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Responsible director:	Michael Cladingbowl
Statistician:	Natalie Jakomis
Public enquiries:	enquiries@ofsted.gov.uk
Press enquiries:	pressenquiries@ofsted.gov.uk
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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 April 2013 and 30 June 2013. These statistics are based on provisional data and are subject to change as the inspection results for approximately 40 schools inspected in the quarter had not yet been published on 1 August 2013.

This release also includes the most recent inspection outcomes for all maintained schools that had been inspected at 30 June 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. Ofsted has inspected 98% (21,346) of all open schools in England.
2. Of the inspected open schools over three quarters (78%, 16,652) are currently judged to be good or outstanding.
3. There has been a nine percentage point increase since August 2012 in the percentage of schools judged at their most recent inspection to be good or outstanding. This means over 5.6 million pupils are receiving a good or outstanding standard of education, over 600,000 more than in August 2012.
4. The increase of nine percentage points in the proportion of schools judged to be good or outstanding at their most recent inspection represents a much more rapid improvement than that seen in previous years.
5. The East of England has improved the least since August 2012 (six percentage points) and now has the lowest percentage of schools judged as good or outstanding of all the regions (72%). The West Midlands showed the highest increase (11%) alongside the North East.
6. A third (7,179) of all open schools have been inspected under section 5 of the Education Act 2005 and their reports published since the introduction of the revised school inspection framework at the beginning of the academic year (September 2012).
7. In total, 7,226 section 5 inspections were conducted in the 2012/13 academic year to June 2013 and published by August 2013. Of these, 39% improved (2,789) since their last inspection, 41% remained the same (2,945) and 18% declined (1,314). In the 2011/12 academic year 32% of schools inspected improved.
8. During the latest quarter, the overall number of schools in a category of concern has decreased by 60.
9. The number of monitoring inspections (927) has increased by 16% compared to the previous quarter (798). This is largely due to an increase in the number of requires improvement monitoring inspections.

State of the Nation

In England there were 21,894 open schools on 30 June 2013, of these Ofsted has inspected 98% (21,346). Of the inspected open schools the majority (58%, 12,343) recently received an overall effectiveness judgement of good. A further 20% (4,309) are outstanding; meaning that over three quarters (78%, 16,652) of schools are currently judged to be good or outstanding.

There has been a nine percentage point increase in the proportion of schools judged as good or outstanding at their most recent inspection compared to August 2012 (70%, 14,976). This means that over 5.6 million pupils are receiving a good or outstanding standard of education, over 600,000 more than in August 2012.

The proportion of schools that are judged good or outstanding has increased at a much faster rate during this academic year than previously. For example, over the three year period from August 2009 to August 2012 there was only a three percentage point increase in the proportion of schools judged to be good or outstanding. Most of the nine percentage point increase seen since September 2012 took place in the first seven months of the academic year.

Although a range of factors contributed to the increase in the proportion of good schools, the statistics suggest that schools have improved more quickly since the changes to inspection made in September 2012.

The earlier re-inspection of schools judged to be satisfactory at their previous inspection, and the less frequent inspection of schools judged to be outstanding at their previous inspection, means that some of the nine percentage point increase in the proportion of good and outstanding schools across the country reflects inspection selection practice. This is because more schools have improved at inspection than have declined.

During the autumn term, 66% of schools inspected had been judged satisfactory for overall effectiveness at their previous inspection. They were inspected because their next inspection was due. These schools are more likely to show improvement at inspection than good schools. In contrast, inspections during the summer term were predominantly of schools judged good or outstanding at their previous inspection and inspected because risk assessment suggests their performance has declined. They are therefore less likely to show improvement.

Regional variation in the most recent inspection outcome for all schools

All English regions have seen an increase since September 2012 in the proportion of their schools judged good or outstanding for overall effectiveness at their most recent inspection. The increases varied between six and 11 percentage points. The lowest increase was in the East of England, this is now the region with the lowest percentage of schools judged as good or outstanding (72%). In August 2012 the lowest percentage of schools judged as good or outstanding was the West Midlands. The West Midlands showed the highest increase (11%) alongside the North East.

Inspection judgements for April to June 2013

Section 5 inspections

For these provisional statistics, Ofsted reports on 2,124 section 5 inspections between April and June 2013. This includes 1,542 inspections of primary schools, 448 inspections of secondary schools, 83 inspections of special schools, 27 inspections of pupil referral units and 24 inspections of nursery schools.

