



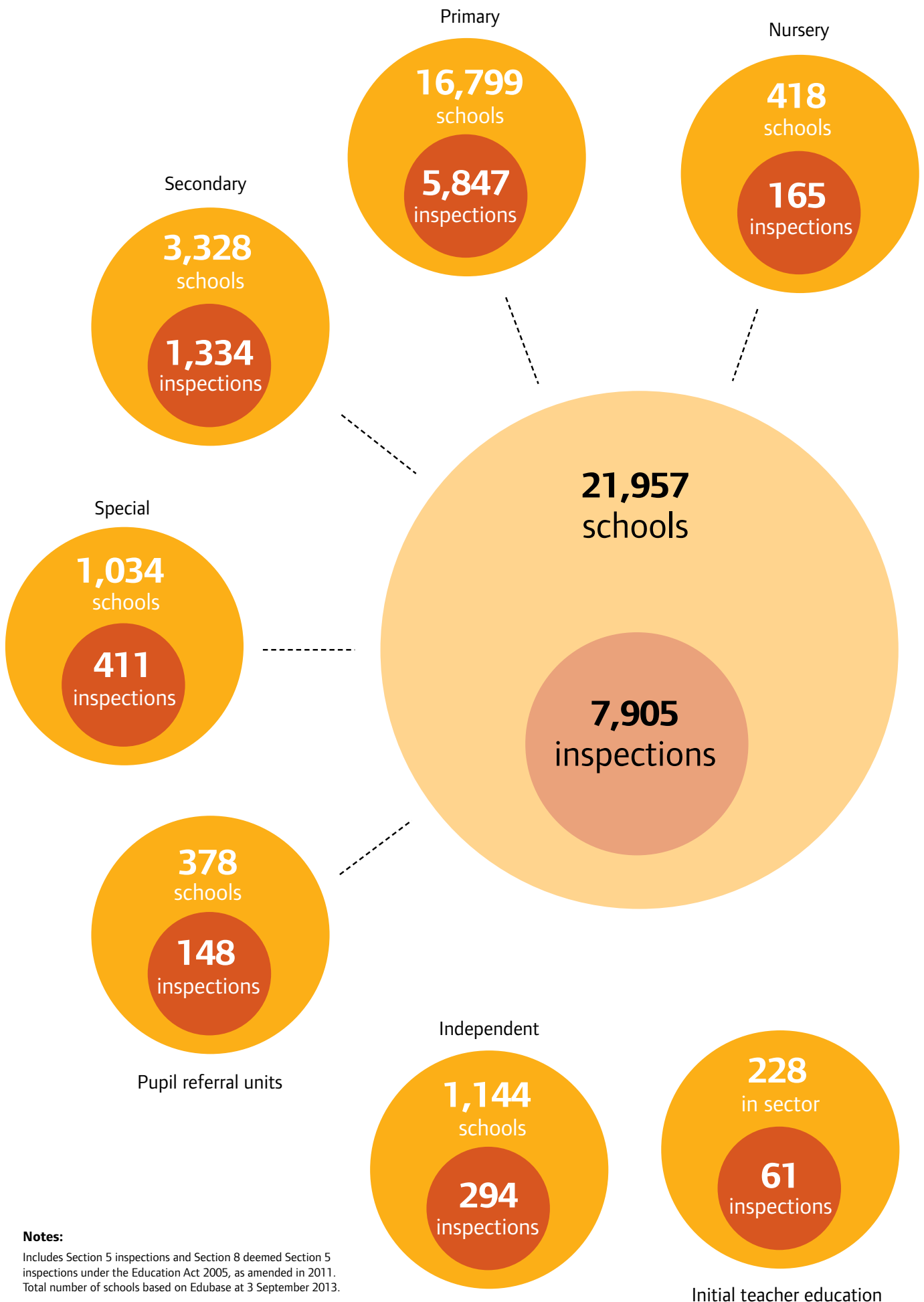
The report of Her Majesty's Chief Inspector
of **Education, Children's Services and Skills**

Schools

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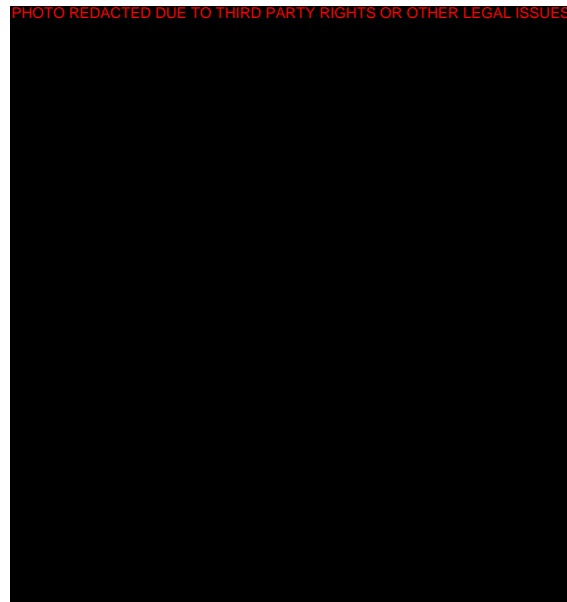
Figure 1: Inspections carried out in 2012/13 and number of providers



Notes:

Includes Section 5 inspections and Section 8 deemed Section 5 inspections under the Education Act 2005, as amended in 2011. Total number of schools based on Edubase at 3 September 2013.

Source: Ofsted and Department for Education



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Data View: Inspection findings can also be viewed at www.dataview.ofsted.gov.uk. Data View enables users to compare the performance of providers over time from Ofsted inspections across England by region, local authority and constituency area.

Executive summary

1. **Children in England now have the best chance they have ever had of attending a good school.** Despite changes to inspection, more schools and academies inspected in 2012/13 were judged good or outstanding than in the previous year.
2. **Greater accountability and more focused inspection have contributed to improvement in many of our weaker schools.** Schools are responding positively to the important challenge of providing a good education for all. Over 90% of schools judged as requires improvement are making satisfactory progress in remedying weaknesses.
3. **However, England's schools are not yet among the best in the world.** There remain three key barriers to raising standards further:
 - mediocre teaching and weak leadership in a minority of schools
 - pockets of weak educational provision in parts of the country
 - significant underachievement of children from low-income families, particularly White children.
4. **In the best schools, strong leaders and governors routinely challenge low expectations and mediocre teaching.** They recruit and retain good teachers, including by ensuring effective support for new teachers in their first years of teaching. They create a culture in which good teaching can flourish –

orderly and welcoming schools that insist on high standards, where teachers routinely challenge children to do better. These leaders reward good performance and tolerate neither inconsistent teaching nor poor behaviour. This contrasts sharply with a minority of schools where leadership loses focus on the essential job of ensuring high standards of behaviour and improving teaching and learning. In these schools, low-level misbehaviour in the classroom often slows pupils' progress.

5. **English and mathematics are not taught well enough.** Without a strong foundation in English and mathematics, children and young people are not prepared for the next stage in their education. They cannot progress to successful further study and, as adults, struggle to gain and sustain employment. Around a third of lessons observed by inspectors over the past four years were judged as less than good for the quality of teaching in these two key subjects. This is compounded by disproportionately poorer teaching in the lower sets.



Academies established in 2007 have narrowed the attainment gap



6. **The proportion of children attending good or outstanding primary schools has increased considerably this year**, including in some of the weakest local authority areas that we reported on last year. However, **we have major concerns over secondary school provision in a number of local authority areas.** It is unacceptable that in 13 local authorities, less than half of secondary students attend a good or outstanding school. Schools in these areas often have a range of underlying weaknesses, including high levels of exclusion and persistent absence. By contrast, there are seven London boroughs and two areas outside London where every secondary school student attends a good or outstanding school.

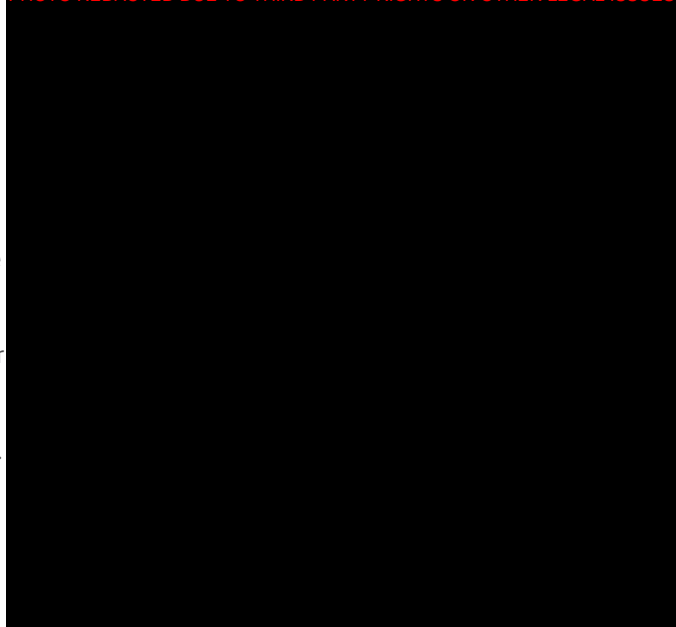
7. **White children from low income backgrounds are being left behind.** They have the lowest attainment compared with poor children from any other ethnic group. In too many schools, poverty of expectation for these children is leading to stubbornly low outcomes that show little sign of improvement. But economic disadvantage does not have to lead to low attainment. Poor children from other ethnic minority groups do better than poor children from White low-income backgrounds; in some cases they do better than the national level for all children.

8. **Academies are now a well-established part of the English educational landscape.** More than half of all secondary schools have become academies. In the last year alone, 210 schools converted to become new academies. Ofsted will assess the impact of conversion to academy status on school performance in the coming year. We will also report in more detail on the performance of free schools once more of them have been inspected.

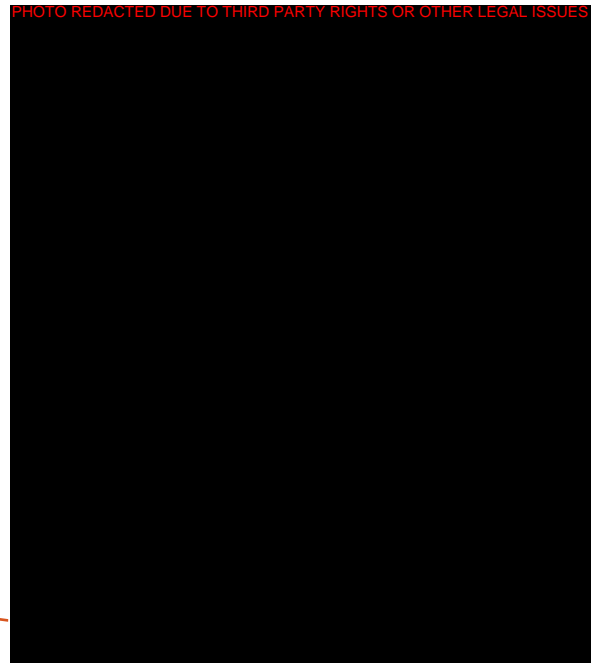
9. **Sponsor-led academies are delivering a step change in performance for chronically underperforming schools.** Academies established in 2007 have narrowed the attainment gap of five or more A* to C grades at GCSE, including English and mathematics, by eight percentage points.¹ The large majority of sponsor-led academies are members of multi-academy trusts, some of which have performed very strongly. Some trusts, however, are not performing well enough.

10. **In conclusion, schools are better than in 2011/12. However, more needs to be done in those schools that continue to underperform.** We have strengthened our inspection arrangements for this coming year to tackle weaknesses in regional performance and the underachievement of children who are not yet reaching their full potential. We will review school inspection again in 2013/14.

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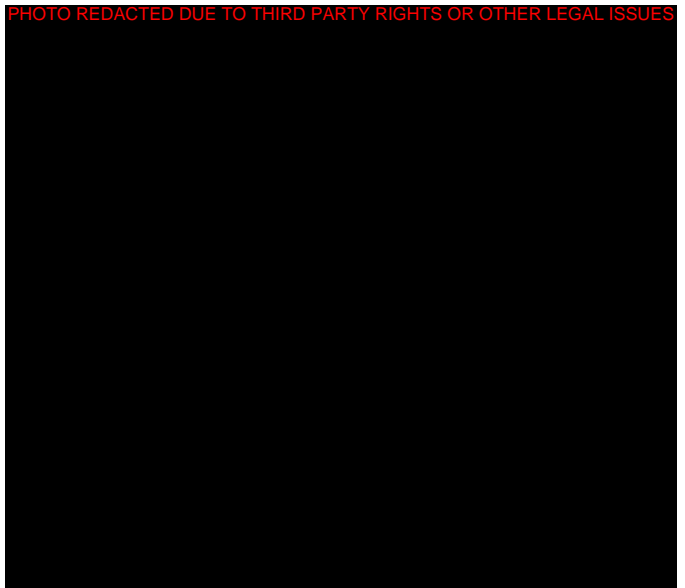


¹ Compared with the performance of all maintained schools.



