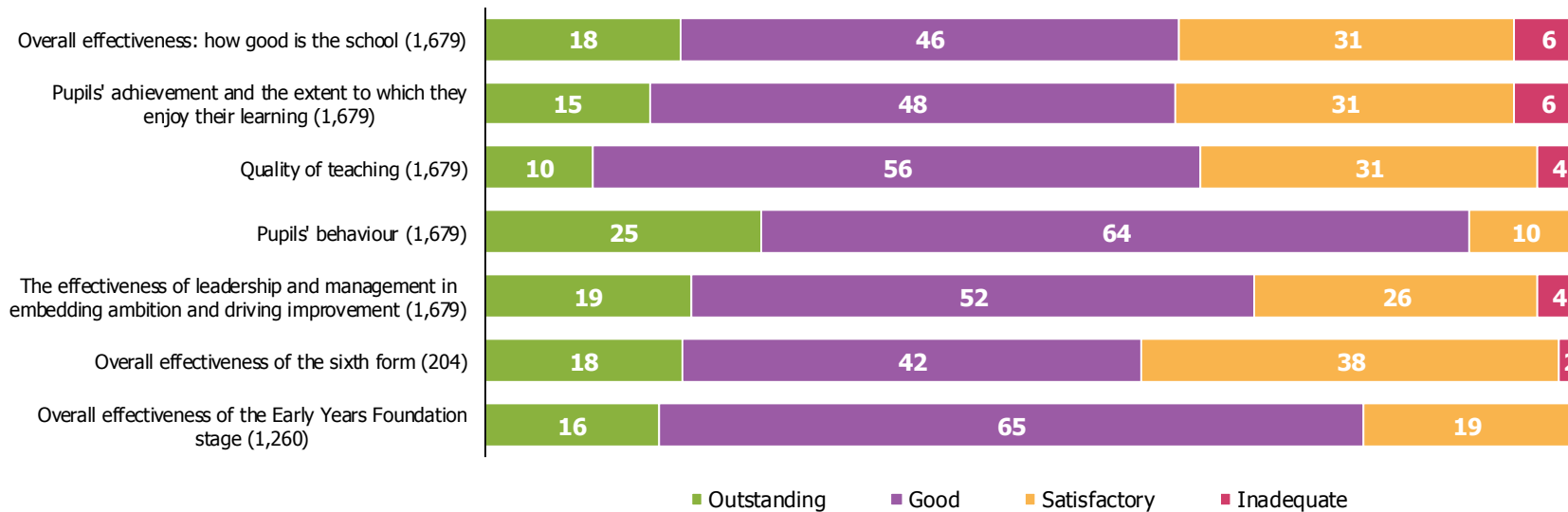
Chart 3: Key inspections judgements for maintained schools inspected between 1 October 2011 and 31 December 2011 (provisional) ¹

Number of schools

Judgement	All schools				Total
	Outstanding	Good	Satisfactory	Inadequate	
Overall effectiveness: how good is the school	294	769	517	99	1,679
Pupils' achievement and the extent to which they enjoy their learning	260	807	518	94	1,679
Quality of teaching	173	932	515	59	1,679
Pupils' behaviour	424	1,074	176	5	1,679
The effectiveness of leadership and management in embedding ambition and driving improvement	320	870	429	60	1,679
Overall effectiveness of the sixth form	37	85	77	5	204
Overall effectiveness of the Early Years Foundation stage	199	816	238	7	1,260

Source: Ofsted inspections

Key inspection judgements for inspected maintained schools (percentages)