Of these inspections, 12% (254) resulted in an overall effectiveness judgement of outstanding. A further 54% (1,153) of schools were judged as good, meaning that two thirds of schools inspected in the quarter were good or outstanding. Twenty-nine per cent (620) were judged as requires improvement. The remaining five per cent (97) were judged to be inadequate; of which three quarters (73) were judged to require special measures.

These inspections combined with those from earlier in the 2012/13 academic year mean that Ofsted inspected a third (7,179) of all open schools¹ against the [revised inspection framework](#) introduced in September 2012. Thirty-nine per cent (2,789) of these schools have improved their overall effectiveness judgement, 41% remained the same (2,945) and 18% declined (1,314). A further two per cent (178) had not previously been inspected.

Some 39% of schools inspected between April and June 2013 improved on their previous overall effectiveness judgement. This is a lower rate of improvement than for schools inspected between September 2012 and March 2013, when 48% of schools inspected improved. However it is still higher than in the previous academic year, 2011/12 when 32% of schools improved. This variation over time in the rate of improvement is consistent with the state of the nation changes, and the likely cause for the variation is explained above.

Schools causing concern

During the latest quarter, the total number of schools subject to special measures has increased by 10 schools to 449. However the number of schools subject to serious weaknesses has decreased by 70 schools to 128 in June 2013. Hence overall the number of schools in a category of concern has decreased by 60.

The number and percentage of schools judged to be inadequate or requires improvement is likely to increase in the revised version of these figures. Approximately 40 inspections took place in the period April 2013 to June 2013 but the reports were not published by August 2013. The majority of these are likely to be of inadequate schools because the process of moderation means inspections leading to this judgement take longer to publish. An equivalent change can be seen in the previous quarter's results, as discussed below in the section on "Impact of revisions on key points of previous release".

Section 8 inspections

Ofsted carried out 927 section 8 monitoring inspections between April and June 2013. The number of monitoring inspections has increased by 16% when compared to the previous quarter (798). This is largely due to an increase in the number of requires improvement monitoring inspections which formed 49% of section 8 inspections from January to March 2013 compared to 62% in the most recent quarter (April to June 2013). This illustrates that the new Ofsted Inspection Framework is being put into effect for those schools deemed to require improvement.

Impact of revisions on key points of previous release

Final data covering the period 1 January 2013 to 31 March 2013 have been released and can be found on the [Ofsted website](#). This data contains the inspection outcomes of 40 section 5 inspections that took place during the period, which were published after 30 April 2013 and hence

¹ Open schools data based Edubase at 11 July 2013. The number of open schools inspected under the amended inspection framework is less than the number of section 5 inspections (7,226) as some schools subsequently closed and one school was inspected twice.

were not included in the provisional results published on 13 June 2013. Three of these inspections were of schools not previously inspected.

Thirty-two of these inspections resulted in an inadequate judgement for the school concerned; none of these schools had been judged inadequate at their previous inspection. Twenty-eight were judged to require special measures.

In addition, the final state of the nation figures include the most recent inspection results of 63 schools that converted to academies on 31 March 2013 and which were omitted from the provisional results as they were treated as closed on the last day of the quarter. Twenty-eight of these schools were inadequate and a further 20 judged as satisfactory/requires improvement. This is a higher proportion of less than good schools than found in England as a whole. Combined with the additional inspections not published in time for inclusion in the provisional statistics, this has led to the percentage of schools most recently judged as good or better at the end of March 2013 being revised down by one percentage point to 78%. The methodology for producing these statistics has been updated to ensure that all schools that have closed or converted on the last day of the quarter are included in the provisional data.

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 April 2013 and 30 June 2013 or most recent inspections of all open schools at 30 June 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.

