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Official Statistics

Main findings: state-funded schools inspections and outcomes as at 31 December 2019

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This release includes:

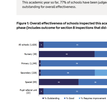
- schools' most recent inspections and outcomes as at 31 December 2019
- inspections and outcomes of inspections completed between 1 September and 31 December 2019
- revised data for inspections completed between 1 September 2018 and 31 December 2019

Inspections from September 2019 onwards were carried out under the new inspection framework. This report includes a section on the relationship between whether a school was judged to be outstanding at previous inspections, and whether it has the same high ambition for all pupils. These are the first official statistics reporting on inspections carried out under the new framework.

Introduction

This academic year so far, 77% of schools have been judged good or outstanding for overall effectiveness.

Figure 1: Overall effectiveness of schools inspected this academic year, by phase (includes outcome for section 8 inspections that did not convert)



Under both the current and previous inspection frameworks, the outcomes for effectiveness of leadership and management were similar to the outcomes for overall effectiveness.

Schools at their most recent inspection

Schools are part of the education system in their local area. The proportion of schools judged good or outstanding has remained the same since August 2019. In the last 3 months, the proportion of schools judged outstanding has declined from 21% to 19% while the proportion judged inadequate has increased from 63% to 67%.

Figure 2: Overall effectiveness of state-funded schools at their most recent inspection, by year

Primary schools are good or outstanding than secondary schools. 88% compared with 78%. Primary schools are more likely to be good, than to be outstanding (64% for good and 24% for outstanding). Secondary schools are more likely to be good or outstanding.

Inspections between 1 September 2019 and 31 December 2019

This academic year so far, 77% of schools have been judged good or outstanding for overall effectiveness.

To date in this academic year, we have carried out:

- 853 full inspections, including section 8 inspections of good and outstanding schools, section 5 inspections of schools that did not convert to inspections
- 173 new inspections of good and non-exempt outstanding schools that did not convert to inspections

This year, 77% of schools have been judged good or outstanding for overall effectiveness, a decrease from 81% last year. The percentage judged good has decreased from 60% last year to 56% this year, and the percentage judged outstanding has decreased by 3 percentage points to 21%.

Figure 3: Overall effectiveness of schools inspected in 2018/19 and 2019/20

The schools inspected this year have a slightly weaker grade profile than those inspected last year. 21% of schools inspected this year were judged to be outstanding, compared with 24% last year. This may be contributing to the slightly lower proportion of schools judged good or outstanding this year compared with last year.

Figure 4: Previous overall effectiveness of schools inspected in 2018/19 and 2019/20

Inspections of schools previously judged to be outstanding

The percentage of several schools that have remained outstanding this year has increased to 30%, compared with 16% last year.

Since 1 September 2019, we have inspected 152 previously outstanding primary and secondary schools that are now good or outstanding.

The percentage of exempt schools that have remained outstanding this year has increased to 50%, compared with 25% last year. This is a return to the position in the year to 31 August 2019, when it was 50%. This may be including schools taking into account the length of time since last inspection.

Inspections of schools previously judged to be good

We have carried out 1,284 section 5 and section 8 inspections of previously good schools this year. Of these, 84% remained good, 2% became outstanding, 13% were judged to require improvement and 1% were inadequate.

This year, 84% of schools inspected improved their inspection outcome, compared with 81% last year.

We have carried out 329 full inspections this year of schools that were previously judged to be good and were exempt from Ofsted's 48-month inspection cycle. 84% of these were judged to remain good, compared with 64% last year. A further 38% received an outstanding inspection last year, compared with 2% this year.

Figure 5: Grade movement for schools previously judged to require improvement, by year

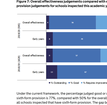
The relationship between overall effectiveness and the other inspection judgements

Under both the current and previous inspection frameworks, the outcomes for effectiveness of leadership and management were similar to the outcomes for overall effectiveness.