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

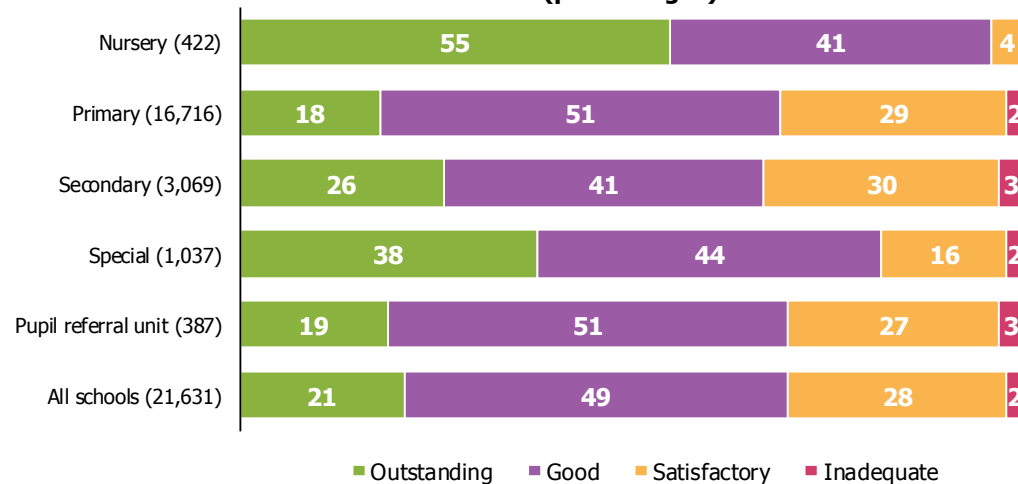
Chart 4: Most recent overall effectiveness of maintained schools inspected at 31 December 2011 (provisional) ^{1 2 3}

Number of schools

Phase	Overall effectiveness				Total
	Outstanding	Good	Satisfactory	Inadequate	
Nursery	230	174	16	2	422
Primary	3,016	8,545	4,825	330	16,716
Secondary	811	1,264	912	82	3,069
Special	399	454	168	16	1,037
Pupil referral unit	75	196	106	10	387
All schools	4,531	10,633	6,027	440	21,631

Source: Ofsted inspections

Most recent overall effectiveness of schools inspected (percentages)



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

2. Based on Edubase as at 3 January 2012.

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

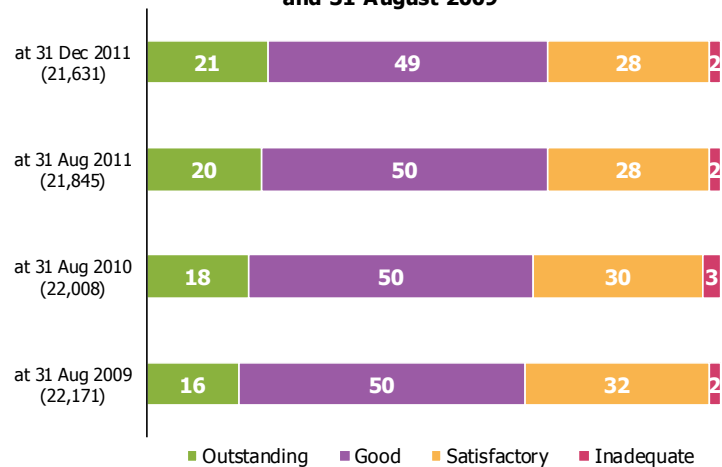
Chart 5: Most recent overall effectiveness of maintained schools at 31 December 2011 compared to the most recent overall effectiveness at 31 August 2011, 31 August 2010 and 31 August 2009 (provisional) ^{1 2 3 4}

Number of schools

Latest inspection at:	Overall effectiveness				Total
	Outstanding	Good	Satisfactory	Inadequate	
31 Dec 2011 ⁵	4,531	10,633	6,027	440	21,631
31 Aug 2011 ⁵	4,282	10,901	6,207	455	21,845
31 Aug 2010	3,863	11,034	6,538	573	22,008
31 Aug 2009	3,593	11,143	7,058	377	22,171

Source: Ofsted inspections

Most recent overall effectiveness of schools inspected at 31 December 2011 compared to the most recent overall effectiveness at 31 August 2011, 31 August 2010 and 31 August 2009



1. Figures in 2010/11 include pilot inspection outcomes.
2. Percentages in the chart are rounded and may not add to 100.
3. Data based on Edubase at the end (or as close to) the end of each academic year.
4. The impact of risk assessment on the sample of schools is that many fewer previously good schools are inspected and previously outstanding schools have had their inspections deferred. See paragraph 3 of the Methodology section in the Key Findings document for more information.
5. Data includes the most recent judgements for predecessor schools of academy converters that has not been inspected as an academy converter.