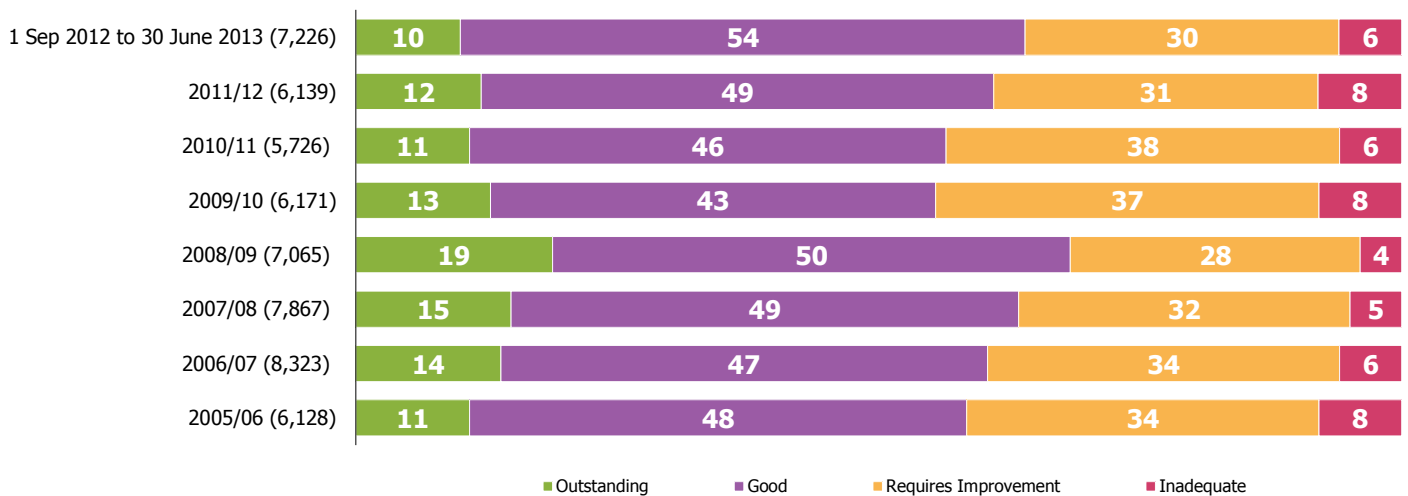
15. The programme of grade 3 monitoring inspections (schools judged as satisfactory) came to a conclusion at the end of the academic year 2011/12. Therefore these monitoring inspections will no longer appear in Table 1. All schools which were judged as satisfactory before September 2012 will be re-inspected 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:

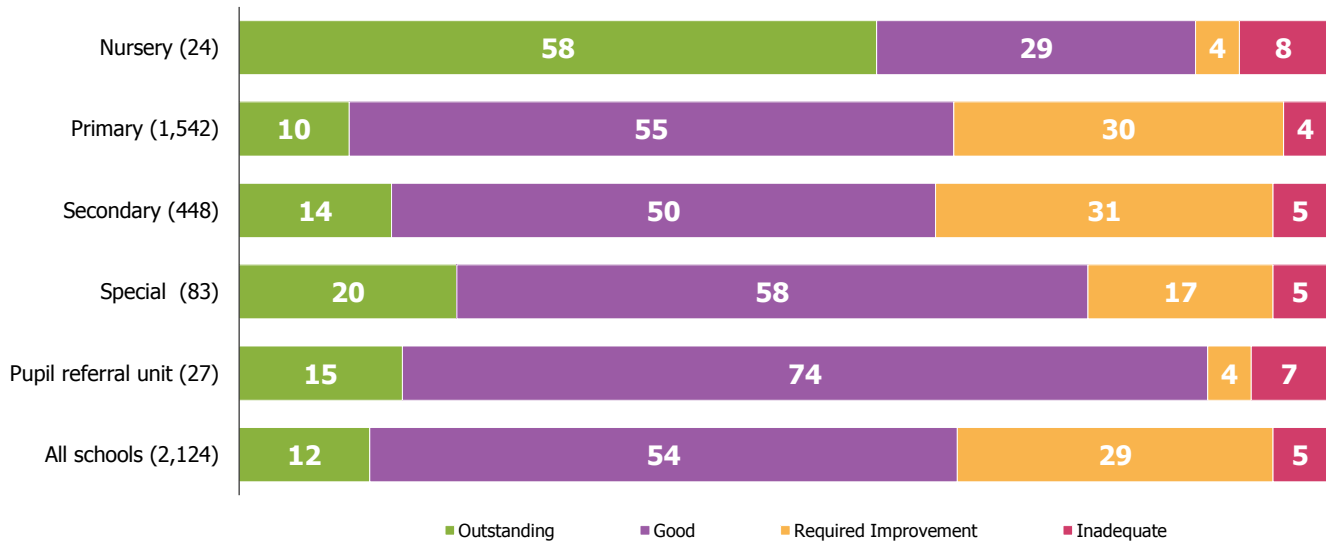
Aggregate data supporting the charts presented below is available in the excel format summary document "03_1309_Maintained_Summary_Jun13_(Provisional)" published as part of this release. The school level data for section 5 inspections in the quarter and the most recent inspection outcomes for all open schools as at 30 June 2013 is also available in excel and csv format

