

## Maintained schools and academies inspection outcomes as at 31 March 2016

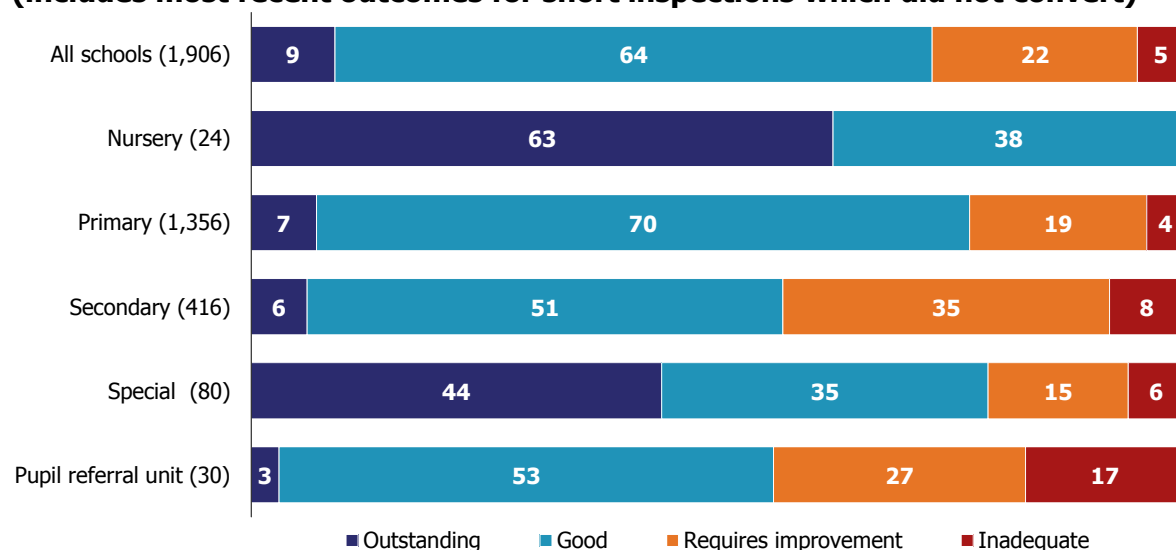
This release contains:

- provisional data for inspections completed between 1 September 2015 and 31 March 2016
- most recent inspection outcomes as at 31 March 2016
- revised data for inspections completed between 1 September and 31 December 2015

Primary schools continue to perform more strongly than secondary schools

Primary schools continue to perform more strongly than secondary schools on a range of measures: the proportion of schools that maintain their good judgement at their next inspection; the proportion that improve from requires improvement to good or outstanding at their next inspection; the overall inspection outcomes for the year, and the outcomes for each school at their most recent inspection.

**Chart 1: Overall effectiveness of schools inspected this academic year, by phase (includes most recent outcomes for short inspections which did not convert)**



Secondary schools in the South continue to be stronger than those in the North

There are 24 local authority areas where less than 60% of secondary schools were judged to be good or outstanding at their most recent inspection. Seventeen of these are in the North and Midlands and seven are in the South and East.

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## Acknowledgements

Thanks to the following for their contribution to this statistical release: Oli Bayntun, James Jordan, Austen Norris and James Twist.

## **Inspections between 1 September 2015 and 31 March 2016**

There were 1,286 section 5 inspections conducted between 1 September 2015 and 31 March 2016 where the inspection report was published by 30 April 2016. This includes 358 short inspections which converted to full section 5 inspections.

Including the latest inspection judgement of short inspections that did not convert to a full section 5 inspection shows a similar picture of inspection outcomes to the 2014/15 academic year. Using this method, 73% of schools inspected (including the most recent grade for short inspections that did not convert) in the academic year to date were found to be good or outstanding, as shown in chart 1.

The 73% of schools judged good or outstanding this year is slightly higher than the 71% seen in 2014/15. Within this, 77% of primary schools were judged to be good or outstanding (compared to 73% in 2014/15) and 57% of secondary schools were judged to be good or outstanding (compared to 51% in 2014/15).

There were no integrated inspections of education and boarding conducted between 1 September 2015 and 31 March 2016.<sup>1</sup>

### **Short inspections**

The total number of short inspections carried out this academic year to date has increased noticeably since the previous release – there have now been 978 short inspections compared to the 344 inspections between September and December 2015.