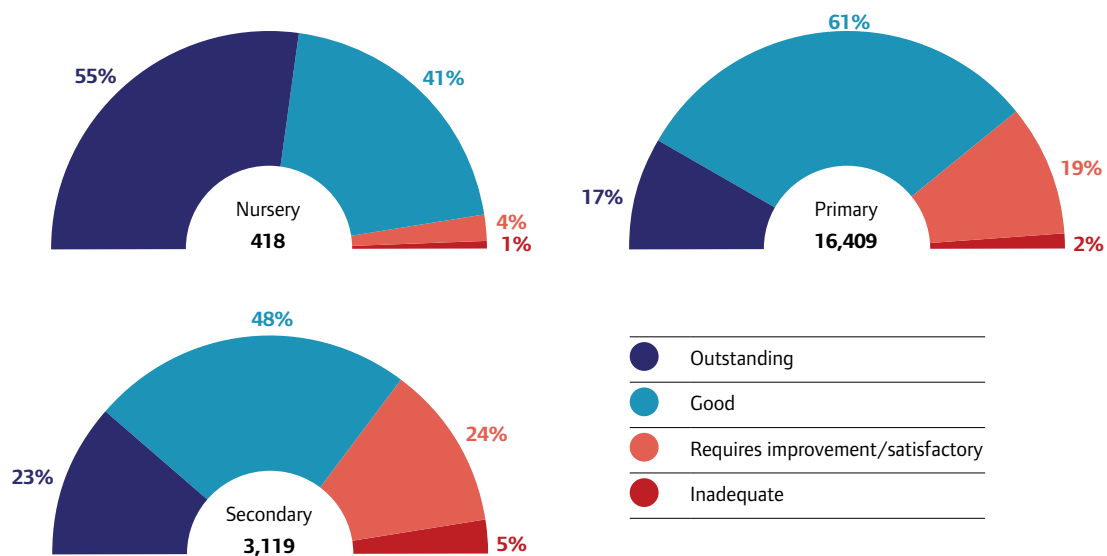
What does the sector look like?

11. There are just under 22,000 schools in England, with over 440,000 teachers. Fifty four per cent of secondary schools and 9% of primary schools are now academies. In all, 16% of schools, a growing proportion, have become academies. Of the schools Ofsted inspected in 2012/13, 841 were academies and 7,064 were local authority maintained schools.
12. This change in the status of many schools, and the current wider educational reforms, are influencing the character of schools and the landscape in which they sit. However, the basic purpose of schools has not changed. Fundamentally, whatever their size, type or status, schools are places where children are taught knowledge, acquire skills and develop understanding so that they are well prepared for a successful adult life.



Ofsted's inspection of schools in 2012/13

Figure 2: State of the nation: most recent inspection judgements for overall effectiveness of all maintained schools as at 31 August 2013, by phase^{1,2,3,4,5,6}



1. Percentages in the charts are rounded and may not add to 100.
 2. Based on Edubase at 3 September 2013.
 3. Data include 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 were judged as satisfactory. Since 1 September 2012, they are judged as requires improvement.
 5. Schools have been inspected under a number of different frameworks. The section 5 inspection framework was introduced on 1 September 2005. Subsequently amended frameworks have been introduced on 1 September 2009, 1 January 2012 and 1 September 2012.
 6. These statistics exclude one school that was inspected during the academic year but where the inspection report had not been published by 10 October 2013. For this school, the previous inspection is included.

Source: Ofsted

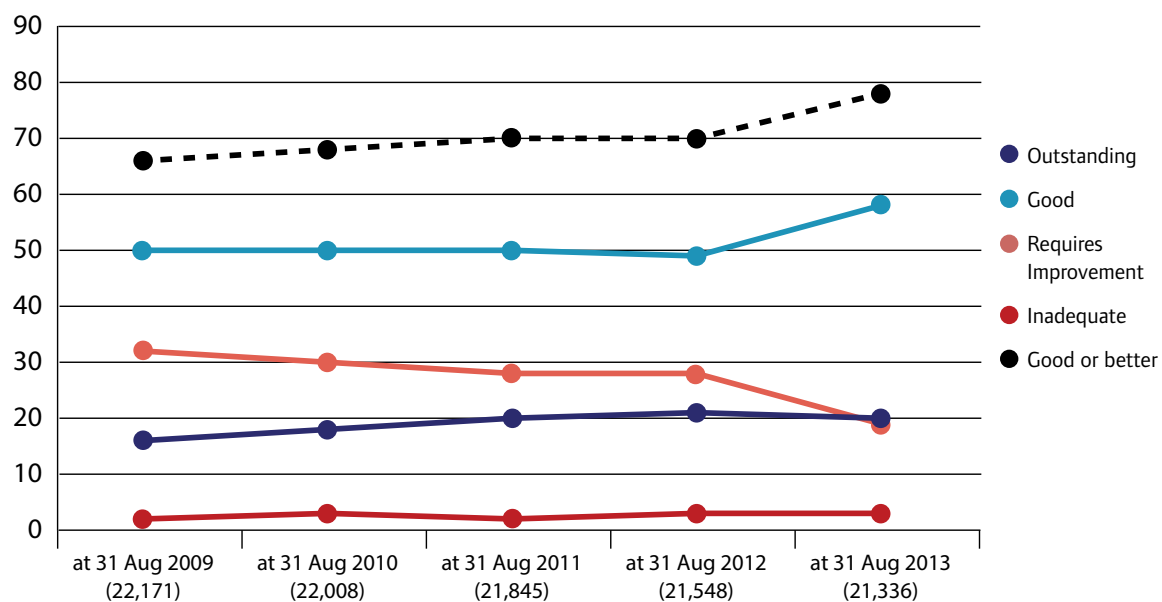


More good schools than ever before

13. Children and young people in maintained schools and academies in England now have the best chance they have ever had of attending a good school. Good and outstanding schools make up 78% of all schools inspected in England. As well as being an increase from 2011/12, this is the highest proportion of good or better schools in England since Ofsted began.² Compared with secondary schools, there has been a larger increase in the proportion of good or outstanding primary schools in 2012/13. Around 485,000 more primary pupils now attend a good or outstanding primary school compared with last year.

14. Ofsted inspected 7,905 schools in 2012/13. Schools were prioritised for inspection on the basis of an assessment of risk. Only 42% of the schools inspected in 2012/13 had been judged as good or outstanding at their previous inspection.

Figure 3: Most recent inspection judgements for overall effectiveness of maintained schools over time^{1,2,3,4,5,6,7}



1. Percentages in the chart are rounded and may not add to 100.
2. Data based on Edubase immediately after the end of each academic year.
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 judged as requires improvement.
5. Schools have been inspected under a number of different frameworks. The section 5 inspection framework was introduced on 1 September 2005. Subsequently amended frameworks have been introduced on 1 September 2009, 1 January 2012 and 1 September 2012.
6. Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.
7. These statistics exclude one school which was inspected during the academic year but where the inspection report had not been published by 10 October 2013. For this school the previous inspection is included.

Source: Ofsted inspections

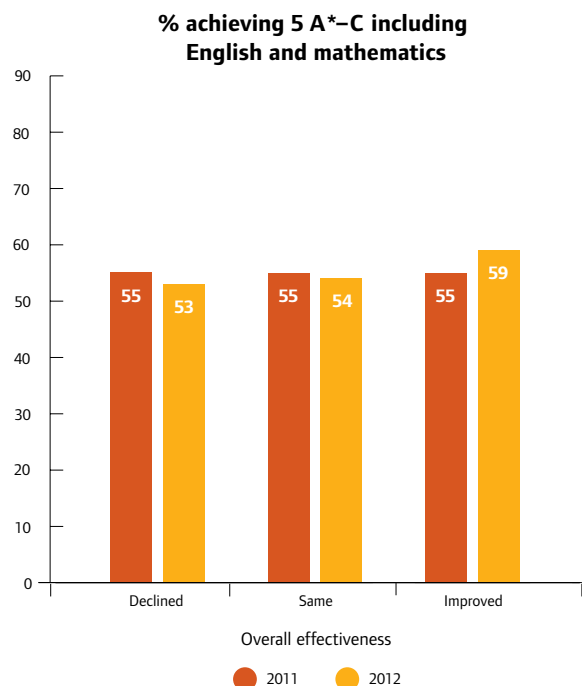
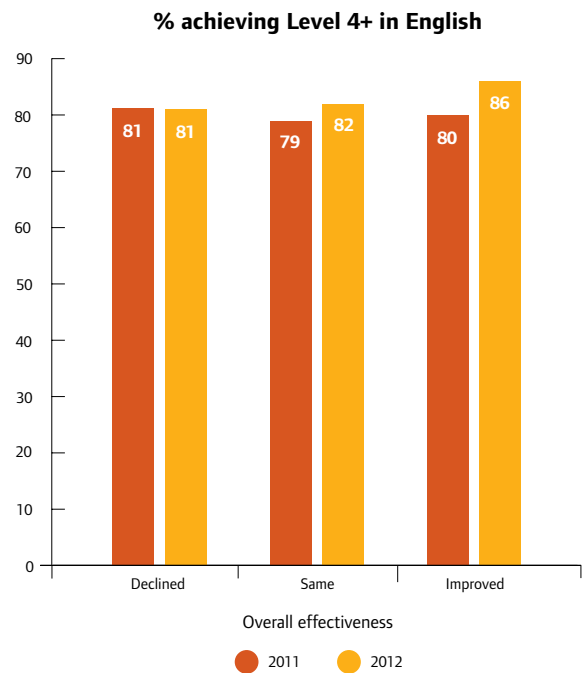
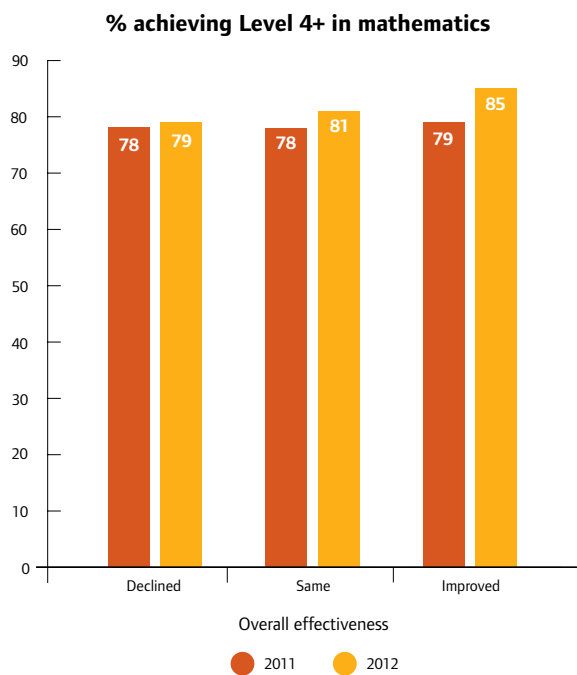
2 In 1993/94, Ofsted did not assign overall judgements to schools, but for the purposes of the Annual Report did aggregate the standards in all lessons across all subjects for secondary schools, of which only 51% were judged to be good compared with 71% for secondary schools this year.

15. The improving profile of inspection grades in England reflects better teaching in many schools and more effective senior and middle leadership, which are central to achieving better outcomes for pupils. In less effective schools, there remain weaknesses in teaching and leadership, particularly in the teaching of English

and mathematics, and too much low-level misbehaviour.

16. In those schools where the inspection grade improved in 2012/13, test and examination results were higher than in the previous year.

Figure 4: Key Stage 2 and Key Stage 4 examination results for schools inspected in 2012/13 for the two years prior to inspection



Schools are included in the chart where they were inspected in 2012/13 and had been inspected previously. The overall effectiveness judgement at their 2012/13 inspection was compared with the overall effectiveness judgement at their previous inspection, resulting in the categorisation of 'declined', 'stayed the same', or 'improved'. The bars show the proportion of pupils within these schools which reached the key performance threshold, and show that schools with an improvement in their overall effectiveness grade saw the biggest improvement in their test or examination results.

Source: Ofsted and Department for Education

17. While schools in England are doing better, as a country we still do not perform well enough in international tests. If our education system is to become world class, we need to raise standards of teaching and leadership further, including in different parts of the country and for the poorest performing and most able pupils.

Requires improvement

18. In 2012/13, Ofsted introduced a new regional structure, through which Her Majesty's Inspectors (HMI) are undertaking monitoring inspections of schools that are not yet good. This has had a notable impact in schools, alongside the introduction of the new 'requires improvement' judgement as a replacement for the earlier 'satisfactory' grade. Greater accountability and more focused inspection are helping to improve many of our weaker schools.
19. HMI report a wide sense among schools and local authorities that the 'requires improvement' judgement has acted as a sharp catalyst for more rapid intervention. In a study of 42 schools carried out after the first three months of monitoring inspections, inspectors found that three quarters had made one or more changes to staffing, the majority to the school leadership, following the judgement of requires improvement.
20. HMI have visited almost 1,500 schools to conduct requires improvement monitoring inspections, which have been supplemented by a further inspection where there has been further cause for concern. Over 90% of all schools requiring improvement were found to be making satisfactory progress in remedying weaknesses.
21. Schools' responses to these regionally led monitoring inspections have been overwhelmingly positive.

'The HMI inspection led to visits to outstanding departments in schools in similar circumstances; more robust monitoring systems for governors; and more in-depth challenge to underperforming teachers.'