Chart 1: Overall effectiveness of maintained schools inspected between 1 September 2005 and 30 June 2013 (provisional) ^{1 2 3 4 5}



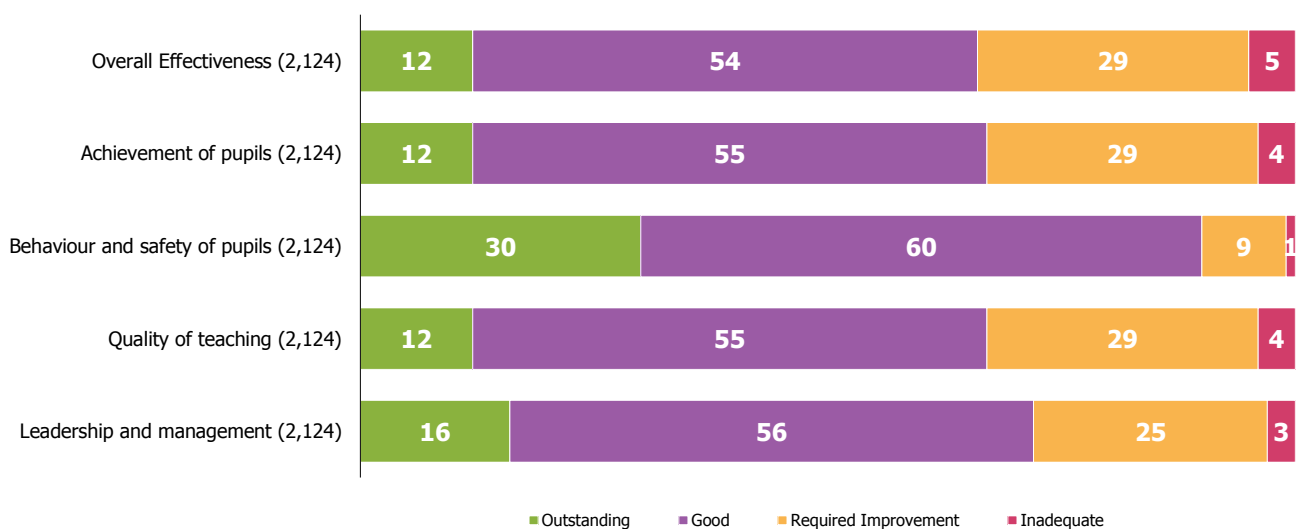
1. Percentages in the chart are rounded and may not add to 100.
2. These statistics exclude schools which were inspected during the quarter but where the inspection report had not been published by 1 August 2013 or where the report was withheld after publication.
3. Data based on Edubase at 1 August 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 April 2013 and 30 June 2013, by phase (provisional) ^{1 2 3}