Since the last release, the proportion of short inspections converting to a full inspection has declined from 47% to 37%. The proportion of schools that retained or improved their overall effectiveness grade after conversion has also increased since the previous release – from 41% to 52%. These changes are likely to be because the mix of schools selected for a short inspection has balanced out during the year, and the current position provides a more stable view based on nearly three times as many inspections.

In the previous release, the proportion of secondary schools that remained good or improved to outstanding following the conversion of a short inspection to a full section 5 inspection was higher than the proportion of primaries. This pattern has now reversed, with 56% of primaries remaining good or improving to outstanding after a converted short inspection, compared to 44% of secondary schools.

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<sup>1</sup> Where a maintained school or academy offers residential boarding, Ofsted aims to inspect both the education and boarding provision during the same inspection. These are known as integrated inspections.

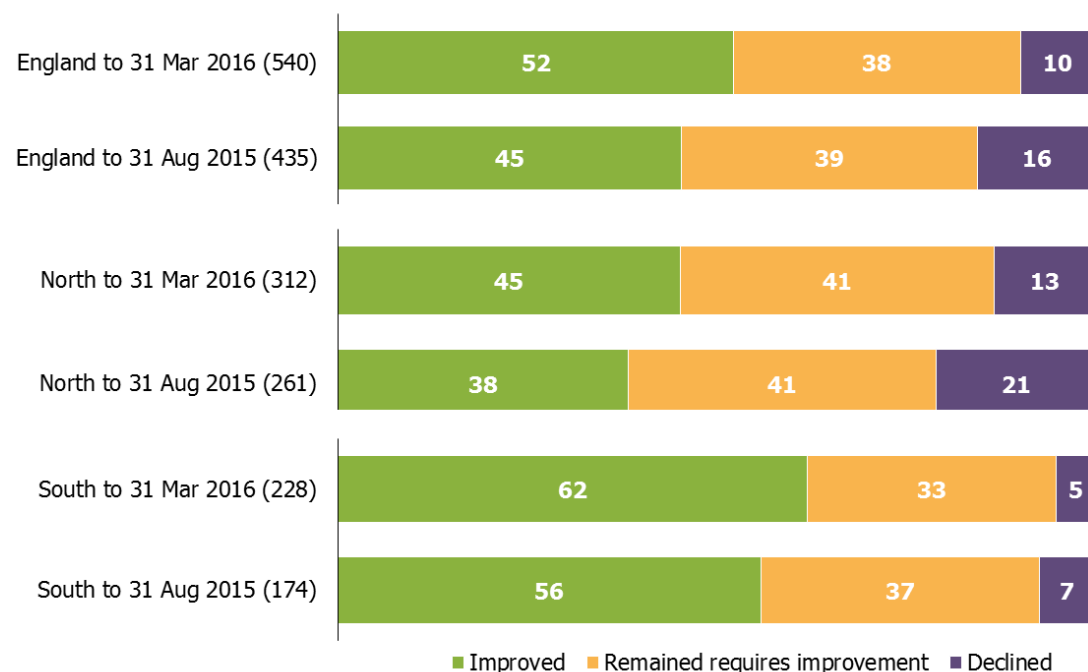
Combining the results of short<sup>2</sup> and full inspections, overall 73% of primary schools previously judged good maintained their good judgement this year, compared to 59% of secondary schools.

### Performance at their next inspection of schools judged to require improvement

The judgement of requires improvement was introduced in September 2012. The first follow up inspections of schools that were judged to require improvement at their previous inspection started in the 2013/14 academic year. As at 31 March 2016, there have been 2,811 such inspections, and more inspections of schools that were previously judged to require improvement have resulted in the school improving to good or outstanding than compared to the position in August 2015.

Primary schools continue to perform more strongly than secondary schools, and at the end of March 75% of primary schools that required improvement had improved at their next inspection compared to 52% of secondary schools. However the proportion of secondary schools that improve from requires improvement has increased from 45% as at August 2015 to 52% as at March 2016 (see chart 2).

**Chart 2: Performance at their next inspection of secondary schools that required improvement**



<sup>2</sup> Includes short inspections that converted to a full section 5 inspection as well as short inspections of schools which did not convert and retained their grade.