'We triangulated lesson observations, work scrutiny, learning walks and pupil progress data in order to reach an overall judgement on teacher performance. As a result of the visit by HMI, there is a more coherent record of this. We now also record those pupils who are exceeding expected progress to give us an indication of which pupils are achieving very well.'

'The visit assured us that we were on the right track. HMI highlighted marking as a priority to ensure that we are able to demonstrate good teaching at our next inspection.'

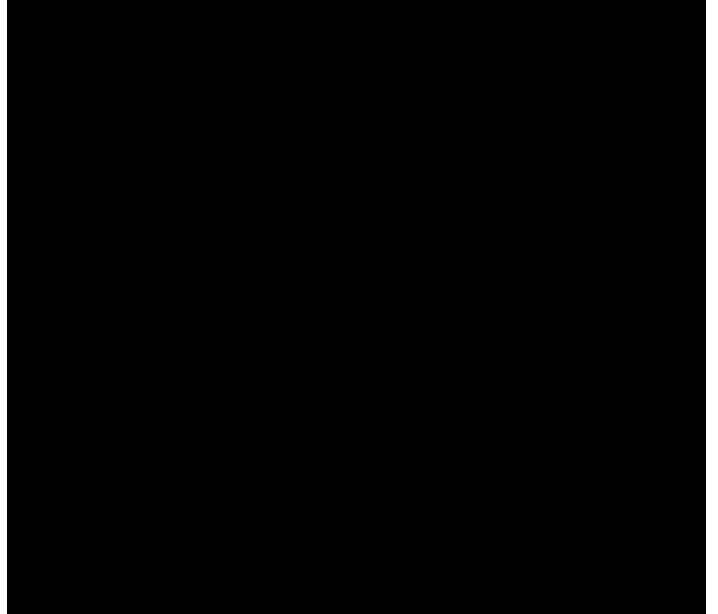
'The HMI visit highlighted areas that we had not considered with enough urgency. For example, we currently monitor Year 11 data very closely, looking at progress versus forecasts. Although we have been aware of progress lower down the school, this has not been subject to the same levels of scrutiny. As a governor, I have now requested that we see what progress each year group makes – so that we can track this from arrival in school until they leave. I will also be asking for this to be split between groups of pupils – boys and girls, free school meals, more able pupils and so on.'

22. Her Majesty's Inspectors have led 120 'Getting to good' seminars for over 1,100 schools judged as requires improvement, inviting headteachers and chairs of governing bodies. Eight successful national conferences on better English and mathematics, drawing on evidence from inspection, have been held in 2012/13, involving over 1,000 headteachers, governors and subject leaders. Again, responses from schools have been positive.

'Roles of middle managers have been strengthened. Governors are now clear about their role and how to challenge and support. The importance of this and training is now obvious to them. This has led to more focus on their work.'

'We focused on the teaching and learning policy and worked to establish the non-negotiable aspects of good teaching.'

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Teaching

23. Teaching is at the heart of all school improvement – not woolly or unambitious teaching, but teaching that gets children ready for the next stage in education or employment. The best teachers always challenge children to do better, minute by minute, lesson by lesson, day by day. They exude authority and accept neither mediocrity nor work that is less than good. However, teachers can only teach well, and challenge pupils to do better routinely, if behaviour in class is orderly and attentive.
24. The ‘School inspection handbook’³ sets out what inspectors must do and what schools can expect under section 5 of the Education Act 2005. It emphasises the importance of considering the extent to which:
- teaching engages and includes all pupils, with work that is challenging enough and that meets their individual needs, including for the most able pupils
 - pupils’ responses demonstrate sufficient gains in their knowledge, skills and understanding, including of literacy and mathematics
 - teachers monitor pupils’ progress in lessons and use the information well to adapt their teaching
 - teachers use questioning and discussion to assess the effectiveness of their teaching and promote pupils’ learning
- assessment is frequent and accurate and used to set relevant work from the Early Years Foundation Stage onwards
 - pupils understand how to improve their work
 - all pupils are taught well so that they are properly prepared for the next stage in their learning, including in the Early Years Foundation Stage where the development of their communication, language and literacy skills must equip them well for Key Stage 1.
25. We judged teaching overall to be good or outstanding in 65% of schools we inspected this year, compared with 62% last year. We also observed the quality of teaching in individual lessons and found it to be good or outstanding in 71% of primary lessons and 69% of secondary lessons.⁴
- Leaders must focus on improving teaching**
26. In the best schools, good teachers are identified and rewarded, including through effective performance management. This is why inspectors ask questions about pay and performance management in each of our inspections. However, good teachers can only provide the challenge that pupils need if the headteacher ensures that the culture and expectations in the school support good learning, including through ensuring that standards of behaviour are high.

³ *School inspection handbook* (120101), Ofsted, 2012; www.ofsted.gov.uk/resources/school-inspection-handbook.

⁴ For those lessons where a judgement on the quality of teaching was recorded.



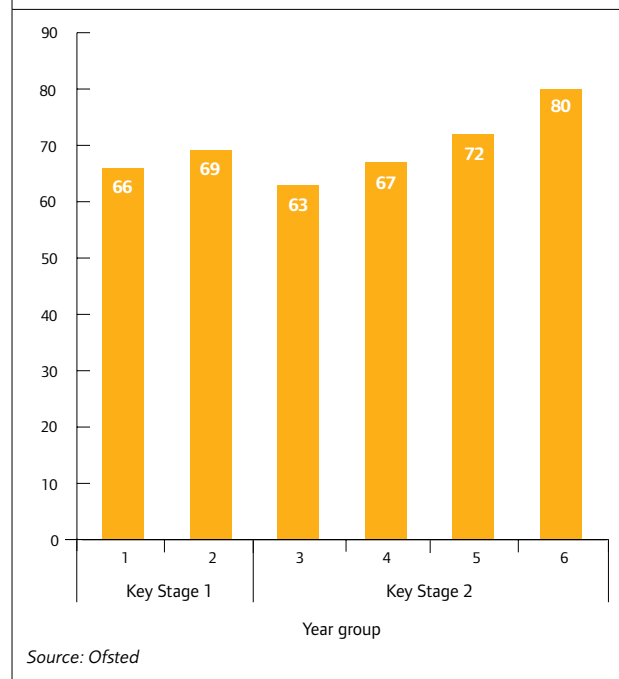
27. Last year's Annual Report emphasised the critical importance of leadership. For most senior and middle leaders in schools, this means improving their leadership of teaching. In a selection of high performing schools we inspected this year, we looked specifically at the leadership of teaching. The most successful leaders took steps to improve the culture in their schools, creating a climate that fostered open and constructive challenge. In turn, this encouraged teachers to be honest about the areas they needed to improve. These leaders also sought views on their own performance, modelling the behaviour they wanted to see. Teachers were motivated to improve because pay, other rewards and promotion were linked to the quality of teaching. Newly qualified teachers reported that expectations of their performance were high and that they were supported through tailored support, including through many opportunities to observe outstanding teaching. Existing staff had access to relevant and high quality continuing professional development.
28. High performing leaders of teaching were visible in classrooms. As credible teachers themselves, they were a source of advice and inspiration for others. Moreover, this helped to achieve a high degree of consistency in the quality of teaching across the school. A sharp but shared focus on behaviour, for example, or spelling, grammar and punctuation, meant that everyone in the school, including midday and teaching assistants, were trained to have the same high standards and to challenge pupils to do better.
29. Leaders in these schools were able to devote their energies to improving teaching because they had effective administrative systems in place to ensure that the day-to-day school administration was managed effectively. This allowed leaders to focus on the leadership of teaching. Governors supported headteachers in this as they recognised the value of focusing on teaching, and on the progress made by pupils, rather than on the day-to-day management of the school.

137,000 lesson observations carried out by inspectors during 2012/13

Good teachers are not always deployed where they will have most impact

30. Lesson observation is the core activity of school inspection, and inspectors observed more than 137,000 lessons in 2012/13. Outstanding teaching was observed in classes for all different kinds of ability group, year group and national curriculum subject. However, the distribution of weaker teaching in schools is a cause for concern. Better teaching was seen, generally, in higher ability sets and in the upper age ranges.
31. In primary schools, the oldest pupils were most likely to see good teaching, with the highest proportion of good teachers seen in Year 6. Teaching was weakest at the start of Key Stage 2.

Figure 5: Percentage of lesson observations in primary schools where teaching was judged as good or outstanding, by key stage and year



32. Pupils in infant schools are more likely to be assessed as reaching, or exceeding, the standards expected for their age than when they are taught in all-age primary schools. However, inspectors have noted some inconsistency in teacher assessment at the end of Key Stage 1, in the different types of school, and across the regions. Moreover, analysis of Key Stage 1 test results over recent years shows that performance at the end of Key Stage 1 often dips when infant and junior schools are amalgamated. This is not necessarily because

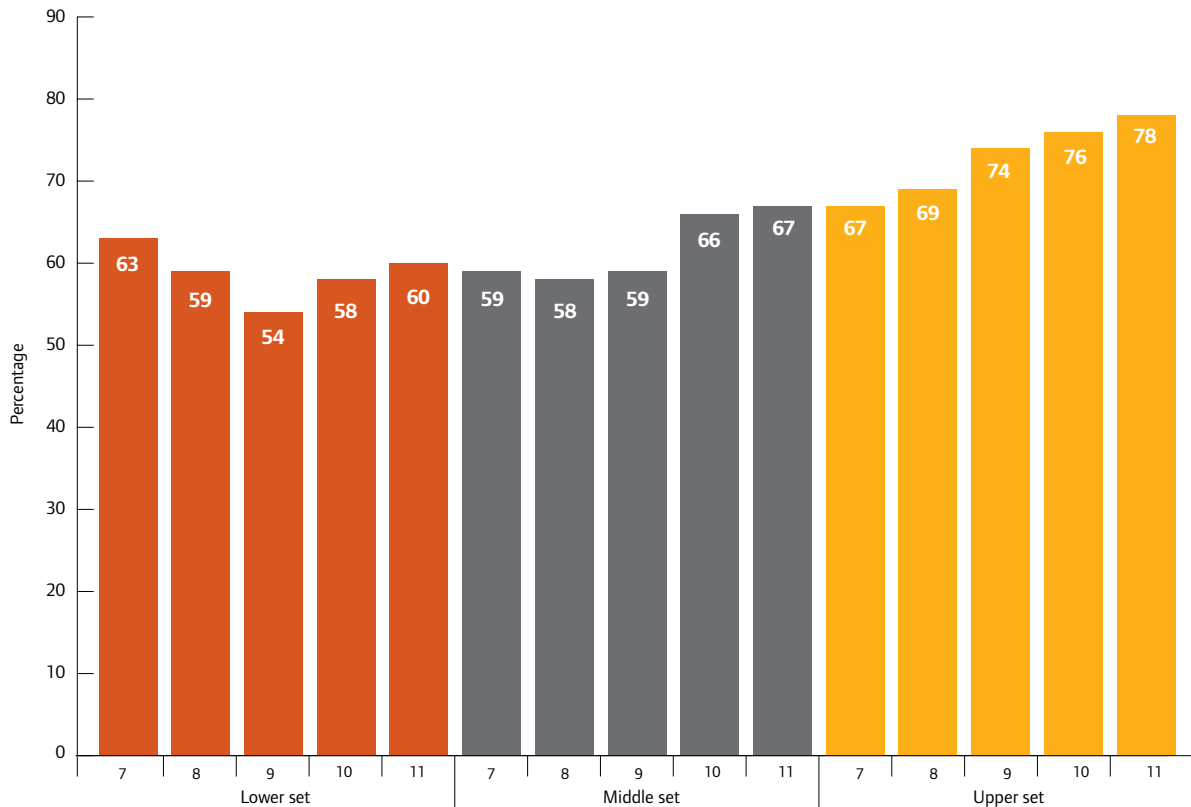
standards have declined. It is likely to reflect some uneven assessment practice in both infant and primary schools, which is not sufficiently well moderated.

- 33. Research shows that unless children have mastered the basic skills by the age of seven they find it difficult to catch up. Yet Inspectors found that much of the weakest teaching in primary schools was concentrated in the younger age groups. In these formative years, pupils need the best teaching not the poorest. If schools are to close the attainment gap, they must devote sufficient resources and better quality teaching to the earlier primary years and to the children who need it most.
- 34. In secondary schools, fewer good or outstanding lessons were seen in Year 9 classes with lower ability pupils. Classes with lower ability pupils in Years 8 and 10, and those with average ability children in Years 8 and 9, were only marginally more likely to be good or outstanding.

- 35. This suggests widespread deployment of the better teachers to teach pupils who are preparing for tests and examinations. In part, this may be a consequence of the existing accountability measures. The new accountability measures, however, which place greater emphasis on the progress that all pupils make rather than on the proportions that reach or exceed a particular level of attainment, should encourage secondary schools to focus the best teaching more evenly throughout the key stages.
- 36. The quality of teaching varied from one part of the country to another, and was poorer in areas of more deprivation. Less than a third of secondary schools inspected in deprived areas in the North East of England, for example, were judged to be good or outstanding for teaching.⁵

Figure 6: Percentage of setted teaching observed in secondary schools that was judged as good or outstanding, by observation grouping and year

Data based on setted classes for the teaching aspect of lessons observed in secondary schools inspected in the 2012/13 academic year. Lesson observations are qualitative judgements made on inspection. Not all lessons are observed and a teacher may be observed more than once on an inspection, therefore the data may not be representative at a school, phase, regional or national level. There is also a bias from the scheduling of inspections (to inspect the weaker schools, and defer outstanding and good schools via risk assessment).