Table 1: Number of maintained schools inspected between 1 October 2011 and 31 December 2011, 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	1,623	35	1,240	229	76	43
Section 8 deemed section 5 inspection	56	1	45	8	1	1
Inspection activity (section 8)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Special measures monitoring inspection	171	1	133	25	9	3
Notice to improve monitoring inspection	32	0	22	8	2	0
Grade 3 monitoring inspection	207	0	150	49	6	2
Academy monitoring inspection	19	0	0	19	0	0

Source: Ofsted inspections

1. Primary, secondary and special academy converters included with primary, secondary and special phases respectively.
2. Secondary includes sponsor-led academies and city technology colleges.

Table 2: Inspection outcomes of maintained schools inspected between 1 October 2011 and 31 December 2011 (provisional) ^{1 2 3}

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness: how good is the school	1,679	294	18	769	46	517	31	99	6
Outcomes for individuals and groups of pupils/children	1,679	344	20	723	43	519	31	93	6
The school's capacity for sustained improvement	1,679	279	17	894	53	448	27	58	3
Pupils' achievement and the extent to which they enjoy their learning	1,679	260	15	807	48	518	31	94	6
Pupils' attainment ^{2 3}	1,622	200	12	428	26	809	50	185	11
The quality of pupils' learning and their progress	1,679	192	11	887	53	522	31	78	5
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1,679	227	14	898	53	489	29	65	4
The extent to which pupils feel safe	1,679	635	38	967	58	74	4	3	0
Pupils' behaviour	1,679	424	25	1,074	64	176	10	5	0
The extent to which pupils adopt healthy lifestyles	1,679	470	28	1,073	64	136	8	0	0
The extent to which pupils contribute to the school and wider community	1,679	471	28	969	58	238	14	1	0
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1,679	257	15	739	44	610	36	73	4
Pupils' attendance ²	1,679	414	25	659	39	536	32	70	4
The extent of pupils' spiritual, moral, social and cultural development	1,679	441	26	1,000	60	236	14	2	0
The quality of teaching	1,679	173	10	932	56	515	31	59	4
The use of assessment to support learning	1,679	174	10	860	51	582	35	63	4
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1,679	307	18	908	54	426	25	38	2
The effectiveness of care, guidance and support	1,679	693	41	829	49	141	8	16	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1,679	320	19	870	52	429	26	60	4
The leadership and management of teaching and learning	1,679	253	15	923	55	441	26	62	4
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1,679	215	13	882	53	520	31	62	4
The effectiveness of the school's engagement with parents and carers	1,679	456	27	965	57	255	15	3	0
The effectiveness of partnerships in promoting learning and well-being	1,679	498	30	907	54	243	14	31	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1,679	321	19	832	50	459	27	67	4
The effectiveness of safeguarding procedures	1,679	311	19	1,055	63	302	18	11	1
The effectiveness with which the school promotes community cohesion	1,679	237	14	885	53	547	33	10	1
The effectiveness with which the school deploys resources to achieve value for money	1,679	330	20	735	44	521	31	93	6
Overall effectiveness of the Early Years Foundation stage	1,260	199	16	816	65	238	19	7	1
Outcomes for children in the Early Years Foundation Stage	1,260	199	16	827	66	227	18	7	1
The quality of provision in the Early Years Foundation Stage	1,260	199	16	824	65	230	18	7	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1,260	213	17	817	65	224	18	6	0
Overall effectiveness of the sixth form	204	37	18	85	42	77	38	5	2
Outcomes for students in the sixth form	204	37	18	84	41	78	38	5	2
The quality of provision in the sixth form	204	40	20	93	46	66	32	5	2
The effectiveness of leadership and management of the sixth form	204	47	23	93	46	60	29	4	2
Overall effectiveness of the residential or boarding provision ⁴	8	3	..	3	..	1	..	1	..
Outcomes for residential or boarding pupils ⁴	8	3	..	5	..	0	..	0	..
The quality of residential or boarding provision and care ⁴	8	2	..	4	..	2	..	0	..
Residential and boarding pupils' safety ⁴	8	3	..	3	..	1	..	1	..
Leadership and management of the residential or boarding provision ⁴	8	2	..	4	..	1	..	1	..