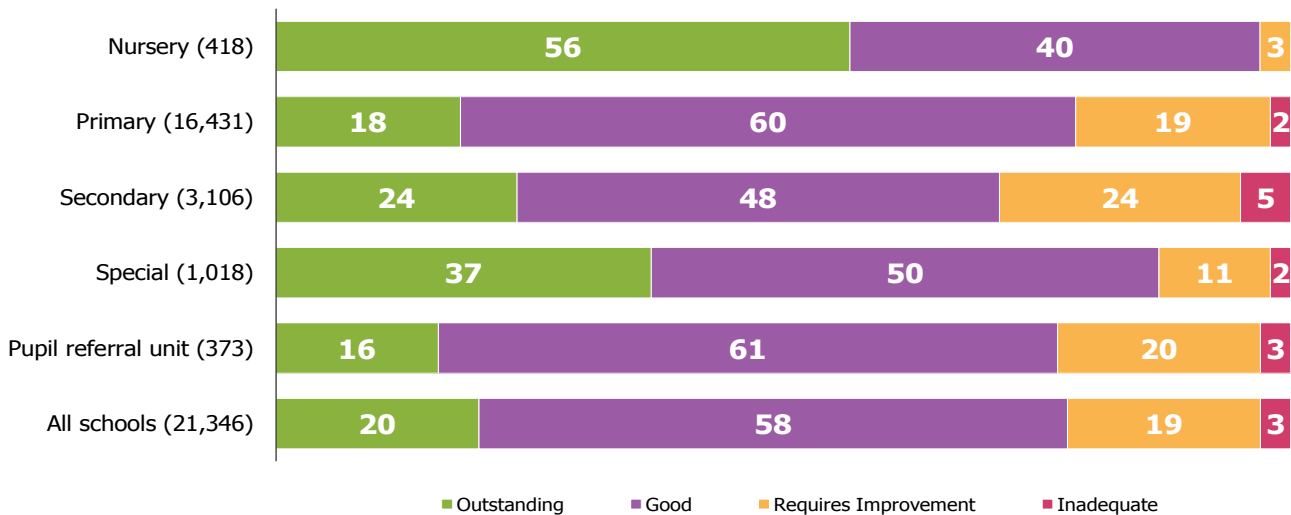
1. Percentages in the chart are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.
2. Based on Edubase at 1 August 2013.
3. These statistics exclude schools which were inspected during the quarter but where the inspection report had not been published by 1 August 2013 or where the report was withheld after publication.

Chart 3: Key inspections judgements for maintained schools inspected between 1 April 2013 and 30 June 2013 (provisional) ^{1 2 3}



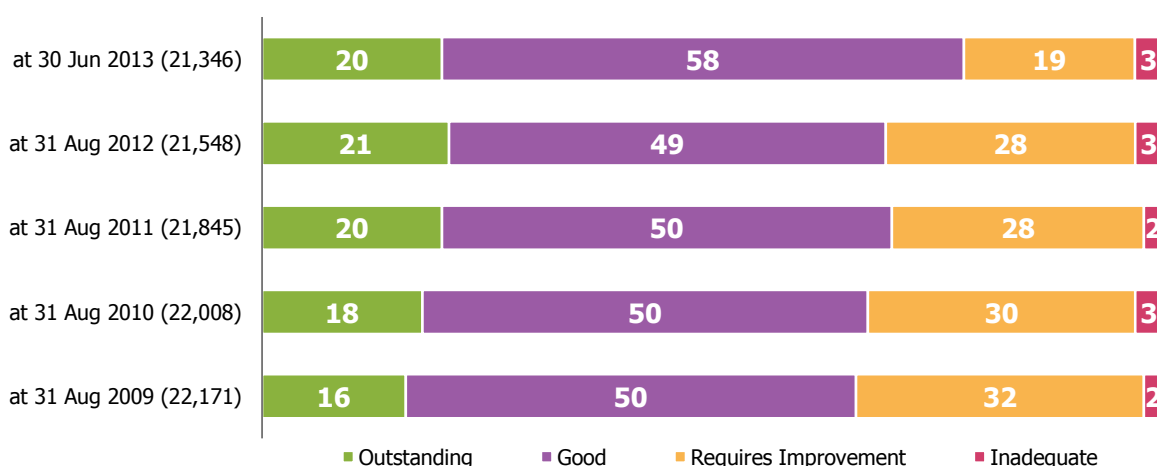
1. Percentages in the chart are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.
2. Based on Edubase at 1 August 2013.
3. These statistics exclude schools which were inspected during the quarter but where the inspection report had not been published by 31 July 2013 or where the report was withheld after publication.

Chart 4: Most recent overall effectiveness of maintained schools inspected at 30 June 2013 (provisional) ^{1 2 3 4}



1. Percentages in the chart are rounded and may not add to 100.
2. Based on Edubase at 11 July 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.

Chart 5: Most recent overall effectiveness of maintained schools at 30 June 2013 compared to the most recent overall effectiveness at the end of the previous four academic years (provisional) ^{1 2 3 4 5}



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) of each academic year. Data from this academic year based on Edubase at 11 July 2013.
3. Data includes the most recent judgements for predecessor schools of academy converters that have not been inspected as academy converters.
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. Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.