Source: Ofsted data

⁵ *Unseen children: access and achievement 20 years on* (130155), Ofsted, 2013; www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years. Data correct as at 31 December 2012.

Why isn't there more good teaching?

37. In our 'Moving English forward' report,⁶ evidence from three years of the inspection of English found that learning in schools was limited by some common misconceptions about what constitutes good teaching. Inspectors do not expect to see a particular teaching style, but senior and middle leaders in schools too often mistake a 'busy' lesson for a good one, or adopt an approach to planning, teaching or observing lessons that is overly bureaucratic. Common misconceptions include the following:

- **Pace** – A belief that the faster the lesson, the better the learning. While pace is important – pupils may lose concentration in a slow lesson – teachers concentrate too often on the pace of the activity rather than the amount of learning.
- **The number of activities** – Some teachers believe that the more activities they can cram into the lesson, the more effective it will be. This is often counterproductive, as activities are changed so often that pupils do not complete tasks and learning is not consolidated or extended.
- **Over-detailed and bureaucratic lesson plans** – Excessive detail within these plans can cause teachers to lose sight of the central focus on pupils' learning.
- **An inflexible approach to planning lessons** – Some school policies insist that all lesson plans should always follow the same structure, no matter what is being taught. The key consideration should be the development of pupils' learning rather than sticking rigidly to a format.
- **Constant review of learning in lessons** – In lessons observed, significant periods of time were spent by teachers on getting pupils to articulate their learning before they had completed enough work. Indeed, inspectors observed lessons where pupils were asked to self- or peer-assess work before they had been able to complete more than a sentence or two.

Making the right start as a teacher

38. Initial teacher education (ITE) inspections focus on the quality of ITE partnerships. The current expectation is that training partnerships should be developing the

next generation of good and outstanding teachers.⁷ Ofsted introduced a new ITE framework from September 2012⁸ to match these heightened expectations and promote improvement across the sector. In this first year, a greater proportion of ITE partnerships was judged as requires improvement than under the previous ITE inspection framework.

39. In 2012/13, ITE partnerships with a smaller number of trainees were generally of higher quality than those with larger numbers of trainees. The hallmarks of these highly successful ITE partnerships are that schools play a key role in recruitment and selection, the design and delivery of training and assessment and the strategic leadership of the partnerships. These partnerships ensure that their trainees are equipped with the practical skills they need to step into their first teaching posts with confidence and high levels of competence. The schools who go on to employ these trainees rate them highly.
40. Between September 2012 and August 2013, over 137,000 lesson observations were recorded on school inspections where the quality of teaching had been observed. Of these, over 4,800 observations were of newly qualified teachers. As might be expected, their teaching was weaker than that of more experienced teachers. This reinforces the need for effective training, support, guidance and mentoring, particularly in the first year of teaching, and confirms that not all trainees have developed the practical skills they need to 'hit the ground running' by the end of their training.

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⁶ *Moving English Forward*, 110118, Ofsted 2012; www.ofsted.gov.uk/resources/moving-english-forward.

⁷ *Training our next generation of outstanding teachers: an improvement strategy for discussion*, Department for Education, 2011; www.education.gov.uk/publications/standard/publicationDetail/Page1/DFE-00054-2011.

⁸ *Initial teacher education inspection handbook (120028)*, Ofsted, 2013; www.ofsted.gov.uk/resources/initial-teacher-education-inspection-handbook.

Outstanding teaching

41. In 2012/13, inspectors saw many different kinds of outstanding teaching, although nearly all shared the common characteristics of high expectations, detailed subject knowledge, good and attentive behaviour and an unremitting focus on what children were expected to learn.

From the outset of a Year 3 literacy lesson, the teacher established a very 'business-like' atmosphere. Pupils had resources at the ready, were highly attentive and worked briskly. The teacher had high expectations of all pupils; they were all to review and apply what they knew about the use of modal verbs. Pupils listened intently as the teacher recapped previous learning, using a story to prompt the class to identify examples and justify them. There were excellent opportunities for speaking and listening, as pupils identified the correct spoken language for each example. The teacher challenged all pupils, including the most able, by asking individuals to reflect on her detailed marking of the work in their books. Pupils appreciated this and rose to the challenge of answering the precise questions that the teacher had posed. Next steps in learning were clarified for all; each pupil pursued their own target, made rapid progress and reached above average attainment levels. In preparing the lesson, teaching and marking, this teacher drew on excellent subject knowledge to make sure that all pupils understood about modal verbs, and could use them in speech and in writing.

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In a Year 3 lesson on recycling, Italian was the main language of communication. The teacher used a wide range of resources, including the interactive whiteboard, to reduce the need for translation. A teaching assistant, herself a native speaker of Italian, provided additional help with the pronunciation of the most difficult words and the children took great pleasure in trying to emulate her accent and intonation. While deciding in which bin each object should be placed, the teacher skilfully added additional known language to challenge more able pupils. This included the colours of the bins and the objects and numbers, comparing figures relating to recycling in Italy and Bedford. In order to keep all instructions in Italian, all adults demonstrated and used gesture so the pupils had no difficulty understanding. By the end of the lesson, all these very young pupils could understand and respond to a wide range of commands, vocabulary and questions and were confidently using Italian themselves.

Year 11 English students were studying J.B. Priestley's 'An Inspector Calls'. Students listened attentively and quietly as the teacher opened the lesson by explaining key features of evaluative writing. Her talk included an excellent example of an evaluative sentence, and students were challenged to come up with examples of their own. Following this, students were set to work on exploring the text, and during their evaluative writing the teacher cross-examined individuals, using searching questions to provoke a deeper level of knowledge and understanding. The work set had been meticulously planned and each student was mindful of their target grades and knew what was expected of them. Although this was a tightly planned lesson, the teacher responded flexibly to students' questions, allowing the lesson's 'direction of travel' to shift so that she could fill gaps in the students' knowledge and understanding.

In a Year 6 science lesson, the teacher had evidently high expectations of all pupils. The teacher led the pupils through the detailed workings of the human digestive system, with short, sharp direct inputs and a series of challenges set for the pupils. During the lesson, pupils were asked to explore different models of the digestive system, while the teacher and teaching assistants reinforced pupils' learning and extended it by asking pupils to predict what would happen next and encouraging them to question. Pupils were expected to be curious and became engrossed, applying the correct technical language such as pancreas, oesophagus and bile. They learned rapidly, showing their thirst for knowledge and answered questions such as 'Does food just slide down the oesophagus? What other factors may be assisting?' This lesson used skilled teaching to enthuse pupils while teaching them key scientific knowledge.

In a Year 10 English lesson on Steinbeck's 'Of Mice and Men', the teacher kept the lesson format simple and allowed students, through high quality debate and note-taking, to develop considerable proficiency in annotating text with detailed and insightful textual analysis. The students worked doggedly, and committedly, to improve their knowledge and understanding. As a result, they were informed and knowledgeable about the different dimensions of the character of Curley's wife, and at all times they closely referenced the text when making their observations. At the heart of this successful learning was an experienced and expert teacher, who motivated the students well and ensured that they were fully prepared for a subsequent writing task.

In a mixed-ability Year 5/6 class, pupils were challenged to work out the length of a bus journey, given the start and finish times. Several made mistakes when subtracting using a column method. The teacher had anticipated this misconception and asked a successful pupil to explain how he used a 'timeline' to make sense of the problem. All pupils tried this method, most successfully. By the end, all pupils could calculate time differences and apply this knowledge in contexts of varying difficulty.



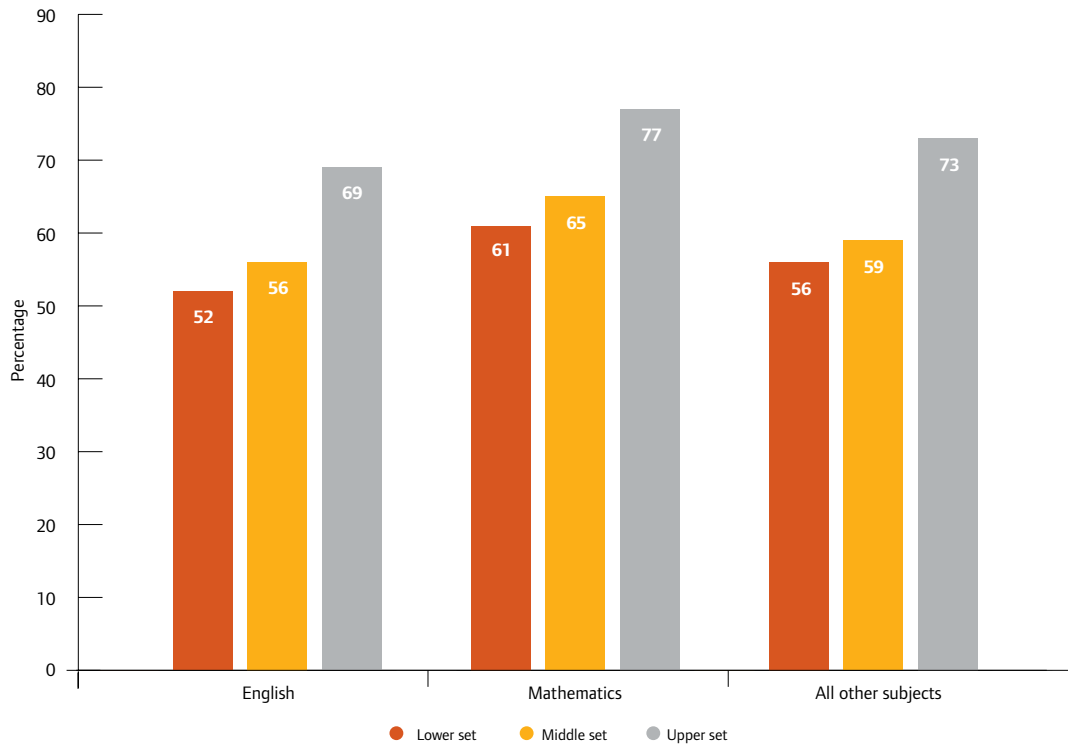
Inspectors saw outstanding lessons delivered using a range of different teaching styles



Year 10 students had made excellent progress in improving practical drama skills and evaluating theatrical performance. As they discussed what they had learnt, they demonstrated thorough knowledge and understanding of the theories of Antonin Artaud and the 'theatre of cruelty'. The most able students were stretched not only by using Artaud's theories to create original drama work, but also by the teacher's expectation that they would perform pieces to a high level of proficiency, while demonstrating command of the relevant technical language. The lesson was highly focused. The teacher expected the students to perform well and they did so. Opportunities were planned for students to think carefully about their own work, in some depth, and solve production problems for each other with remarkable confidence and skill.

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Figure 7: Percentage of setted lessons observed in secondary schools where teaching was judged as good or outstanding, by observation group and subject

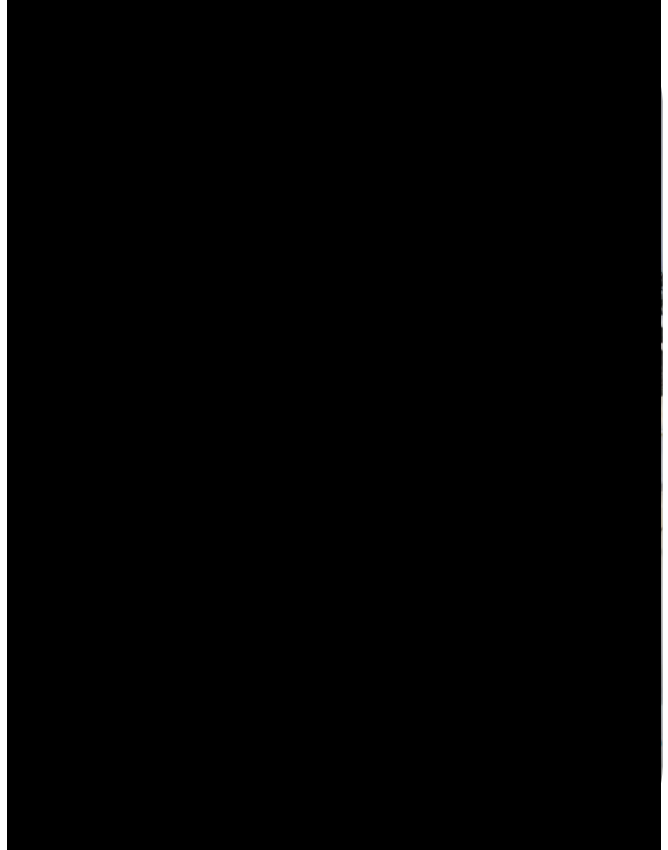


Source: Ofsted

Better English and mathematics

42. Achieving basic competence in English and mathematics is critical for every pupil's life chances – higher study and employment are both dependent on this and failure can lead to a lifetime of underachievement. Raising levels of basic skills in literacy and numeracy is critical for national competitiveness. Between September 2009 and August 2013 around a third of lessons observed by inspectors were less than good in these two key subjects. This is compounded for some pupils by disproportionately poorer teaching in the lower sets.

