

# Methodology note: the risk assessment of good and outstanding providers

---

This methodology note sets out the risk assessment process that Ofsted uses to inform the timings of inspections for maintained schools and academies, and further education and skills providers.

**Published:** July 2015

**Reference no:** 150098



Corporate member of  
Plain English Campaign  
Committed to clearer communication

**361**

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence](http://www.nationalarchives.gov.uk/doc/open-government-licence), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

No. 150098

© Crown copyright 2015



## Introduction

Ofsted uses a statistical methodology to assess the risk of good and outstanding providers declining since their last inspection. This methodological note explains the factors used within these statistical models, and the risk assessment process as a whole.

## The risk assessment process

The risk assessment process consists of three elements:

- models that use attainment and progress data to predict inspection outcomes
- risk flags that highlight concerns
- reviews by Senior HMIs in the region, and/or National Leads for the relevant remit. These reviews are typically carried out on a termly basis; however, they may take place at any time, as and when regional intelligence comes to light.

## Data used in models

The measures that are included in Ofsted's risk assessment models can vary from year to year. The models are dependent on the current performance measures produced by the Department for Education (including the Education Funding Agency), and the Department for Business Innovation & Skills (including the Skills Funding Agency), and on whether a measure is statistically significant when modelled for a particular year.

Modelling is carried out by taking the previous year's inspection outcomes and, retrospectively, predicting these in a statistical model. Validation of the models occurs when the retrospective predictions match the actual inspection outcomes.

We have models for each maintained school key stage, and each further education and skills provider type. The measures used within the current models are:

### Attainment data

Maintained schools and academies

- Key Stage 1: phonics score, average points score (APS) in Key Stage 1 tests
- Key Stage 2: APS, percentage of pupils achieving L4+ in mathematics, reading and writing
- Key Stage 4: percentage of pupils achieving 5 A\* to C, including mathematics & English.

Further education and skills providers:

- classroom learning (CL) success rates
- workplace learning (WPL) success rates
- apprenticeship (APP) success rates.

## Progress data

Maintained schools and academies:

- Key Stage 2: value added score, percentage of pupils achieving expected progress in each core subject
- Key Stage 4: value added score, percentage of pupils achieving expected progress in English, percentage of pupils achieving expected progress in mathematics.

Further education and skills providers:

- value added score.

## Other data

Maintained schools and academies:

- absence or persistent absence
- previous inspection grade

Further education and skills providers:

- previous inspection grade.

## Risk flags

Some risk factors do not lend themselves to inclusion within a statistical model, but are known to be indicators of potential risk. These indicators are incorporated into the risk assessment process in the form of flags. These flags can lead to reviews of provider risk by Senior HMIs within the region.

The current risk flags for schools are:

- whether a school is below minimum standards
- a subject survey result that is less than good
- any qualifying complaints received
- a concern triggered by a sufficient number of negative Parent View (see <https://parentview.ofsted.gov.uk>) responses, if verified as legitimate
- concern raised by an inspection of any boarding provision
- progress made by SEN, FSM and high-attaining pupils

- concern flagged by exclusions data.

The current risk flags for further education and skills providers are:

- a concern triggered by a sufficient number of negative Learner View (see <https://learnerview.ofsted.gov.uk/>) responses, if verified as legitimate
- funding agency concerns.

Apart from the performance measures and flags highlighted above, Ofsted uses a broad range of other indicators in selecting providers for inspection. These include, where available:

- a provider's previous inspection record
- self-assessment reports
- destination data
- change of leader(s)
- information provided or concerns raised by a funding body, employers, parents and carers or learners
- the views of learners, parents and carers, and employers, gathered through online questionnaires
- relevant local intelligence, such as labour market information.

Indicators may also include any information on significant changes to the type of provision and the number of learners. Relevant information, received at any point in the year can be applied on the selection of providers, which is regularly reviewed.

## **How does risk assessment feed into the selection of good and outstanding providers for inspection?**

For inspections before September 2015, risk assessment is used to prioritise full inspections. From 1 September 2015, risk assessment will be used to assist in prioritising short inspections for good schools, and to identify any exempt (outstanding) primary and secondary schools of concern.

Risk assessment will also be used in prioritising short and full inspections for good further education and skills providers, and to identify any outstanding providers (including exempt colleges) of concern.

For further information on how the risk assessment process informs the timings of inspections, please refer to the Common Inspection Framework handbook: <https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>