Source: Ofsted inspections

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

2. The judgements for pupils' attainment and pupils' attendance are high, above average, average and low.

3. Not all special schools are given an attainment grade due to insufficient evidence.

4. Percentages are not shown where total numbers are small.

Table 3: Inspection outcomes for selected judgements of maintained schools inspected at their most recent inspection at 31 December 2011 (provisional) ^{1 2 3}

Outcome	All phases		Nursery		Primary		Secondary		Special		Pupil referral unit		
	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	
Overall effectiveness: how good is the school ⁴	Outstanding	4,531	21	230	55	3,016	18	811	26	399	38	75	19
	Good	10,633	49	174	41	8,545	51	1,264	41	454	44	196	51
	Satisfactory	6,027	28	16	4	4,825	29	912	30	168	16	106	27
	Inadequate	440	2	2	0	330	2	82	3	16	2	10	3
	Total	21,631	100	422	100	16,716	100	3,069	100	1,037	100	387	100
Pupils' achievement and the extent to which they enjoy their learning ^{4 5}	Outstanding	1,546	11	142	42	935	9	287	14	172	22	10	3
	Good	6,743	49	178	53	5,072	49	850	43	453	58	190	63
	Satisfactory	5,033	37	14	4	4,015	39	768	39	143	18	93	31
	Inadequate	407	3	1	0	309	3	77	4	12	2	8	3
	Total	13,729	100	335	100	10,331	100	1,982	100	780	100	301	100
How well do learners achieve? ^{5 6}	Outstanding	2,569	33	51	59	1,919	30	434	40	143	56	22	26
	Good	4,364	55	35	40	3,674	58	515	47	93	36	47	55
	Satisfactory	969	12	1	1	792	12	138	13	21	8	17	20
	Inadequate	0	0	0	0	0	0	0	0	0	0	0	0
	Total	7,902	100	87	100	6,385	100	1,087	100	257	100	86	100
Aggregate achievement ^{4 5}	Outstanding	4,115	19	193	46	2,854	17	721	23	315	30	32	8
	Good	11,107	51	213	50	8,746	52	1,365	44	546	53	237	61
	Satisfactory	6,002	28	15	4	4,807	29	906	30	164	16	110	28
	Inadequate	407	2	1	0	309	2	77	3	12	1	8	2
	Total	21,631	100	422	100	16,716	100	3,069	100	1,037	100	387	100
The quality of teaching ⁴	Outstanding	3,366	16	217	51	2,397	14	393	13	307	30	52	13
	Good	12,216	56	188	45	9,509	57	1,729	56	550	53	240	62
	Satisfactory	5,774	27	16	4	4,591	27	904	29	172	17	91	24
	Inadequate	275	1	1	0	219	1	43	1	8	1	4	1
	Total	21,631	100	422	100	16,716	100	3,069	100	1,037	100	387	100
Pupils' behaviour ^{4 7}	Outstanding	7,904	37	300	71	6,130	37	854	28	523	50	97	25
	Good	12,066	56	120	28	9,547	57	1,733	57	441	43	225	58
	Satisfactory	1,585	7	2	0	998	6	458	15	66	6	61	16
	Inadequate	56	0	0	0	25	0	20	1	7	1	4	1
	Total	21,611	100	422	100	16,700	100	3,065	100	1,037	100	387	100
The effectiveness of leadership and management in embedding ambition and driving improvement ⁴	Outstanding	5,054	23	238	56	3,358	20	946	31	426	41	86	22
	Good	11,518	53	166	39	9,154	55	1,520	50	463	45	215	56
	Satisfactory	4,768	22	16	4	3,976	24	560	18	137	13	79	20
	Inadequate	291	1	2	0	228	1	43	1	11	1	7	2
	Total	21,631	100	422	100	16,716	100	3,069	100	1,037	100	387	100