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Some key challenges in improving mathematics in schools⁹

Wide in-school variation in teaching quality.

Few schools had teaching that was consistently good. Despite this, it was rare to find a school that had a systematic approach to raising the quality of teaching in mathematics.

Conceptual understanding and problem solving are underemphasised.

Too often, teaching focuses on 'how' without understanding 'why', so that pupils have an insecure foundation on which to build new learning. Many pupils spend too long working on straightforward questions, with more demanding problems located at the ends of exercises or set as extension tasks. Consequently, not all pupils tackle them. In examples of weak mathematics teaching, the teachers typically demonstrate a standard method and give tips to pupils on how to avoid making mistakes. Such teaching does little to strengthen pupils' understanding.

Teaching isn't always adapted in the light of pupils' understanding.

In lessons seen by inspectors, pupils' errors and misconceptions are often missed or not acted on. Stronger teaching avoids this by probing each pupil's understanding throughout the lesson, interpreting the clues in pupils' written work and oral responses to pinpoint difficulties.

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Some key challenges for raising standards in English¹⁰

The teaching of writing needs to be more effective and include a stronger emphasis on spelling and handwriting. Lessons can offer too little time to complete writing tasks, and pupils need opportunities to complete extended writing. More emphasis should be placed on creative and imaginative tasks, and on the teaching of editing and redrafting. Letting pupils choose topics, and giving them real audiences, helps make writing relevant and appealing.

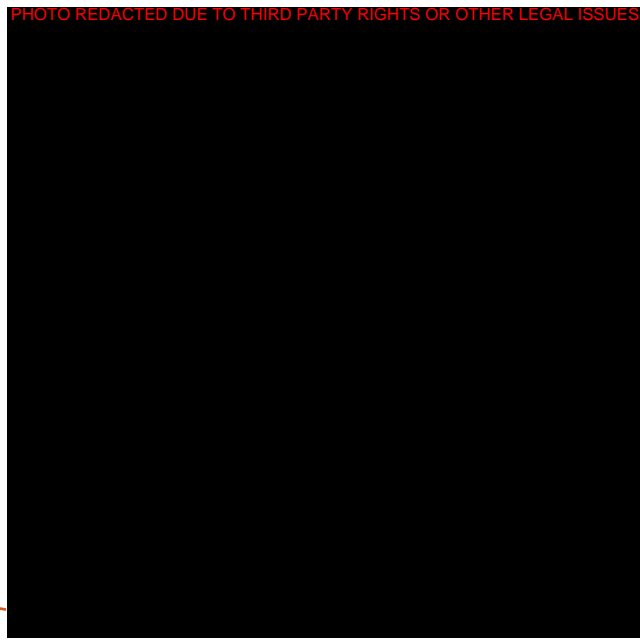
Pupils don't receive enough encouragement to read widely for pleasure. Time needs to be set aside in lessons for the reading, sharing, recommending and discussion of texts. Schools can be distracted by national tests and examinations, which do not always assess pupils' wider reading skills well.

Too many pupils, especially older students, do not see English as a subject that affects their daily lives.

Pupils who make limited headway in English frequently speak of the subject as though it is a largely passive experience. Pupils need to see the practical benefits – the importance of getting that letter of application grammatically correct – as well as understanding how other work in English, such as poetry, contributes to their personal and emotional development, and the development of important literacy skills.

9 *Mathematics: made to measure* (110159), Ofsted, 2012; www.ofsted.gov.uk/resources/mathematics-made-measure.

10 *Moving English Forward*, (110118) March 2012. <http://www.ofsted.gov.uk/resources/moving-english-forward>.



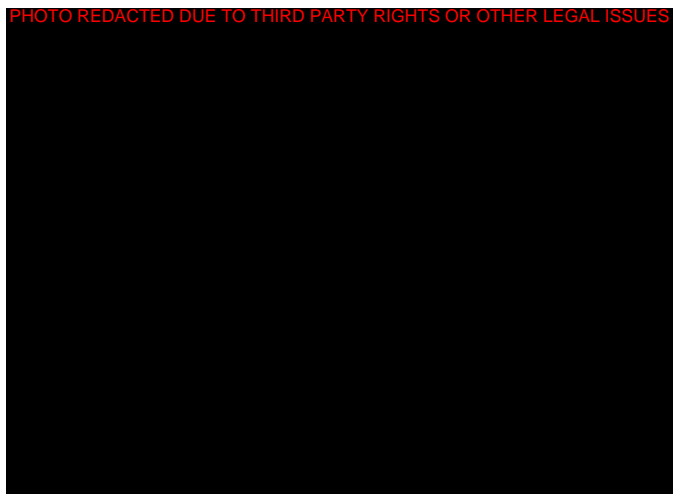
Academies: a new landscape

43. Academies are all-ability, independent, state-funded schools. Sponsor-led academies were introduced 11 years ago to replace failing and stubbornly underachieving schools. In most cases, they were also located in England's most socially and economically disadvantaged areas. Newer sponsor-led academies and the academy converters are schools that have been approved by the Secretary of State to become an academy under the Academies Act 2010. The first established academy converter schools were higher performing schools that had been judged good or better at their last inspection. However, conversion is now an option for other schools. Free schools are new academies that are introduced in response to local demand.

44. There are now just under 3,500 academies. While this represents only 16% of all schools, the scale of the academy programme is growing rapidly. Two hundred and ten secondary schools converted to become an academy in 2012/13 alone. Academies are more common at secondary than at primary, though the proportion of primary academies has doubled in the last year. Over half of all secondary schools are now academies compared with 9% of primary schools. This compares with 45% and 4% in the previous academic year. Sponsor-led academies may have been

the first to be established, but the majority of all academies (70%) are now converter academies.

45. The first 24 free schools opened in 2011.¹¹ Nine of these schools are in London, with the remainder spread around the rest of England. Seventeen are primary schools and seven are secondary schools. These schools were all inspected for the first time between 1 January and 30 July 2013. In inspections of 24 of the first free schools, 18 were judged to be good or better for overall effectiveness.



¹¹ One studio school and one university technical college (UTC) also opened in 2011. Both schools were judged as requires improvement for overall effectiveness at their first inspection in 2013.



Over half of all secondary schools are now academies

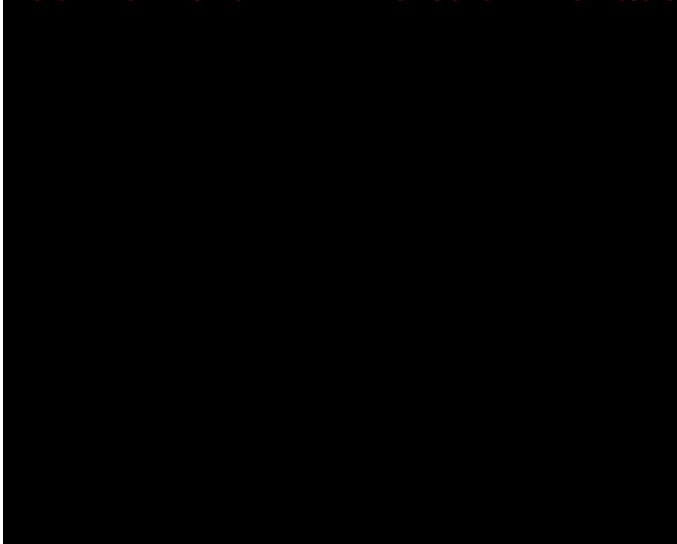


46. Ofsted will assess the impact of conversion to academy status on school performance in the coming year. This will include more detailed reporting on how well new academies make use of their autonomy and freedom to innovate and raise standards. We will also report in more detail on the performance of free schools once more schools have been inspected in 2013/14.

Sponsor-led academies are raising attainment

47. Sponsor-led academies took on some of the most chronically underperforming schools in England with the intention of making a clean break with what had been a history of failure. There are now enough schools that have been established for long enough to begin to assess whether this ambition is being realised. The sponsor-led academies that were established in the academic year 2007/08 are all secondary schools and have now operated for a full five years. In the first

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year of establishment, the performance of these schools was 11 percentage points below the national level for the key GCSE benchmark of 5 or more GCSE passes at A* to C grade, including English and mathematics. This was exceptionally poor and reflected the weak educational performance of the previous schools. Five years later, these schools had not only tracked improvements nationally, but had narrowed the gap by eight percentage points.¹² Schools established in the two subsequent years are showing similar improvement.

48. At 57%, the proportion of good and outstanding sponsor-led academies is still lower than the figure for all schools nationally. This is because sponsor-led academies were established in many of the poorest performing schools. However, if sponsor-led academies maintain the improvement trends seen so far, the proportion of good and outstanding inspection judgements should increase in time.

Some multi-academy trusts are underperforming

49. The majority of sponsor-led academies are part of multi-academy trusts (MATs). Recent increases in the numbers of academy converters mean there are now almost as many converter academies in these trusts, with 560 academy converters compared with 680 sponsor-led academies. This reflects a significant change in the structure of the English education system. Some of these trusts now oversee more secondary schools than some local authorities.
50. The most effective trusts have taken schools that were underperforming and improved them comprehensively. On the basis of inspections to date, some multi-academy trusts are performing less strongly. However, because many trusts have recently taken on new academies, some of the largest trusts have had fewer than half of their schools inspected. As more academies in trusts are inspected, it will become clearer how the performance of trusts compare. From January 2014, we will coordinate the inspection of the constituent schools in some weaker multi-academy trusts and report in detail on our findings.

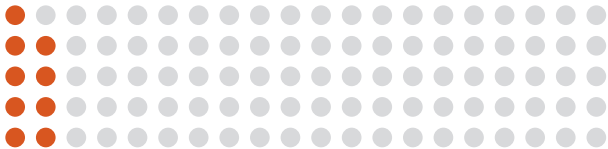
¹² There were 35 sponsor-led academies that opened in 2007/08. The analysis is based on 30 of these where full attainment data was available for each academic year.

Academies: context and performance



Primary schools

Only **1,522*** (**9%**) of the **16,799** primary schools in England are academies...



Secondary schools

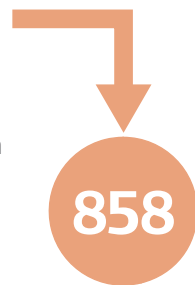
... by contrast, **1,798*** (**54%**) of the **3,326** secondary schools are academies



Making **3,484** academies overall**

Sponsor-led academies

These academies are all-ability, state-funded schools established and managed by sponsors from a wide range of backgrounds, including high performing schools and colleges, universities, individual philanthropists, businesses, the voluntary sector, and the faith communities.



of which:



Academy converters

Schools that have chosen through Governing Body Resolution and application to the Secretary of State to become an academy under the Academies Act 2010.

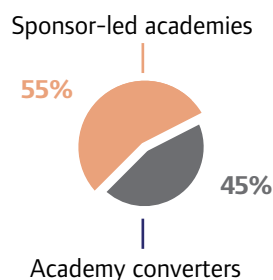
There are **413** academy chains, of which the majority (**91%**) of chains are multi-academy trusts (MATs)

MATs definition

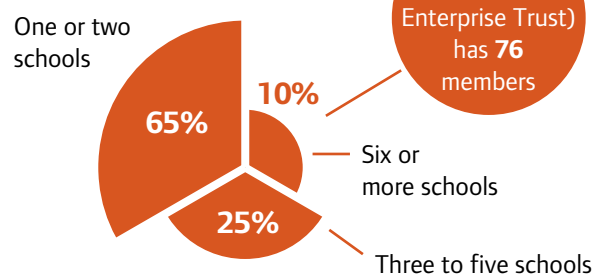
Several academies created under one funding agreement. The MAT decides on the allocation of funding for each individual academy and will determine how that funding is used.

Each academy may have its own governing body but powers may be more limited.

Proportion of MATs



Size of MATs



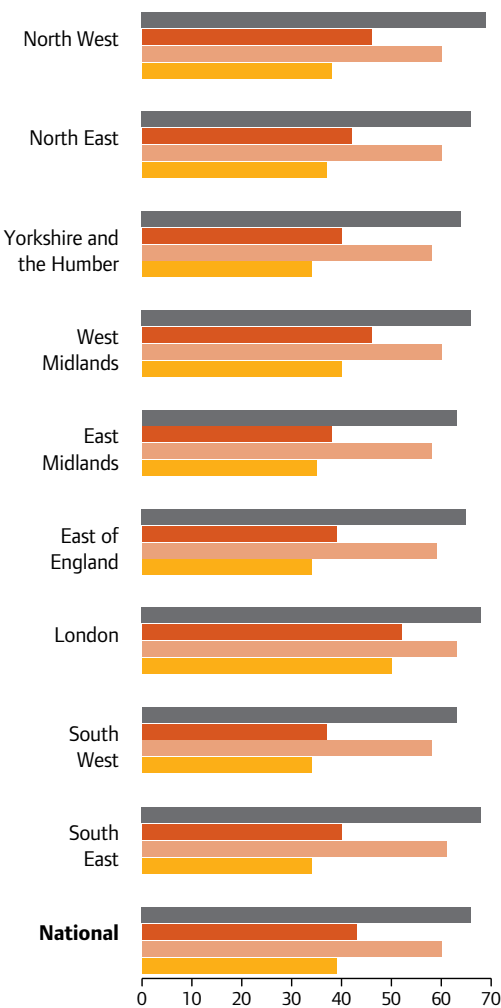
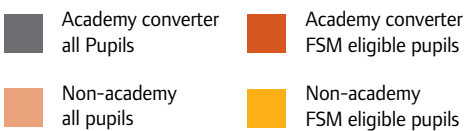
* At primary and secondary phase, the total number of academies include sponsor-led academies, academy converters and free schools.