Table 1: Number of maintained school inspections between 1 April 2013 and 30 June 2013, by inspection type (provisional) ^{1 2 3 4 5}

Number of schools

Inspection activity (section 5)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Section 5 inspection	2,090	24	1,520	440	80	26
Section 8 deemed section 5 inspection	34	0	22	8	3	1

Inspection activity (section 8)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Special measures monitoring inspection	278	0	203	57	12	6
Serious weaknesses monitoring inspection	47	0	25	21	1	0
Requires Improvement monitoring inspection	575	2	458	97	10	8
Section 8 No formal designation visit	27	0	14	10	3	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 1 August 2013.
4. Grade 3 monitoring inspections, notice to improve monitoring inspections and academy monitoring inspections have been discontinued. Please refer to the 'Key findings' methodology section for more information.
5. Seven of the inspections reported on were integrated inspections. Six were section 5 inspections and the boarding school judgements are reported on in table 2. One was a special measures monitoring inspection.

Table 2: Inspection outcomes of maintained schools inspected between 1 April 2013 and 30 June 2013 (provisional) ^{1 2 3 4 5}

	Total number inspected ^{2 3}	Outstanding		Good		Requires Improvement		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall Effectiveness	2,124	254	12	1,153	54	620	29	97	5
Achievement of pupils at the school	2,124	255	12	1,160	55	619	29	90	4
Behaviour and safety of pupils	2,124	639	30	1,266	60	200	9	19	1
Quality of teaching	2,124	258	12	1,167	55	614	29	85	4
Leadership and management	2,124	330	16	1,197	56	524	25	73	3
Overall effectiveness of the residential or boarding provision	6	1	17	2	33	1	17	2	33
Outcomes for residential or boarding pupils	6	2	33	2	33	2	33	0	0
The quality of residential or boarding provision and care	6	1	17	3	50	1	17	1	17
Residential and boarding pupil's safety	6	2	33	1	17	1	17	2	33
Leadership and management of the residential or boarding provision	6	1	17	2	33	1	17	2	33

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 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.
4. Data based on Edubase at 1 August 2013.
5. There are a total of seven integrated inspections. Five of these were section 5 inspections, one was a section 8 deemed section 5 inspection and one was a special measures monitoring inspection.

Table 3: Inspection outcomes for selected judgements of maintained schools inspected at their most recent inspection at 30 June 2013 (provisional) ^{1 2 3 4}

	Outcome	All phases		Nursery		Primary		Secondary		Special		Pupil referral unit	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Overall effectiveness ⁷	Outstanding	4,309	20	234	56	2,912	18	730	24	372	37	61	16
	Good	12,343	58	168	40	9,938	60	1,500	48	509	50	228	61
	Requires Improvement ⁵	4,117	19	14	3	3,181	19	736	24	113	11	73	20
	Inadequate ⁶	577	3	2	0	400	2	140	5	24	2	11	3
	Total	21,346	100	418	100	16,431	100	3,106	100	1,018	100	373	100
Achievement of pupils ^{7 8}	Outstanding	2,351	13	215	51	1,424	10	425	16	261	27	26	7
	Good	11,386	62	187	45	8,942	64	1,420	52	578	60	259	71
	Requires Improvement ⁵	4,106	22	15	4	3,182	23	731	27	109	11	69	19
	Inadequate ⁶	557	3	1	0	386	3	139	5	20	2	11	3
	Total	18,400	100	418	100	13,934	100	2,715	100	968	100	365	100
How well do learners achieve? ^{8 9}	Outstanding	1,723	58	0	0	1,394	56	275	70	47	94	7	88
	Good	1,218	41	0	0	1,102	44	114	29	2	4	0	0
	Requires Improvement ⁵	5	0	0	0	1	0	2	1	1	2	1	13
	Inadequate ⁶	0	0	0	0	0	0	0	0	0	0	0	0
	Total	2,946	100	0	100	2,497	100	391	100	50	100	8	100
Aggregate achievement ^{7 8}	Outstanding	4,074	19	215	51	2,818	17	700	23	308	30	33	9
	Good	12,604	59	187	45	10,044	61	1,534	49	580	57	259	69
	Requires Improvement ⁵	4,111	19	15	4	3,183	19	733	24	110	11	70	19
	Inadequate ⁶	557	3	1	0	386	2	139	4	20	2	11	3
	Total	21,346	100	418	100	16,431	100	3,106	100	1,018	100	373	100
Quality of teaching ⁷	Outstanding	3,500	16	226	54	2,454	15	472	15	303	30	45	12
	Good	13,240	62	176	42	10,463	64	1,772	57	580	57	249	67
	Requires Improvement ⁵	4,099	19	15	4	3,147	19	753	24	116	11	68	18
	Inadequate ⁶	507	2	1	0	367	2	109	4	19	2	11	3
	Total	21,346	100	418	100	16,431	100	3,106	100	1,018	100	373	100
Behaviour and safety of pupils ^{7 10}	Outstanding	7,491	35	311	74	5,672	35	879	28	537	53	92	25
	Good	12,189	57	101	24	9,687	59	1,773	57	406	40	222	60
	Requires Improvement ⁵	1,531	7	5	1	1,001	6	415	13	62	6	48	13
	Inadequate ⁶	124	1	1	0	62	0	37	1	13	1	11	3
	Total	21,335	100	418	100	16,422	100	3,104	100	1,018	100	373	100
Leadership and management ⁷	Outstanding	4,945	23	241	58	3,339	20	895	29	393	39	77	21
	Good	12,487	58	162	39	10,015	61	1,578	51	508	50	224	60
	Requires Improvement ⁵	3,460	16	13	3	2,744	17	545	18	97	10	61	16
	Inadequate ⁶	454	2	2	0	333	2	88	3	20	2	11	3
	Total	21,346	100	418	100	16,431	100	3,106	100	1,018	100	373	100