Source: Ofsted inspections

1. Data based on Edubase at the end (or as close to) the end of each reporting month and the data may differ from that stated in the other tables of this release.

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

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

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

5. 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 directly comparable, they have been aggregated in the table to present the state of the nation.

6. 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.

7. 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: Most recent overall effectiveness outcome of maintained schools that closed between 1 October 2011 and 31 December 2011 (provisional) ^{1 2}

		All closed schools inspected	Nursery Number	Primary Number	Secondary Number	Special Number	Pupil referral unit Number
Overall effectiveness	Outstanding	1	1	0	0	0	0
	Good	6	0	0	3	0	3
	Satisfactory	10	0	1	9	0	0
	Inadequate	6	0	3	3	0	0
	Total	23	1	4	15	0	3

Source: Ofsted inspections

1. School closing information based on Edubase as at 3 January 2012.

2. Excludes schools that have converted to academies.

3. Four schools closed as a result of amalgamation, 18 closed to become sponsor-led academies and one closed to become a local authority maintained nursery school.

Table 5: Number of maintained schools placed into, removed from and closed while in a category of concern between 1 October 2011 and 31 December 2011 (provisional) ¹

Maintained schools placed in, removed from and closing while in special measures between 1 October 2011 and 31 December 2011

Phase of Education	Total subject to special measures at 1 October 2011 ²	Number made subject to special measures ⁴	Number removed from special measures	Number closed while subject to special measures ⁵	Total subject to special measures at 31 December 2011
Nursery	3	0	1	0	2
Primary	221	40	48	2	211
Secondary	46	7	9	2	42
Special	10	1	1	0	10
Pupil Referral Unit	5	1	1	0	5
Total	285	49	60	4	270

Maintained schools placed in, removed from and closing while in notice to improve between 1 October 2011 and 31 December 2011

Phase of Education	Total requiring significant improvement 1 October 2011 ³	Number given a notice to improve ⁴	Number removed from notice to improve	Number closed while subject to notice to improve ⁵	Total requiring significant improvement at 31 December 2011
Nursery	0	0	0	0	0
Primary	111	37	28	1	119
Secondary	44	10	13	1	40
Special	6	1	1	0	6
Pupil Referral Unit	8	0	3	0	5
Total	169	48	45	2	170

1. Seven primary schools and one secondary school that were previously in notice to improve were found to require special measures after reinspection this quarter.

2. 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.

3. Schools requiring significant improvement 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. Ofsted issues such schools with a notice to improve.

4. Data excludes one secondary school that remained in special measures and one primary school that remained in notice to improve after re-inspection.

5. Information on closed schools based on Edubase as at 3 January 2012.

Table 6: Most recent overall effectiveness for schools inspected at 31 December by local authority and government office region (provisional) ^{1 2 3}