** Sponsor-led academies, academy converters, free schools, studio schools and university technology colleges make up the 3,484 academies.

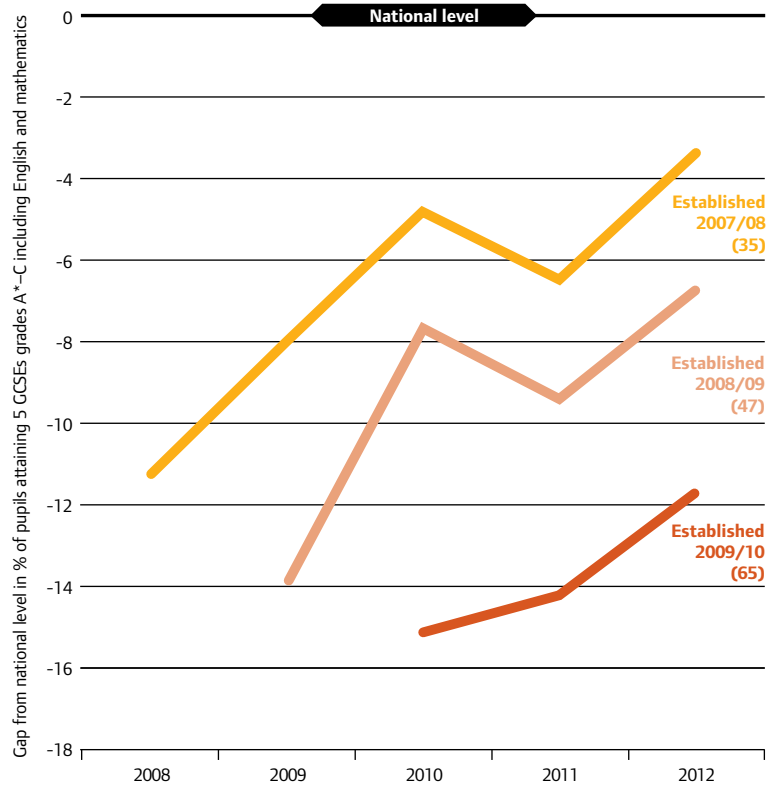


Academy converters are outperforming all non-academy schools although there is still a worrying disparity in the performance of pupils eligible for free school meals (FSM) to all pupils in all schools.

FSM pupils' attainment against all pupils



Gap from the national level for sponsor-led academies

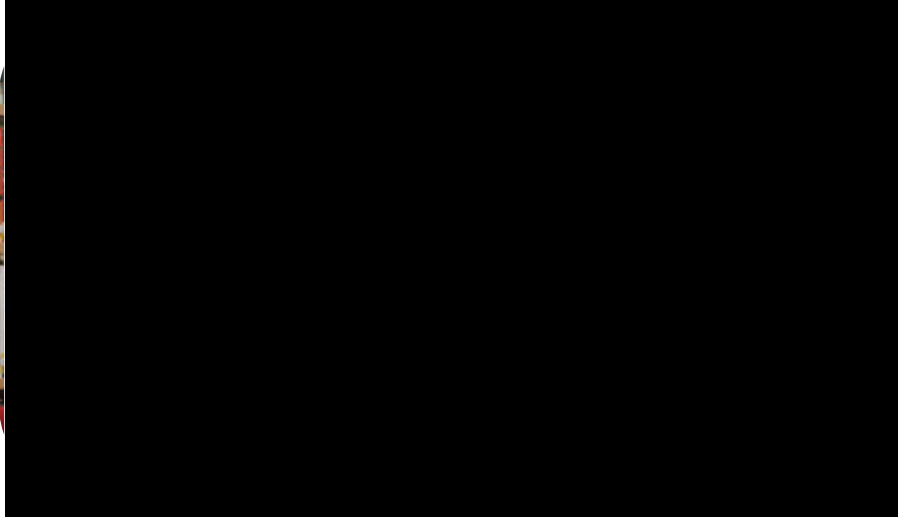


The Key Stage 4 attainment of sponsor-led academies begins to catch up to the national level in the years after opening.

The gap between sponsor-led academies and national proportion achieving 5+ GCSEs grades A*-C, including English and mathematics, at Key Stage 4 has continued to shrink over the past five years.

Sponsor-led academies that have been open since 2007 have made the most improvement at Key Stage 4.

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Tackling underperformance across England

White children from low income families are falling behind

51. Our recent report, 'Unseen children: access and achievement 20 years on',¹³ highlighted serious inequalities in the performance of disadvantaged children. In particular, it showed that it is the long tail of underperformance of White children from low income backgrounds that is limiting our progress towards a world class education system. Compared with other ethnic groups of pupils from low income families, White children have the lowest attainment. The gap between White children from low-income families and other White children is bigger than for any other ethnic group.
52. It is poverty of expectation in these communities and in many of their schools, not poverty itself, that limits the achievement of these children. In the best schools successful leaders and teachers challenge all children to achieve well. A relentless focus by school leaders on the quality of teaching creates a climate in which no child is left behind.
53. This year, inspection reports have commented on how effectively schools have made use of the pupil premium. A review of a sample of reports showed that those schools that are succeeding in narrowing gaps are making effective use of the pupil premium.¹⁴ In the

¹³ *Unseen children: access and achievement 20 years on* (130155), Ofsted, 2013; www.ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years.

¹⁴ *The Pupil Premium: how schools are spending the funding successfully to maximise achievement* (130016), Ofsted, 2013; www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement.



more successful schools, the funding is tailored to the specific needs of individual pupils, usually through one-to-one support or by enabling pupils to participate in a wider range of enrichment and external activities. The stronger schools are also much more likely to evaluate fully the impact that this new investment is having.¹⁵

The most able are not doing well enough

54. A new report on how well the most able children do in state secondary schools was published in 2012/13. It concluded that too many of our most able children and young people are not reaching their potential in our non-selective state secondary schools.¹⁶

55. Many of these able students achieve well compared with average standards but, nevertheless, fail to reach their full potential. This is most obvious when we consider the pupils who did well in both English and mathematics at primary school and then examine their achievement at GCSE five years later. Almost two thirds of high-attaining pupils leaving primary school did not reach an A* or A grade in English and mathematics GCSE in 2012. Just over a quarter did not even reach a B grade in English and mathematics. These two groups represented just over 65,000 and 27,000 young people, respectively.¹⁷

56. Predictably, the able students who are most likely to underachieve are those from poorer backgrounds. More of our most able young people need to fulfil their potential if we are to become more economically competitive.

Figure 8: Attainment gap at the end of KS4 between the percentage of eligible free school meal pupils and non-eligible pupils attaining the GCSE benchmark, by ethnicity in 2012

This size of the circle indicates the number of pupils within the ethnic group and free school meal category. The largest circle is for White British pupils who do not receive free school meals and the second largest category is White British pupils who do receive free school meals. The location of the circle shows the proportion of these pupils gaining five or more GCSEs grades A* to C including English and mathematics in 2012, and the white line shows the gap in attainment. The gap is much larger for White British pupils than for any other ethnic group. Chinese pupils receiving free school meals outperform White British pupils who do not receive free school meals.



Figures are based on revised data. Based on students in state-funded schools (including academies) at the end of Key Stage 4 in each academic year. Source: Department for Education.

15 *The Pupil Premium: how schools are spending the funding successfully to maximise achievement* (130016), Ofsted, 2013; www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement.

16 *The most able students: are they doing as well as they should in our non-selective secondary schools?* (130118), Ofsted, 2013; www.ofsted.gov.uk/resources/most-able-students-are-they-doing-well-they-should-our-non-selective-secondary-schools.

17 The report analysed the performance of 100,000 most able pupils in non-selective schools.

Identification of special educational needs should result in better progress

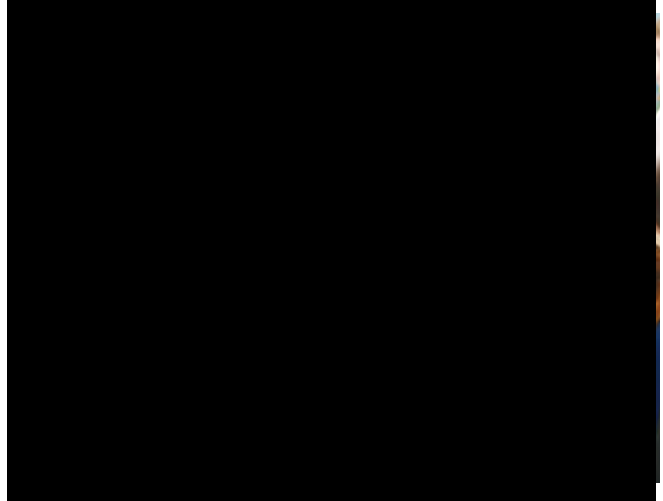
57. Parents and carers are frequently very positive about the quality of education provided in special schools and specialist provision. However, too few pupils make sufficient gains in progress once they are provided with additional support as a result of being identified as having a special educational need.
58. While the proportion of students in mainstream schools who attain level 2 qualifications has increased, the gap between their levels of attainment and those of other pupils has remained constant. In 2006, 21% of students at age 19 with statements of special educational need gained level 2 qualifications compared with 75% for other students. In 2012, the proportions rose to 35% and 91%, respectively. However, the gap was still 56 percentage points.
59. Gauging the achievement of the lowest attaining pupils, including many who attend special schools, can present distinct challenges. The quality of available information about these pupils' performance is often poorer than that available for pupils who are working at the standard usually expected for their age.
60. Inconsistencies in the moderation of teacher assessment of pupils' work, discontinuity between P levels and National Curriculum levels, and scarcity of information for many of these pupils at the end of Key Stage 4, mean that many schools struggle to set appropriately challenging academic targets or check on pupil progress.
61. Moreover, there is little available information to benchmark other important aspects of these pupils' achievement, including the development of their personal and social skills, and their growth in independence.
62. Our inspectors also often find that governors and other relevant authorities find it difficult to hold special schools, pupil referral units and maintained schools with specialist units to account.
63. In 2012/13, Ofsted has responded to this by working with a small number of special schools to explore how they can develop more rigorous assessment systems, and give parents better information about how well their children are doing. This work will continue in 2013/14 once the Department for Education's new accountability measures are agreed.

64. Ofsted requires all inspectors to undertake specialist training in special educational needs. Those who inspect in specially resourced mainstream schools, special schools and pupil referral units are also required to have additional specialist expertise and are deployed accordingly.
65. To strengthen the inspection of schools and other provision catering for children and young people with a special educational need, Ofsted will take the following actions in 2013/14:
- introduce new quality assurance visits to ensure the rigour of special school inspections
 - work with our inspection service providers to deliver further training, aimed at improving the rigour of inspection
 - review how Ofsted holds local authorities to account for their duties in relation to special educational needs
 - work with the Department for Education to develop appropriate arrangements for the lowest attaining pupils, as part of the national developments in assessment and accountability measures.

Access to a good school is too dependent on where a child lives

66. Every child deserves the chance of a good education, but good educational provision in every neighbourhood is even more essential given the challenges involved in raising the achievement of White children from low income families and stretching the most able. These children live in every part of the country, and there are many towns and neighbourhoods where White low income families make up a significant proportion of the community.

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67. Any child's chance of attending a good school still depends heavily on where they live, and regional variation can mask even greater variations in performance within each region. In particular, primary schools in the East of England are poorer than in any other region and secondary schools do not perform as well as primary schools overall.
68. This year, we have introduced new inspection methods to focus on school performance within weaker local authority areas, and to look at how well local authorities discharge their responsibilities for supporting and challenging maintained schools.
69. We have previously highlighted the need for a coordinated approach to improving performance in regional and sub-regional areas. We remain concerned about the uneven distribution of National Leaders of Education. We continue to press for a more systematic means of ensuring that isolated and deprived areas can access the best leaders and teachers, including newly qualified teachers (NQTs).