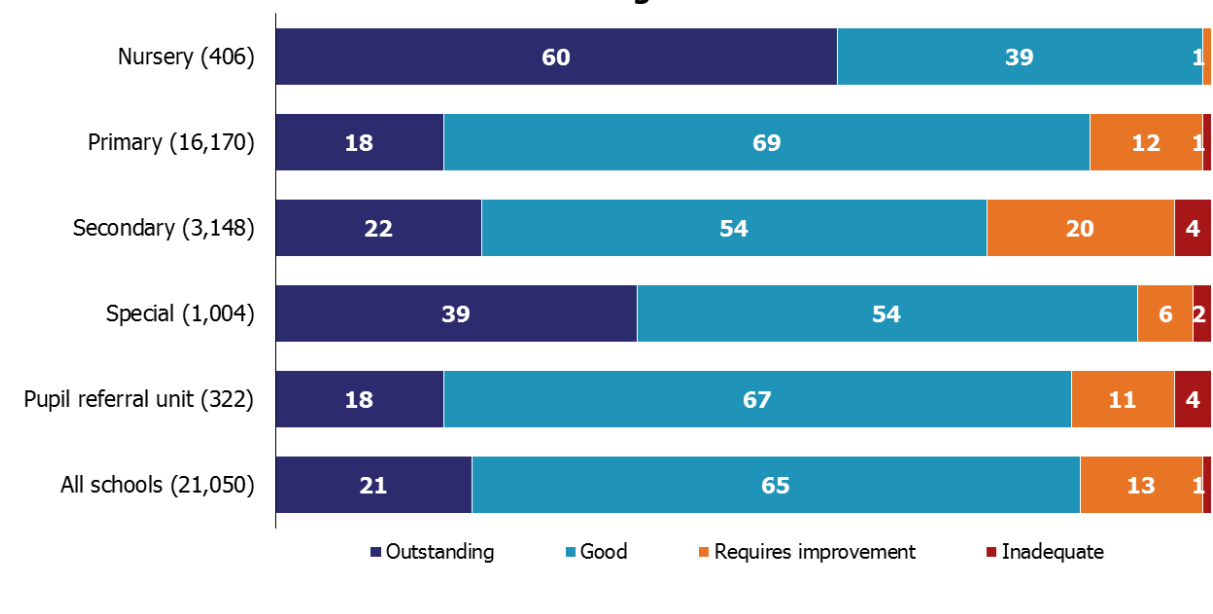
Part of the reason for the increase in schools improving from requires improvement may be the slightly longer period between inspections, which means that schools have had more time to improve. The data shows that the average length of time between inspections for secondary schools that required improvement (since September 2012) has increased from 20 months as at 31 August 2015, to 22 months as at March 2016.

The difference between the improvement seen for secondary schools that require improvement in the North and Midlands compared to the South and East<sup>3</sup> has remained similar - the proportion improving remains higher in the South and East. The proportion improving has increased by seven percentage points in the North and Midlands since 31 August 2015 (from 38% to 45% improving) and by six percentage points in the South and East (from 56% to 62% improving).

