

# The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2015/16 – accompanying methodology note

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## Introduction

This methodology note is published alongside the Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2015/16. It is provided to explain the detailed methodology behind some of the more complex analysis included in the report itself and to increase the readers' understanding of the data.

## Short inspections

Short inspections were introduced in September 2015. Maintained primary and secondary schools, academies and further education and skills providers that were judged good at their last full inspection are eligible for short inspections. Outstanding and good nursery schools, pupil referral units and special schools are also eligible for short inspections.<sup>1</sup>

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. However, if the short inspection is converted to a full inspection then inspectors will make the full set of graded judgements required under section 5.

Short inspections which did not convert and confirmed that the provider continues to be good or outstanding are included in the analysis of any inspection outcomes for the 2015/16 academic year within the Annual Report. This includes figures 1, 10 and 18 and tables 5 and 11 of the Annual Report.

## Estimated early years judgements

### Background

Figure 3 of the Annual Report shows the inspection outcomes of providers catering for the early years age group. As seen in this figure, the most recent overall effectiveness judgements of the early years provision for maintained schools and academies and for independent schools are estimated. It was necessary to estimate the quality of the early years provision because the quality of the provision was not graded at the most recent inspection of some of the relevant schools.

At 31 August 2016, there were 8,845 maintained schools that currently offer early years provision, but where an early years judgement was not made at their most

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<sup>1</sup> Although non-association independent schools, early years providers and initial teacher education providers are inspected under the same common inspection framework as maintained schools and further education, they do not receive short inspections.

recent inspection. This represents 53%<sup>2</sup> of all maintained schools with early years provision and 49% (167) of the 344 independent schools with early years provision.

There are two reasons why early years judgements were not made.

### **1. Judgements were not made at inspections in particular years**

Judgements were not made between January 2012 and August 2014. This means that maintained and independent schools that have early years provision and were inspected in this period did not receive a separate early years judgement.

Since September 2015, maintained nursery schools have not received a separate early years judgement at a full section 5 inspection. This is because maintained nurseries only cater for the early years age range and so the effectiveness of the early years provision is captured by the overall effectiveness judgement.

### **2. A short inspection will not result in individual graded judgements**

Since September 2015 maintained schools and academies have been eligible for short inspections.

Independent schools do not receive short inspections.

A graded judgement is not made on the quality of the early years provision during a short inspection. Inspectors will still look at the early years foundation stage and if the short inspection doesn't convert then a new judgement for the quality of the early years provision is not awarded.

## **Methodology**

Several different approaches to this estimation were evaluated. The results from all these different approaches were broadly similar and so the simplest approach was applied.

Estimates were produced in two stages.

### **1. Identifying schools with early years provision**

The Department for Education's publication 'Schools, pupils and their characteristics'<sup>3</sup> contains the number of pupils in each national curriculum year group within each school. Schools with one or more pupils in reception or nursery year groups are deemed to have early years provision and were included in the estimate. Data is taken from the January 2016 census.

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<sup>2</sup> Excluding 551 schools that have not been inspected.

<sup>3</sup> 'Schools, pupils and their characteristics: January 2016', Department for Education; [www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2016](http://www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2016).

## 2. Estimating the early years graded judgements

Where the early years judgement was not recorded, the school's most recent overall effectiveness judgement was used as a proxy for the early years grade.

Nursery schools inspected since September 2015 have not received a separate early years judgement because the effectiveness of the early years provision is captured by the overall effectiveness grade. The overall effectiveness grade has been used as a proxy for the early years judgement for these inspections.

Also, for maintained schools and academies, if the most recent inspection of the school was a short inspection that confirmed that the school was still good or outstanding overall, then it is assumed that the early years provision is also good or outstanding.

The proportion of estimated early years judgements can be seen below.

| Phase                                   | Number of schools with early years provision | Number of schools where an early years judgement was made at their most recent inspection | Number of schools with an estimated early years judgement | Percentage of schools with an estimated early years judgement |
|---|--|---|---|---|
| Nursery                                 | 403  | 128   | 275   | 68  |
| Primary                                 | 15,590                                       | 7,467   | 8,123   | 52  |
| Pupil referral unit                     | 4  | 0   | 4   | 100   |
| Secondary                               | 138  | 73  | 65  | 47  |
| Special                                 | 527  | 149   | 378   | 72  |
| <b>Maintained schools and academies</b> | <b>16,662</b>                                | <b>7,817</b>  | <b>8,845</b>  | <b>53</b>   |
| <b>Independent schools</b>              | <b>344</b>                                   | <b>177</b>  | <b>167</b>  | <b>49</b>   |

### Assumptions

- All schools that currently offer early years education also had early years provision at the time of their most recent inspection.
- The effectiveness of the early years provision is equal to the most recent overall effectiveness grade of the school if the school's most recent inspection was a short inspection that did not convert.
- The effectiveness of the early years provision is equal to the overall effectiveness judgement for schools receiving a short inspection, even when

the previous early years judgement was not the same as the overall effectiveness judgement.

## **Achievement of the most able pupils**

### **Background**

Figures 15 and 16 of the Annual Report show the proportion of the most able pupils who achieved an A to A\* in GCSE English and mathematics.