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
ENGLAND	21,631	4,531	21	10,633	49	6,027	28	440	2
NORTH EAST	1,168	247	21	608	52	297	25	16	1
Darlington	39	10	26	21	54	7	18	1	3
Durham	281	60	21	151	54	69	25	1	0
Gateshead	85	24	28	44	52	16	19	1	1
Hartlepool	38	9	24	20	53	9	24	0	0
Middlesbrough	54	12	22	28	52	14	26	0	0
Newcastle upon Tyne	100	20	20	48	48	30	30	2	2
North Tyneside	80	22	28	34	43	24	30	0	0
Northumberland	179	37	21	106	59	35	20	1	1
Redcar and Cleveland	59	11	19	30	51	17	29	1	2
South Tyneside	64	12	19	30	47	21	33	1	2
Stockton-on-Tees	72	14	19	41	57	17	24	0	0
Sunderland	117	16	14	55	47	38	32	8	7
NORTH WEST	3,142	740	24	1,595	51	765	24	42	1
Blackburn with Darwen	74	7	9	48	65	17	23	2	3
Blackpool	41	4	10	23	56	14	34	0	0
Bolton	124	26	21	57	46	39	31	2	2
Bury	85	17	20	47	55	19	22	2	2
Cheshire East	149	42	28	76	51	28	19	3	2
Cheshire West and Chester	155	34	22	87	56	31	20	3	2
Cumbria	325	51	16	186	57	85	26	3	1
Halton	65	23	35	27	42	14	22	1	2
Knowsley	60	11	18	39	65	9	15	1	2
Lancashire	632	128	20	319	50	177	28	8	1
Liverpool	166	40	24	87	52	39	23	0	0
Manchester	163	42	26	66	40	53	33	2	1
Oldham	97	26	27	49	51	21	22	1	1
Rochdale	90	22	24	46	51	19	21	3	3
Salford	97	16	16	50	52	31	32	0	0
Sefton	108	40	37	59	55	9	8	0	0
St. Helens	68	18	26	33	49	16	24	1	1
Stockport	114	34	30	60	53	19	17	1	1
Tameside	92	14	15	39	42	35	38	4	4
Trafford	95	51	54	34	36	9	9	1	1
Warrington	87	27	31	34	39	24	28	2	2
Wigan	130	33	25	62	48	33	25	2	2
Wirral	125	34	27	67	54	24	19	0	0
YORKSHIRE AND THE HUMBER	2,253	396	18	1,131	50	671	30	55	2
Barnsley	95	13	14	46	48	30	32	6	6
Bradford	201	28	14	99	49	67	33	7	3
Calderdale	102	23	23	49	48	25	25	5	5
Doncaster	124	25	20	54	44	39	31	6	5
East Riding of Yorkshire	151	17	11	78	52	50	33	6	4
Kingston upon Hull City of	99	11	11	49	49	34	34	5	5
Kirklees	189	36	19	102	54	49	26	2	1
Leeds	263	48	18	130	49	82	31	3	1
North East Lincolnshire	61	7	11	26	43	27	44	1	2
North Lincolnshire	82	6	7	49	60	26	32	1	1
North Yorkshire	387	74	19	221	57	89	23	3	1
Rotherham	125	26	21	58	46	40	32	1	1
Sheffield	170	33	19	80	47	53	31	4	2
Wakefield	140	32	23	59	42	44	31	5	4
York	64	17	27	31	48	16	25	0	0
EAST MIDLANDS	2,045	343	17	1,017	50	637	31	48	2
Derby	103	11	11	44	43	44	43	4	4
Derbyshire	418	70	17	198	47	140	33	10	2
Leicester	108	14	13	50	46	40	37	4	4
Leicestershire	283	53	19	156	55	72	25	2	1
Lincolnshire	356	53	15	181	51	116	33	6	2
Northamptonshire	320	52	16	151	47	108	34	9	3
Nottingham	98	18	18	48	49	27	28	5	5
Nottinghamshire	338	66	20	177	52	87	26	8	2
Rutland	21	6	29	12	57	3	14	0	0
WEST MIDLANDS	2,371	410	17	1,126	47	784	33	51	2
Birmingham	424	94	22	190	45	128	30	12	3
Coventry	115	10	9	52	45	51	44	2	2
Dudley	109	17	16	53	49	36	33	3	3
Herefordshire	102	21	21	54	53	25	25	2	2
Sandwell	119	22	18	53	45	42	35	2	2
Shropshire	158	19	12	76	48	61	39	2	1
Solihull	82	24	29	35	43	22	27	1	1
Staffordshire	392	55	14	203	52	127	32	7	2
Stoke-on-Trent	92	20	22	42	46	28	30	2	2
Telford and Wrekin	74	16	22	24	32	34	46	0	0
Walsall	117	25	21	44	38	48	41	0	0
Warwickshire	240	40	17	122	51	77	32	1	0
Wolverhampton	107	19	18	48	45	35	33	5	5
Worcestershire	240	28	12	130	54	70	29	12	5