A 50/50 chance of attending a good school is not good enough

70. There are nine local authority areas, predominantly in London, where every secondary student attends a good or outstanding school. Conversely, there are 13 local authority areas where less than 50% of secondary students attend a good or outstanding school. Of these, five are in the Yorkshire and Humber region.
71. Many of the underperforming local authority areas have other underlying weaknesses. **Knowsley** has one of the highest levels of fixed-period exclusions of students of secondary age, and **Blackpool** has the second highest proportion of persistent absentees at secondary level. **Doncaster** underperforms in terms of a small proportion of students attending good or outstanding secondary schools and has a high rate of fixed-period exclusions and, along with the **Isle of Wight**, **Barnsley's** position at the bottom of the tables for secondary schools is compounded by a high level of persistent absence among students in the secondary phase. **Stoke-on-Trent's** lack of good or outstanding secondary provision is coupled with high persistent absence rates and high fixed-period exclusions.
72. High levels of exclusions and rates of persistent absence raise questions about the quality of behaviour management, and the curriculum on offer, in these schools. Good teaching that challenges pupils to do

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better depends on good and orderly behaviour. Local authorities and others must consider whether they are challenging schools enough to take action in remedying these weaknesses in behaviour, attendance and the curriculum.

73. While London boroughs dominate the top of the table, with 15 boroughs in the top 20 for secondary schools, there are local authorities outside London with excellent educational provision. **Trafford** stands out for having at least 90% of its pupils receiving a good or outstanding standard of education for both primary and secondary schools and is the only authority outside of London to feature in the top 30 for both primary and secondary schools. Moreover, the attainment of White pupils from low income families in **Trafford** is 10 percentage points above the national level.

Primary performance has improved

74. Last year, we highlighted a number of local authorities where too many pupils were in provision that was less than good. In particular, there were 23 local authority areas where fewer than 60% of primary-aged pupils attended good or better schools. This year there are only three: **Thurrock**, **Medway** and **Wolverhampton**.
75. Within the overall trend of improving inspection outcomes for primary schools, some local authority areas are notable for the changes that have occurred since last year. **Derby** and **Coventry** languished at the foot of the primary table in 2011/12, followed not far behind by **Thurrock**. However, the table for this year shows that the proportion of pupils attending good or better primary schools in **Coventry** has risen from 42% to 64% and in **Derby** from 43% to 69%.

Although **Thurrock** remains near the foot of the table, and more will need to be done, there has been an increase of 10 percentage points since last year. In other local authority areas, there have been further substantial improvements. **Hackney** has seen its proportion of pupils attending good or better primary schools rise by 29 percentage points to 85%. **Haringey, Bristol** and **Sunderland** have also seen some marked improvement.

76. Conversely, the performance in a few areas has declined. The proportion of pupils attending good or better primary schools fell by six percentage points in **Southend-on-Sea** and by eight percentage points in **Bracknell Forest**.

Independent school inspections

77. Ofsted inspects 1,144 independent schools where these are not part of an association that has an approved inspectorate of independent schools. The small number of independent schools that disproportionately send pupils to the most highly selective universities are generally represented by associations and inspected by them.¹⁸ Association independent schools are inspected by one of the Independent Schools Inspectorate (ISI), School Inspection Service (SIS) or the Bridge Schools Inspectorate (BSI). Ofsted monitors a sample of the reports of each inspectorate and reports annually on findings.¹⁹

In 2012/13, a third of independent schools inspected were failing to deliver a good quality of education

78. The non-association independent school sector that we inspect is polarised. A large proportion of schools have done well. Conversely, a cohort of independent schools have failed to deliver either a good quality of education or to meet the standards for welfare, health and safety. In January 2013, we introduced a new

judgement on leadership and management and, since then, almost four in 10 schools have failed to meet the criteria for 'good' leaders and managers. More than 12,000 children are currently accessing education in independent schools that are less than good.

79. While we have seen the stronger schools in this sector improve their performance and make convincing improvements to areas that had been weak in the past, particularly in relation to safeguarding, in 2012/13 a third of schools failed to deliver a good quality of education. Of these, 11% also did not meet all the minimum standards for safety and welfare.
80. In future, we will make it harder for the very poorest schools to operate without improving rapidly. As well as introducing a new framework that will replace the 'satisfactory' grade with a 'requires improvement' judgement, we are working with the Department for Education to raise the minimum standards for independent schools and to ensure that all children in independent schools are safe, well cared for and receive an education that is at least good.

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¹⁸ See Sutton Trust *Degrees of Success, University chance by Individual school*, 2011.

¹⁹ Annual report letter on the quality of the inspections and reports by the Independent Schools Inspectorate (ISI) (Ref: 20090051), 18 Nov 2013, Ofsted; www.ofsted.gov.uk/resources/annual-report-letter-quality-of-inspections-and-reports-independent-schools-inspectorate-isi. Annual report letter on the quality of the inspections and reports by the School Inspection Service (SIS) (Ref: 20090052), 18 Nov 2013, Ofsted; www.ofsted.gov.uk/resources/annual-report-letter-quality-of-inspections-and-reports-school-inspection-service-sis. Annual report letter on the quality of the inspections and reports by the Bridge School Inspectorate (BSI) (Ref: 20090053), 18 Nov 2013, Ofsted; www.ofsted.gov.uk/resources/annual-report-letter-quality-of-inspections-and-reports-bridge-school-inspectorate-bsi.

Leading improvement across the system

81. In last year’s annual report we emphasised the importance of leadership in schools. This year, 70% of schools were judged as good or outstanding for their leadership and management, which is a higher proportion than seen in last year’s inspections. A key element of this is good governance.

82. Good governance is crucial to tackling underperformance and supporting improvement. Governance that is weak does not challenge the school about its performance or press the school to increase its aspirations. Over the past year, inspectors judged governance to be weak and recommended an external review of governance in around 400 schools. Some reviews have now taken place and, in others, action has been taken to replace the governing body with an interim executive board. However, not enough time has passed since all recommendations for review were made for us to judge the impact on the quality of governance overall. We will report on this in greater depth next year.

Inexperienced or complacent leadership leads to school failure

83. There has been a reduction in the proportion of schools judged to require improvement.²⁰ However, there were still 583 inadequate schools in England at

the end of the last academic year, serving 240,000 pupils. Although many schools were removed from a formal category of concern in 2012/13, other schools continue to take their places. Overall, the scale of the problem has not diminished sufficiently.

	Number at start of year	Newly identified	Improved	Closed	Number at end of year
Special measures ¹	352	352	152	96	456
Serious weaknesses ²	225	123	188	33	127

- 1 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 people responsible for leading, managing or governing the school were not demonstrating the capacity to secure the necessary improvement in the school.
- 2 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.
- 3 More explanatory notes can be found in the Maintained Schools Official Statistics Release at www.ofsted.gov.uk/resources/latest-official-statistics-maintained-school-inspections-and-outcomes.

84. School leaders and governors are primarily responsible for tackling the decline in teaching and standards that usually lead to a school being judged inadequate. But beyond this the responsible authorities, such as

²⁰ This compares schools inspected since 1 September 2012 judged as requires improvement with schools judged satisfactory in previous years.

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local authorities and those that lead multi-academy trusts, have a key role to play.

85. Regular monitoring and early intervention, particularly in English and mathematics, can prevent more widespread failure later. But it must be decisive and linked to high-quality support from other schools or organisations. HMI have raised concerns about whether there is sufficient monitoring of, and intervention in, declining schools across the system. In many schools where intervention has taken place, the quality of that intervention has been deficient. As a result, HMI now monitor all schools judged as requires improvement, providing greater challenge with the aim of preventing further decline.
86. In investigating the reasons why 114 of 480 schools judged inadequate this year failed, HMI identified some of the key leadership features that lay behind the inadequate inspection outcome. In a quarter of the schools, there was a headteacher who had been in post for less than three years, and who had not adapted well to the challenges of their new position. But in another half of the schools, the headteacher was long-established or had left the school in the few months prior to it being judged inadequate.
87. Many long-serving headteachers had not updated their understanding of what constitutes effective teaching. Nor had they updated their own skills in monitoring the quality of teaching. Their aspirations for the school and its pupils were usually too low. Many of these long-established heads had not been challenged by their governing bodies. In some cases, the schools had resisted attempts by the local authority, or others, to provide support and challenge.

88. In the failing schools, HMI report the following characteristics:

- governing bodies failed to challenge a well-established incumbent headteacher until it was too late
- low aspirations arising from a lack of understanding of how good other schools were, and a failure to understand that ‘the world had moved on’
- headteachers who failed, for various reasons, to develop their middle and senior leaders
- schools that were unable to handle the transition to new leadership, either because governors had no plan or because there was too little depth in leadership.

More improvement will require system leadership

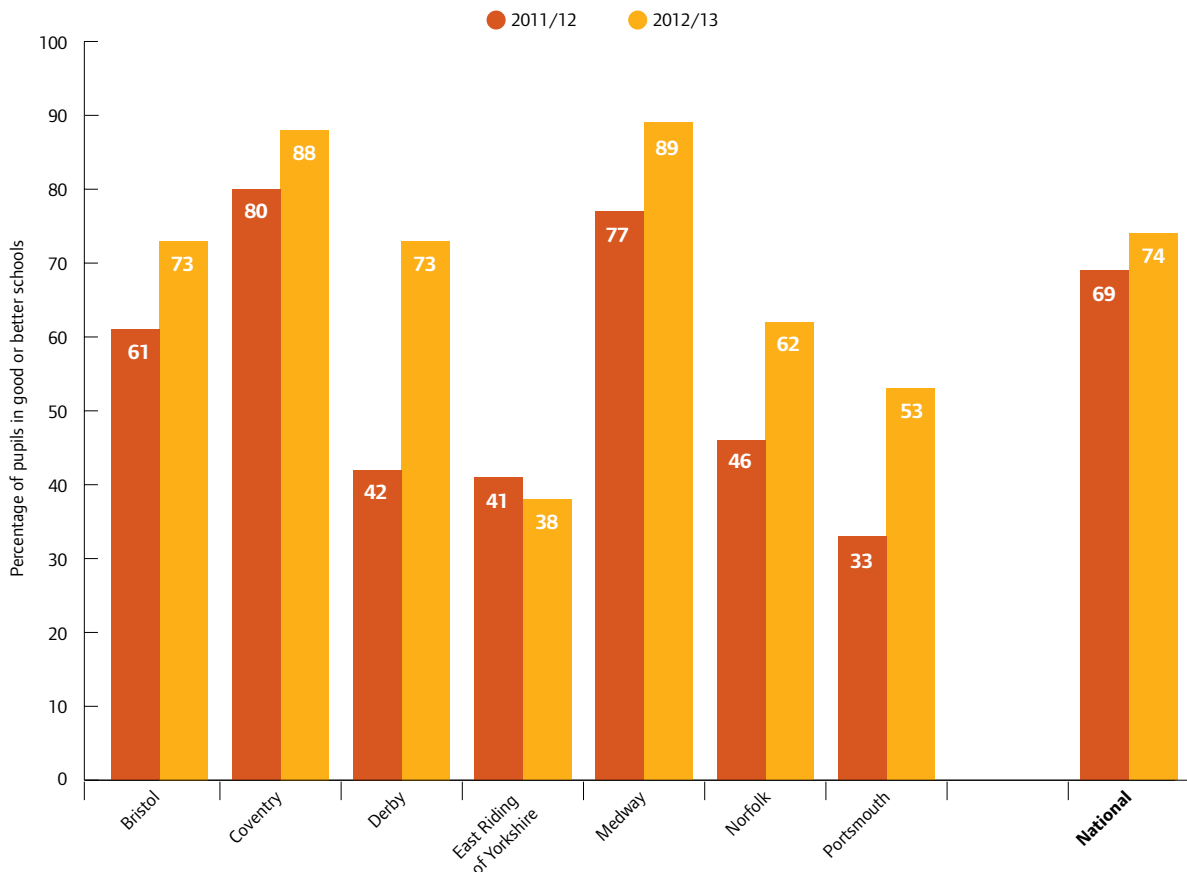
89. Last year, we criticised the lack of drive and initiative in some local authorities, and began focused inspection in many local areas where school performance had been poor. This year, we have conducted focused inspections in **Coventry, Derby, Bristol, Norfolk, Portsmouth, East Riding of Yorkshire, and Medway**.
90. These inspections took place within condensed time periods and usually included a sample of primary, secondary and special schools. During the inspection, inspectors asked schools additional questions about the local authority’s effectiveness. At the same time, inspectors telephoned other good or outstanding schools in those areas to discuss their involvement with the local authority, including to find out how better schools were being used to support weaker schools.
91. Although some schools had improved in most local authority areas, these focused inspections found disproportionately poor levels of performance overall. Across the 95 inspections carried out under these arrangements, 13 schools were found to be inadequate and 40 were judged as requires improvement.

Focused inspections found disproportionately poor levels of performance overall



Figure 9: Percentage of pupils in good or better secondary schools in the seven local authorities who received focused inspections compared with the national level for 2011/12 and 2012/13

Data are based on Schools Census data, January 2013, and the latest overall effectiveness judgement given on inspection at 31 August 2012 and 31 August 2013, respectively. Based on Edubase as at 3 September 2013.



Source: Department for Education and Ofsted.