### Schools at their most recent inspection

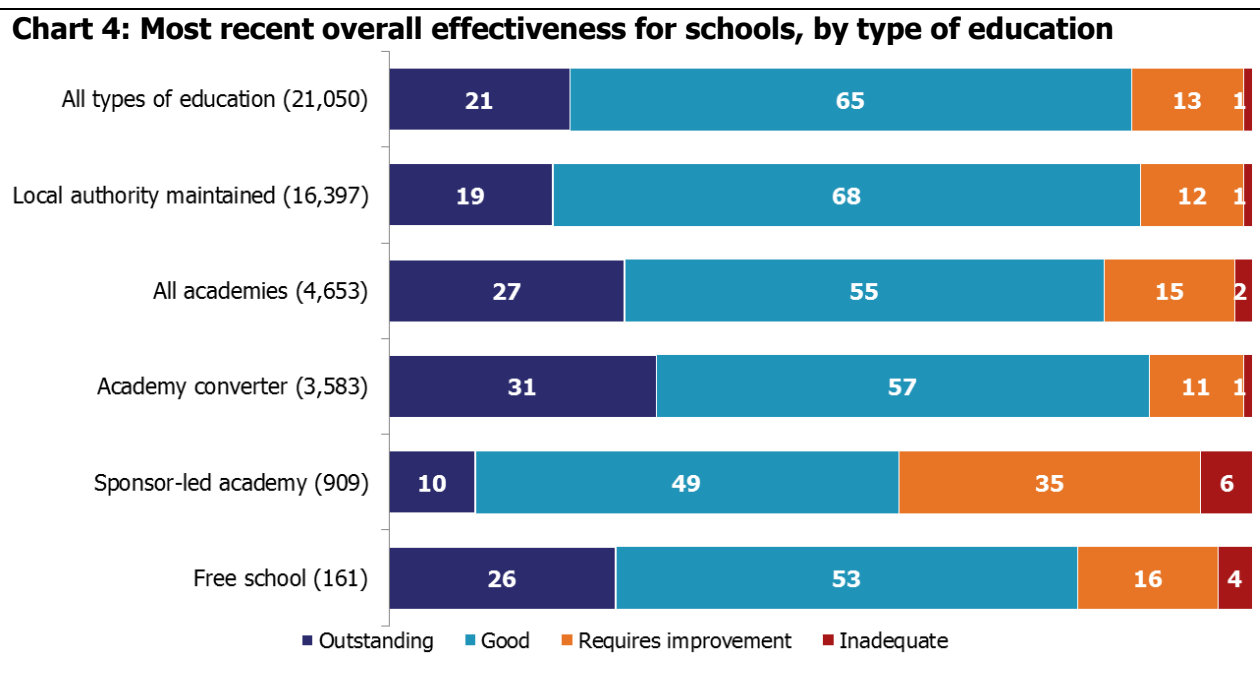
The proportion of schools judged to be good or outstanding at their most recent inspection has increased by a further percentage point since the last release, with 86% of schools judged to be good or outstanding as at 31 March 2016. This has increased by two percentage points since the end of the previous academic year. Eighty seven per cent of primary schools were judged to be good or outstanding at their most recent inspection compared to 76% of secondary schools (see chart 3).

**Chart 3: Most recent overall effectiveness grade of schools**



<sup>3</sup> North and Midlands includes East Midlands, North East, Yorkshire and Humber, North West and West Midlands. South and East includes East of England, London, South East and South West.

Since the end of August 2015, the proportion of good or outstanding local authority maintained schools has increased by just under three percentage points. The proportion of good or outstanding converter academies has remained static, and the proportion of good or outstanding sponsor-led academies has increased by over two percentage points. Chart 4 shows a comparison of judgements for the different types of schools.



As more schools become academies, the proportion of good or outstanding local authority maintained schools and academy schools changes. Less than good schools becoming academies reduces the number of less than good local authority maintained schools. Similarly good or outstanding schools that convert to academy status reduces the number of good or outstanding local authority maintained schools.

Improvements in the grade profile of local authority maintained schools are partly a result of inspections conducted in the period, but are also due to some weaker schools now leaving local authority control. Many of these schools have re-opened as sponsor-led academies but have not yet been inspected as a new school and will therefore not yet have had an impact on the overall effectiveness outcomes for all academies. Of the 67 inadequate local authority maintained schools that have closed this academic year, 60 closed to become academies. During this same period, the proportion of inadequate local authority maintained schools has decreased from two to one per cent.

Academy schools include free schools. Free schools are not run by the local authority and are set-up on a not-for-profit basis by groups such as existing academy trusts and faith groups. The government intends to open 500 free schools by 2020.<sup>4</sup>

Eighty per cent of free schools were judged to be good or outstanding at their most recent inspection, an increase of one percentage point since 31 August 2015. This increase is largely due to the inspection this academic year of four free schools that had previously been judged to require improvement which were subsequently judged good at their most recent inspection. As with all schools, there is variation in outcomes between phases of free schools – 84% of free primary schools were judged good or outstanding, compared to 76% of free secondary schools at their most recent inspection.

Another type of academy schools are university technical colleges. University technical colleges offer education for 14-19 year olds and put particular emphasis on technical subjects such as engineering, alongside core GCSE subjects. University technical colleges work with employers and a local university. Eight out of the fourteen university technical colleges that have been inspected to date were judged to be good or outstanding at their most recent inspection.

Studio schools are another type of academy. Studio schools also provide education for 14-19 year olds. They offer a range of academic and vocational qualifications, teaching through enterprise projects as well as paid work placements with local employers. Ten of nineteen studio schools that have been inspected to date were judged to be good or outstanding at their most recent inspection.