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. Data based on Edubase at 11 July 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 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. 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.
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 April 2013 and 30 June 2013 (provisional) ^{1 2 3 4 5}

i. Maintained schools placed in, removed from and closing while in special measures between 1 April 2013 and 30 June 2013

Phase of Education	Total subject to special measures at 1 April 2013 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 30 June 2013
Nursery	0	2	0	0	2
Primary	321	54	22	25	328
Secondary	89	12	7	6	88
Special	20	3	3	0	20
Pupil Referral Unit	9	2	0	0	11
Total	439	73	32	31	449

ii. Maintained schools placed in, removed from and closing while having serious weaknesses between 1 April 2013 and 30 June 2013

Phase of Education	Total having serious weaknesses at 1 April 2013 ⁴	Number identified with serious weaknesses	Number removed from serious weaknesses	Number closed while having serious weaknesses ⁵	Total having serious weaknesses at 30 June 2013
Nursery	0	0	0	0	0
Primary	131	11	62	8	72
Secondary	63	10	20	1	52
Special	4	1	1	0	4
Pupil Referral Unit	0	0	0	0	0
Total	198	22	83	9	128

Source: Ofsted inspections

1. These statistics exclude 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.
2. Six schools that previously had serious weaknesses were found to require special measures after re-inspection this quarter. 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 11 July 2013.

Table 5: Most recent overall effectiveness for schools inspected at 30 June 2013 by region (provisional) ^{1 2 3 4 5 6 7}

	Total number inspected ⁴	Outstanding		Good		Requires Improvement ⁵		Inadequate ⁶	
		Number	%	Number	%	Number	%	Number	%
ENGLAND	21,346	4,309	20	12,343	58	4,117	19	577	3
NORTH EAST	1,153	242	21	712	62	183	16	16	1
NORTH WEST	3,154	714	23	1,846	59	531	17	63	2
YORKSHIRE AND THE HUMBER	2,204	352	16	1,277	58	493	22	82	4
EAST MIDLANDS	1,988	331	17	1,190	60	416	21	51	3
WEST MIDLANDS	2,330	415	18	1,321	57	518	22	76	3
EAST OF ENGLAND	2,508	462	18	1,351	54	619	25	76	3
LONDON	2,445	675	28	1,383	57	336	14	51	2
SOUTH EAST	3,286	661	20	1,864	57	637	19	124	4
SOUTH WEST	2,278	457	20	1,399	61	384	17	38	2

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. Data based on Edubase at 11 July 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 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. 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.
7. Local authority level information is available in the maintained schools data summary published as part of this release.

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
- academies²
- 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 pupils³ and those who have special educational needs.

² This includes the following academy family schools: sponsor-led academies, academy converter schools, academy special schools, free schools, university technical colleges, and studio schools.

³ For the purposes of the Equality Act 2010

Categories of concern

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

- Serious weaknesses⁴ – 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 measures⁵ – 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

⁴ 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.

⁵ 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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