The most able pupils are defined as those that reached level 5 in English and mathematics at key stage 2. Pupils who achieve a level 5 at key stage 2 are expected to achieve a grade B in that subject at GCSE.

### **Methodology**

All analysis of outcomes and contextual factors for the most able pupils was based on analysis of pupil level data in our RAISEonline database, which is in turn based on data from the Department for Education's performance tables. Data relates to pupils who sat key stage 2 tests in 2010 and key stage 4 examinations in 2015.

The 2015 GCSE outcomes for over 80,000 pupils identified as most able at the end of key stage 2 were used for this analysis. Pupils whose attainment at key stage 2 (prior attainment) was based on teacher assessments, not examination results, are excluded from the analysis. Outcomes at key stage 4 for pupils who were teacher assessed as most able at key stage 2 are generally lower than for those that sat the key stage 2 tests. This means that if pupils with prior attainment information based solely on teacher assessment had been included in the analysis, the proportions achieving a B or A/A\* would probably be slightly lower. However, the overall story would still be the same.

### **Impact of the 2010 key stage 2 boycott**

Some schools boycotted key stage 2 tests in 2010. The number of schools that took part in the boycott varies between different local authorities. To prevent bias, local authorities where at least half of schools boycotted the key stage 2 tests are not included in the local authority figure 16. In addition, local authorities with fewer than 100 most-able pupils in the GCSE data are not included in this chart. In total, the outcomes of 126 out of 152 local authorities were eligible for inclusion in this chart.

The impact of the boycott is less pronounced at a national and regional level, because the potential bias evens out across a larger geographical area. The data for all local authorities is therefore included in the analysis of the North and Midlands and South and East, shown in figure 15.

## Most recent overall effectiveness of schools with sixth forms

Figure 20 of the Annual Report shows the most recent overall effectiveness of schools with sixth forms, broken down by the size of the sixth form.

Schools with sixth forms were identified by using the Department of Education's Edubase data as at 31 August 2016. These schools were placed into quintiles based on the number of A-level students at the end of key stage 5 study in 2014/15 as reported in the Department for Education's performance tables. Data was taken from the 'compare school and college performance' tables taken on 20 September 2016. Quintile boundaries were adjusted to ensure that schools with the same number of A-level students all fell into the same quintile. As such, quintiles are of slightly uneven sizes. This should not affect the interpretation of the results.

## School performance by area

### Background

Annex 2 and Annex 3 of the Annual Report are the 'performance by area' tables, which have featured in the last few Annual Reports. These show the proportion of pupils who attended good or outstanding schools at their most recent inspection at varying points in time, by local authority area. The analysis is presented for both primary and secondary schools separately. Within these tables, the proportion of pupils who attend an academy is also shown, regardless of whether or not the academy has been inspected as of 31 August 2016.

### Methodology

The data used in these local authority area tables has been produced in line with the 2015/16 official statistics, 2014/15 official statistics and Edubase published data. Data is for local authority maintained schools and academies only and does not include outcomes for independent schools. The analysis is based on 150 of the 152 local authorities, with the Isles of Scilly and the City of London being excluded due to low numbers. The column '% of pupils in good or outstanding schools in 2016' has been taken from the 2015/16 official statistics based on schools at their most recent inspection. Schools that haven't received an inspection judgement have been excluded from this part of the analysis.

Although the numbers displayed are rounded, local authorities have been ordered using unrounded figures. Where a local authority shares the same '% of pupils in good or outstanding schools 2016', they have been ordered alphabetically. This only affected those areas with 100% of pupils in good or outstanding schools.

The tables do not take into account predecessor grades for sponsor-led academies when assessing the proportion of pupils in good or outstanding schools. This is in line with the methodology used in our official statistics. A sponsor-led academy is

only included in the inspection outcomes data if it has been inspected since it became an academy. The performance of a local authority area could therefore be impacted by the timing of the academisation process.

The columns 'Change from 2015' and 'Change from 2012' both use the '% of pupils in good or outstanding schools in 2016' as a comparator. The 2015 data has been taken from the 2014/15 official statistics and the 2012 data has been taken from Data View.

When looking at the '% of pupils in academies 2016' it is important to note that this is based on all schools open as at 31 August. This includes all schools, regardless of whether they have received an inspection judgement. An academy has been defined as an academy converter, a sponsor-led academy, a free school, a studio school or a university technical college.

The analysis was carried out for primary and secondary schools only, so does not include pupil referral units, nursery schools and special schools.

## **Safeguarding concerns**

The effectiveness of safeguarding is referred to in the Annual Report. This is not a graded judgement, but since the introduction of the common inspection framework in September 2015, a statement has been made in every inspection report indicating whether a school has effective safeguarding. Please see individual inspection reports for details.

## **The phases of non-association independent schools**

To make data from differing education sectors more comparable, we have grouped non-association independent schools by their statutory age ranges to show comparisons with local authority maintained schools and academies.

Non-association independent schools are considered to cater for pupils of primary school age if the statutory high age that the school is registered for is 11 or under. Secondary non-association independent schools include those schools where the statutory high age is 12 or older. All-through schools that cater for both the primary and secondary school age groups are included in the secondary school figures. This is in line with methodology used for schools covering these age ranges in the maintained school sector.





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