A school-led system needs effective leaders

92. Two of the national strategies for supporting improvement in a new school-led system are National Leaders of Education and teaching schools. A National Leader of Education should be an outstanding and credible leader who uses their school (designated as a National Support School) and their experience and expertise to challenge mediocre performance and bring about improvement in weaker schools.
93. Over the last six years, the number of National Leaders of Education has grown from 68 to 870. However, their distribution and quality are uneven. For example, there are only three National Leaders of Education in

each of the large counties of Derbyshire and the East Riding of Yorkshire; and only four in Norfolk. There are, however, 15 in Bromley and 13 in Southwark. A lack of coherent distribution across the country means that weaker schools cannot always access the local expertise and support they need. Where support is provided, there is little obvious or formal means of evaluating its quality.

94. Similarly, the supply of teaching schools across England does not appear to meet demand. For example, there are 50 teaching schools in the North West of England but these are sited in only 18 out of the 23 local authorities, although some do work well across local authority boundaries.



Serving head teachers bring a wealth of up-to-date knowledge and experience to inspection

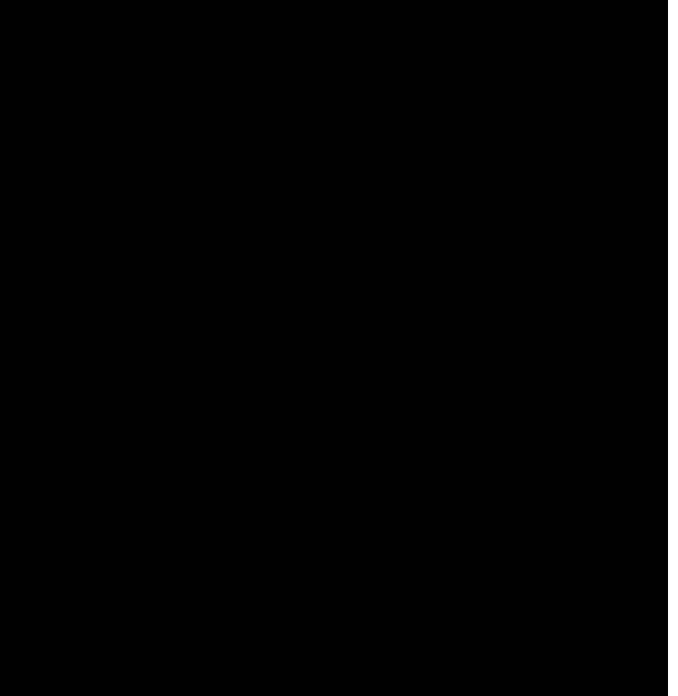


95. As with the National Leaders of Education scheme, the strategy of setting up teaching schools on the basis of individual applications may be limiting its national or local impact. For example, in October 2013, a large area of western England stretching from northern Shropshire through Hereford, Worcester and Gloucestershire was almost entirely without any primary teaching school provision. The coastal areas of eastern England have the same lack of provision: between Middlesbrough and Ipswich, there is only one secondary teaching school. Although some teaching school alliances may be cross-phase, this still leaves this large area with potentially much weaker support than other parts of England.

An understanding of inspection helps schools improve

96. Over 51% of all school inspections in 2012/13 included a current practitioner – a serving senior school leader working part time as an Additional Inspector. In addition, just over one in every seven inspections was led by a senior serving school leader. This is a notable improvement on previous years. Serving headteachers and other senior leaders bring to inspection a wealth of up-to-date knowledge and experience.

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97. Serving leaders who take part in inspections regularly report that it gives them not only insight into a range of other schools and a better understanding of the inspection process, but also valuable experience that they take back into their own school. In particular, it gives them an opportunity to develop specific skills in assessing the quality of teaching, identifying strengths in provision and areas for improvement, and providing robust feedback to teachers.

98. Greater regional scrutiny of the quality of inspection, and the performance of inspection teams, is leading to further changes in inspection practice. As part of this, we intend this year to further increase both the proportion of serving leaders in inspection teams, and the number who lead school inspections.



Key statistics

Overall effectiveness of open maintained schools at their most recent inspection as at 31 August 2013, by phase^{1,2}

	Total number inspected	Percentage of providers			
		Outstanding	Good	Requires improvement	Inadequate
Nursery schools	418	55	41	4	1
Primary schools	16,409	17	61	19	2
Secondary schools	3,119	23	48	24	5
Special schools	1,019	37	50	11	2
Pupil referral units	371	16	62	19	3
Academies	2,684	33	51	14	2
Of which:					
Converters (primary)	988	33	57	10	0
Converters (secondary)	1,262	36	50	13	1
Converters (special)	74	57	34	8	1
Converters (alternative provision)	13	15	69	8	8
Sponsor-led (primary)	7	0	29	57	14
Sponsor-led (secondary)	312	15	42	34	9
Sponsor-led (special)	2	0	50	50	0
Free schools (primary)	17	24	59	12	6
Free schools (secondary)	7	0	57	43	0
University technical colleges	1	0	0	100	0
Studio schools	1	0	0	100	0
All provision	21,336	20	58	19	3

1. Percentages are rounded and do not always add to exactly 100.

2. These statistics exclude one school that was inspected during the academic year but where the inspection report had not been published by 10 October 2013. For this school, the previous inspection is included.

Source: Ofsted

Overall effectiveness of maintained schools inspected between 1 September 2012 and 31 August 2013, by phase^{1,2}

	Total number inspected	Percentage of providers			
		Outstanding	Good	Requires improvement	Inadequate
Nursery schools	165	58	34	6	2
Primary schools	5,847	7	57	31	6
Secondary schools	1,334	10	46	34	10
Special schools	411	26	54	16	4
Pupil referral units	148	12	64	20	4
Academies	841	17	52	26	5
Of which:					
Converters (primary)	201	19	60	19	1
Converters (secondary)	394	20	53	23	4
Converters (special)	23	39	48	9	4
Converters (alternative provision)	2	50	0	0	50
Sponsor-led (primary)	7	0	29	57	14
Sponsor-led (secondary)	186	6	41	40	13
Sponsor-led (special)	2	0	50	50	0
Free schools (primary)	17	24	59	12	6
Free schools (secondary)	7	0	57	43	0
University technical colleges	1	0	0	100	0
Studio schools	1	0	0	100	0
All provision	7,905	10	54	30	6

1. Percentages are rounded and do not always add to exactly 100.

2. These statistics exclude one school that was inspected during the academic year but where the inspection report had not been published by 10 October 2013. For this school, the previous inspection is included.

Source: Ofsted



Percentage of pupils attending good or outstanding secondary schools

Local authority	% pupils in good or better SECONDARY	Local authority	% pupils in good or better SECONDARY	Local authority	% pupils in good or better SECONDARY
Bath and North East Somerset	100	North Somerset	88	Gateshead	78
Camden	100	Coventry	88	Cambridgeshire	78
Hammersmith and Fulham	100	Oxfordshire	87	Birmingham	78
Hounslow	100	Redbridge	87	Lincolnshire	78
Islington	100	Richmond upon Thames	87	Newham	78
Kensington and Chelsea	100	Poole	86	Walsall	78
Rutland	100	Bexley	86	Lancashire	77
Tower Hamlets	100	Enfield	86	Lewisham	77
Westminster	100	Durham	86	Cheshire East	77
Hackney	99	Brent	86	Buckinghamshire	76
Haringey	98	Dorset	86	Devon	76
Barnet	98	Slough	85	Warrington	75
Southwark	95	North Lincolnshire	84	Nottingham	75
Bury	95	Luton	84	Newcastle upon Tyne	75
Harrow	94	East Sussex	84	Hertfordshire	74
Sutton	94	Kingston upon Thames	84	Lambeth	74
Wandsworth	93	Cornwall	82	Shropshire	74
Thurrock	92	Cheshire West and Chester	82	Sandwell	74
York	91	Liverpool	82	North Yorkshire	74
Waltham Forest	91	Worcestershire	81	Greenwich	74
Wokingham	90	Hillingdon	81	Darlington	74
Trafford	90	Wigan	81	Havering	73
Barking and Dagenham	90	Wiltshire	81	Ealing	73
Surrey	90	Kent	81	Rochdale	73
South Tyneside	90	Kirklees	80	Derby	73
Leicester	89	Solihull	80	Leicestershire	73
Medway	89	Calderdale	80	Suffolk	73
Bromley	89	Nottinghamshire	80	Bristol, City of	73
Herefordshire	89	Torbay	79	Plymouth	72
Telford and Wrekin	89	Bedford	79	Stockport	72
Brighton and Hove	89	Hampshire	79	Essex	72

Local authority	% pupils in good or better SECONDARY	Local authority	% pupils in good or better SECONDARY	Local authority	% pupils in good or better SECONDARY
Wolverhampton	72	Gloucestershire	64	Kingston upon Hull, City of	55
Milton Keynes	71	South Gloucestershire	63	Peterborough	54
North Tyneside	71	Cumbria	63	Portsmouth	53
Rotherham	71	Manchester	62	Bournemouth	53
West Sussex	71	Sunderland	62	Swindon	50
Wirral	71	Norfolk	62	Knowsley	50
Warwickshire	70	Stockton-on-Tees	62	Bradford	47
Merton	70	Wakefield	61	St. Helens	47
Leeds	69	Windsor and Maidenhead	61	Blackpool	47
Bolton	69	Redcar and Cleveland	60	Salford	47
Croydon	69	Sheffield	58	Tameside	46
Blackburn with Darwen	68	Oldham	57	Doncaster	43
Southend-on-Sea	68	Halton	57	Middlesbrough	42
Staffordshire	68	Bracknell Forest	57	North East Lincolnshire	41
Somerset	67	Central Bedfordshire	56	East Riding of Yorkshire	38
Northumberland	66	Sefton	56	Hartlepool	35
Southampton	66	Derbyshire	55	Stoke-on-Trent	34
Reading	65	Dudley	55	Barnsley	22
Northamptonshire	65	West Berkshire	55	Isle of Wight	14



Percentage of pupils attending good or outstanding primary schools

Local authority	% pupils in good or better PRIMARY	Local authority	% pupils in good or better PRIMARY	Local authority	% pupils in good or better PRIMARY
Darlington	97	Gloucestershire	86	Cheshire West and Chester	81
Bedford	95	Hackney	85	Lincolnshire	81
Windsor and Maidenhead	95	Haringey	85	Buckinghamshire	81
Camden	94	Torbay	85	Blackburn with Darwen	81
Sutton	94	Gateshead	85	Southampton	81
Wandsworth	94	Plymouth	85	Swindon	81
Richmond upon Thames	94	Wirral	85	Middlesbrough	81
Sefton	94	Central Bedfordshire	85	Bury	80
Trafford	93	Hartlepool	85	Cornwall	80
Newcastle upon Tyne	92	Liverpool	84	Nottinghamshire	80
Harrow	91	Hampshire	84	Lancashire	80
Cheshire East	90	Stockton-on-Tees	84	Havering	80
Lambeth	90	Bexley	83	Leicestershire	80
Hammersmith and Fulham	89	Durham	83	Milton Keynes	80
Islington	89	Worcestershire	83	Somerset	80
Barnet	89	Wigan	83	Manchester	80
Dorset	89	Wiltshire	83	Redcar and Cleveland	80
Lewisham	89	Solihull	83	Halton	80
Ealing	89	Rochdale	83	Kensington and Chelsea	79
St. Helens	89	Bristol, City of	83	Westminster	79
Poole	88	South Gloucestershire	83	Kingston upon Thames	79
Knowsley	88	Cumbria	83	Hillingdon	79
Tower Hamlets	87	Sunderland	83	Birmingham	79
Newham	87	Calderdale	82	Wokingham	78
Stockport	87	Sandwell	82	Warrington	78
North Tyneside	87	Greenwich	82	Hertfordshire	78
Northumberland	87	Merton	82	Waltham Forest	77
Southwark	86	Leeds	82	Oldham	77
Devon	86	Bradford	82	West Berkshire	77
Bolton	86	Brighton and Hove	81	Barnsley	77

Key statistics

Local authority	% pupils in good or better PRIMARY
Hounslow	76
York	76
Leicester	76
Brent	76
Kirklees	76
West Sussex	76
Bath and North East Somerset	75
Surrey	75
South Tyneside	75
Bromley	75
North Lincolnshire	75
Nottingham	75
Blackpool	75
Salford	75
Telford and Wrekin	74
Shropshire	74
North Yorkshire	74
Rutland	73
North Somerset	73
Oxfordshire	73

Local authority	% pupils in good or better PRIMARY
Redbridge	73
Enfield	73
Warwickshire	73
Herefordshire	72
Croydon	72
Reading	72
Derbyshire	72
Dudley	72
Bournemouth	72
Tameside	72
Luton	71
Rotherham	71
Staffordshire	71
Stoke-on-Trent	71
Isle of Wight	71
Essex	70
Kingston upon Hull, City of	70
Slough	69
East Sussex	69
Derby	69

Local authority	% pupils in good or better PRIMARY
Northamptonshire	69
Sheffield	69
Kent	68
North East Lincolnshire	68
Cambridgeshire	67
Bracknell Forest	67
Portsmouth	67
East Riding of Yorkshire	67
Suffolk	66
Coventry	64
Norfolk	63
Wakefield	63
Barking and Dagenham	62
Doncaster	61
Walsall	60
Southend-on-Sea	60
Peterborough	60
Thurrock	59
Medway	59
Wolverhampton	56

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