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
EAST OF ENGLAND	2,546	516	20	1,238	49	729	29	63	2
Bedford	78	24	31	39	50	13	17	2	3
Cambridgeshire	244	47	19	125	51	68	28	4	2
Central Bedfordshire	138	37	27	68	49	31	22	2	1
Essex	557	98	18	261	47	179	32	19	3
Hertfordshire	524	145	28	250	48	121	23	8	2
Luton	70	18	26	35	50	16	23	1	1
Norfolk	420	49	12	213	51	148	35	10	2
Peterborough	70	11	16	31	44	25	36	3	4
Southend-on-Sea	54	13	24	27	50	11	20	3	6
Suffolk	337	66	20	169	50	93	28	9	3
Thurrock	54	8	15	20	37	24	44	2	4
LONDON	2,459	688	28	1,168	47	566	23	37	2
Barking and Dagenham	58	8	14	27	47	21	36	2	3
Barnet	118	47	40	61	52	10	8	0	0
Bexley	77	9	12	37	48	29	38	2	3
Brent	86	17	20	39	45	29	34	1	1
Bromley	95	27	28	41	43	25	26	2	2
Camden	60	21	35	30	50	9	15	0	0
City of London	1	1	100	0	0	0	0	0	0
Croydon	117	28	24	51	44	34	29	4	3
Ealing	88	17	19	46	52	24	27	1	1
Enfield	89	23	26	40	45	25	28	1	1
Greenwich	86	17	20	43	50	25	29	1	1
Hackney	71	18	25	26	37	27	38	0	0
Hammersmith and Fulham	54	22	41	22	41	10	19	0	0
Haringey	85	22	26	30	35	27	32	6	7
Harrow	63	28	44	28	44	6	10	1	2
Havering	83	14	17	48	58	17	20	4	5
Hillingdon	93	24	26	45	48	23	25	1	1
Hounslow	71	16	23	37	52	18	25	0	0
Islington	64	16	25	40	63	8	13	0	0
Kensington and Chelsea	37	20	54	13	35	4	11	0	0
Kingston upon Thames	50	23	46	19	38	8	16	0	0
Lambeth	86	26	30	44	51	16	19	0	0
Lewisham	88	21	24	46	52	20	23	1	1
Merton	55	10	18	29	53	15	27	1	2
Newham	92	25	27	43	47	24	26	0	0
Redbridge	75	23	31	36	48	14	19	2	3
Richmond upon Thames	48	22	46	21	44	5	10	0	0
Southwark	100	33	33	41	41	23	23	3	3
Sutton	64	17	27	41	64	6	9	0	0
Tower Hamlets	96	28	29	48	50	19	20	1	1
Waltham Forest	75	14	19	39	52	19	25	3	4
Wandsworth	79	31	39	37	47	11	14	0	0
Westminster	55	20	36	20	36	15	27	0	0
SOUTH EAST	3,329	701	21	1,575	47	966	29	87	3
Bracknell Forest	38	7	18	19	50	10	26	2	5
Brighton and Hove	70	24	34	25	36	19	27	2	3
Buckinghamshire	230	66	29	107	47	50	22	7	3
East Sussex	189	32	17	104	55	48	25	5	3
Hampshire	528	126	24	255	48	134	25	13	2
Isle of Wight	44	6	14	27	61	10	23	1	2
Kent	587	97	17	251	43	222	38	17	3
Medway	100	5	5	53	53	38	38	4	4
Milton Keynes	112	24	21	55	49	32	29	1	1
Oxfordshire	294	45	15	143	49	99	34	7	2
Portsmouth	67	11	16	25	37	25	37	6	9
Reading	51	12	24	19	37	18	35	2	4
Slough	47	15	32	18	38	11	23	3	6
Southampton	82	16	20	34	41	30	37	2	2
Surrey	398	109	27	179	45	100	25	10	3
West Berkshire	83	10	12	54	65	18	22	1	1
West Sussex	281	63	22	143	51	72	26	3	1
Windsor and Maidenhead	65	17	26	34	52	13	20	1	2
Wokingham	63	16	25	30	48	17	27	0	0
SOUTH WEST	2,318	490	21	1,175	51	612	26	41	2
Bath and North East Somerset	78	24	31	39	50	15	19	0	0
Bournemouth	37	8	22	14	38	13	35	2	5
Bristol City of	146	31	21	54	37	54	37	7	5
Cornwall	278	57	21	149	54	69	25	3	1
Devon	365	63	17	206	56	91	25	5	1
Dorset	179	69	39	84	47	25	14	1	1
Gloucestershire	296	73	25	142	48	74	25	7	2
Isles Of Scilly	1	0	0	1	100	0	0	0	0
North Somerset	76	13	17	43	57	20	26	0	0
Plymouth	91	17	19	44	48	28	31	2	2
Poole	41	15	37	16	39	8	20	2	5
Somerset	273	42	15	132	48	96	35	3	1
South Gloucestershire	106	17	16	60	57	26	25	3	3
Swindon	76	17	22	36	47	23	30	0	0
Torbay	42	11	26	21	50	9	21	1	2
Wiltshire	233	33	14	134	58	61	26	5	2