### **Regional outcomes of schools at their most recent inspection**

There are still regional variations in school inspection outcomes, and a stark difference between the quality of secondary schools in the North and Midlands and the South and East. Seventy per cent of secondary schools in the North and Midlands compared to 81% in the South and East were judged to be good or outstanding at their most recent inspection.

Of the 152 local authority areas, there are 24<sup>5</sup> where less than 60% of secondary schools were judged to be good or outstanding at their most recent inspection. Seventeen of these 24 local authority areas are in the North and Midlands and seven are in the South and East. See table five of the Excel file that accompanies this document for further details on outcomes for each region and local authority area.

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<sup>4</sup> <https://www.gov.uk/government/news/pm-we-will-not-waver-in-free-schools-pledge>

<sup>5</sup> Note this excludes Isles of Scilly which only has one school. The school level data included in the accompanying Excel file shows whether each school is maintained by the local authority or is an academy. In some of these 24 local authority areas the majority of secondary schools are academies.

## Revisions to previous release

Provisional data indicated that there were 562 inspections between 1 September 2015 and 31 December 2015, as published by 31 January 2016. Revised data shows that an additional twelve inspections took place during the autumn term, as published by 30 April 2016. Ten of these twelve inspections resulted in an inadequate judgement. Inspections leading to an inadequate judgement undergo additional moderation and are often published slightly later than reports for schools with other overall effectiveness grades. See the methodology and quality report for more details.

The addition of these inspection outcomes has lowered the proportion of good and outstanding schools reported in the provisional publication by one percentage point. Further details can be found in the revised table 2 of the charts and tables file.

## Notes

Please see previous release for details of the impact of the common inspection framework on the data in this release.

Data in this release is from inspections undertaken between 1 September 2015 and 31 March 2016 and most recent inspections of open schools at 31 March 2016, where the inspection report was published by 30 April 2016. If an inspection report is not published by 30 April 2016 then the previous inspection, where available, will be reported as a school's most recent inspection.

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

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

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



## Glossary

### Academies

Academies are publicly funded independent schools. Academies do not have to follow the national curriculum and can set their own term times. They still have to follow the same rules on admissions, special educational needs and exclusions as other state schools.

Academies get money direct from the government, not the local authority. They are run by an academy trust, which employs the staff. Some academies have sponsors such as businesses, universities, other schools, faith groups or voluntary groups. Sponsors are responsible for improving the performance of their schools.

Academies include converter and sponsor-led academies, free schools, university technical colleges and studio schools.

### Academy converters

Academy converters are schools which have opted to become an academy, most of which were good or outstanding local authority maintained schools before they became an academy. They do not have to follow the national curriculum and can set their own term times. They still have to follow the same rules on admissions, special educational needs and exclusions as other state schools.

Academy converters retain their latest inspection grade, even if the most recent inspection was of the predecessor school.

### Sponsor-led academies

Sponsor-led academies are academies which have sponsors such as businesses, universities, other schools, faith groups or voluntary groups. Sponsors are responsible for improving the performance of their schools.

Sponsor-led academies are viewed as new legal entities and do not retain their inspection history.

### Free schools

Free schools are funded by the government but are not run by the local authority. They are set-up on a not-for-profit basis by charities, universities, and community and faith groups, among others.

Free schools are 'all-ability' schools, so cannot use academic selection processes like a grammar school. They can set their own pay and conditions for staff and change

the length of school terms and the school day. Free schools do not have to follow the national curriculum.

#### Local authority maintained schools

Maintained schools are funded by the government and run by the local authority. They must follow the national curriculum.

#### Short inspections

All good schools now receive short inspections, as do outstanding nursery, pupil referral units and special schools. Short inspections include one day in the school and take place approximately every three years. A short inspection determines whether the school continues to provide the same good or outstanding standard of education for pupils. A short inspection does not result in individual graded judgements nor does it change the overall effectiveness grade of the school. If the inspection is converted to a full inspection then inspectors will make the full set of graded judgements required under section 5.

If you have any comments or feedback on this publication, please contact Louise Butler on 03000 131 457 or [Louise.Butler@ofsted.gov.uk](mailto:Louise.Butler@ofsted.gov.uk)

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