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. Local authority information based on Edubase at the end of the reporting month
3. Data includes the most recent judgements for predecessor schools of academy converters that has not been inspected as an academy converter.

Glossary

Section 5 Inspection

1. Under Section 5 of the Education Act 2005, Ofsted is required to inspect all schools to which Section 5 applies at prescribed intervals. Since 1 September 2009, Regulations⁵ require all maintained schools to be inspected within five school years⁶ of the end of the school year in which they were last inspected.
2. The schools subject to Section 5 inspection are:
 - community, foundation and voluntary schools
 - community and foundation special schools
 - maintained nursery schools
 - academies⁷
 - 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.
3. When conducting an inspection under Section 5 Ofsted is required to report on:
 - the quality of the education provided in the school
 - how far the education meets the needs of the range of pupils at the school
 - the educational standards achieved in the school
 - the quality of the leadership in and management of the school, including whether the financial resources made available to the school are managed effectively
 - the spiritual, moral, social and cultural development of the pupils at the school
 - the contribution made by the school to the well-being⁸ of those pupils
 - the contribution made by the school to community cohesion.

⁵ Education (School Inspection (England) Regulations 2005 as amended

⁶ A school year begins on 1 August for these purposes.

⁷ This includes all academy family schools: sponsor-led academies, academy converter schools, academy special schools, free schools, university technical colleges, and studio schools.

⁸ The term 'well-being' is set out in the Children Act 2004 as relating to: pupils' physical and mental health and emotional well-being; protection from harm and neglect; education, training and recreation; the contribution made by pupils to society; the [pupils'] social and economic well-being (the five Every Child Matters outcomes).

Categories of concern

The Education Act 2005 defines categories of schools causing concern. The two statutory categories of concern are:

- where a 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, the school will be made subject to **special measures**.⁹
- where a school requires **significant improvement**, Ofsted will make the school subject to a 'notice to improve' because either:
 - it is failing to provide an acceptable standard of education but is demonstrating the capacity to improve

or:

- it is not failing to provide an acceptable standard of education but is performing significantly less well than it might, in all the circumstances, reasonably be expected to perform¹⁰.

Interim assessment

From September 2009 Ofsted has varied the frequency of schools' inspections. We now inspect most schools judged to be good or outstanding¹¹ 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.

⁹ Section 44(1) of the Education Act 2005

¹⁰ Section 44(2) of the Education Act 2005

¹¹ 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.

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 headteacher, 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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