When we carry out a full inspection, we make a judgement about the overall effectiveness of a school. Under the common inspection framework prior to September 2019, we also made judgements about the quality of education, behaviour and attitudes, personal development, behaviour and welfare and the effectiveness of leadership and management. Under the new inspection framework, we also make judgements about the quality of education, behaviour and attitudes, personal development and the effectiveness of leadership and management.

Under both the current and previous inspection frameworks, the outcomes for effectiveness of leadership and management were similar to the outcomes for overall effectiveness. The other judgements under the current framework are not comparable with those under the previous framework. However, the quality of education judgement under the current inspection framework and the previous inspection framework are more positive than those for overall effectiveness. This was also true for the other judgements under the previous framework: behaviour and development, behaviour and welfare and leadership and management.

Figure 6: Main inspection judgements for schools inspected this academic year (full inspections only)



As well as the judgements already mentioned, where applicable, we also make judgements about early years and sixth form provision.

Under the current framework, the percentage judged good or outstanding for early years provision is 2 percentage points higher than the percentage judged good or outstanding for overall effectiveness. The gap between the two judgements has increased slightly when compared with inspections last year.

Figure 7: Overall effectiveness of schools inspected with early years provision judgements for schools inspected this academic year

Under the current framework, the percentage judged good or outstanding for sixth form provision is 7% higher than the percentage judged good or outstanding for all schools inspected that have sixth form provision. The gap between these judgements has increased slightly when compared with inspections last year. However, this is based on the outcomes of a small number of inspections (38).

Figure 8: Overall effectiveness judgements compared with sixth form provision judgements for schools inspected this academic year

The outcomes of inspections by level of deprivation

There is very little difference between the percentage of schools that were judged outstanding for overall effectiveness in the most deprived quintile of schools. There is a difference of 18 percentage points between the percentage of schools that were judged good or outstanding in the most and least deprived group. 88% compared with 70%.

In the least deprived group of schools, 87% are good or outstanding this year, compared with 81% in the most deprived groups of schools.

Figure 9: Overall effectiveness judgements by the income deprivation affecting children index (IDACI) quintile inspected this academic year

Revisions to previous release

The provisional data in the previous release relates to inspections that took place between 1 April 2019 and 31 August 2019, with the inspections published by 30 September 2019. Revised data for inspections in this period is provided in this release. Revised data for inspections between 1 April 2018 and 31 March 2019 is included in the publication on 4 September 2019: order and delivery.

This revised data includes an additional 19 full inspections that had not been published by 30 September 2019 that were published by 31 January 2020. These inspections resulted in the following number of additional judgements at each inspection grade:

- 0 outstanding
- 7 good
- 11 requires improvement
- 1 inadequate

The proportion of academies of all schools judged good between 1 September 2018 and 31 August 2019 changed from 54% to 53% and the proportion judged inadequate from 8% to 6%. These are the final figures for the year and are the figures we will use for comparisons in future years.

For primary schools, the proportion that require improvement changed from 20% to 20%.

For secondary schools, the proportion judged good changed from 43% to 42%.

For special schools, the proportion judged good changed from 42% to 41% and the proportion judged inadequate from 7% to 6%.

For PRUs, the proportion good changed from 71% to 69% and the proportion inadequate changed from 0% to 0%. The proportion requiring improvement have fell by 3%.

Revisions to data in this publication are published in line with Ofsted's revisions policy for official statistics.

Notes

The purpose of these official statistics is to disseminate the data on school inspections collected through Ofsted's role as an inspectorate. They provide information on the quality of education and other different parts of the country.

This official statistics release reports on the outcomes of state-funded school inspections and includes academies and free schools. It covers the 12 months from September 2019 to August 2020 and includes data up to 31 December 2019. This release also includes the most recent inspections and outcomes for all schools that have inspected in the 12 months to 31 December 2019.

Throughout this release, the term 'schools' is used to cover all local authority maintained schools, academies and independent schools. Ofsted's remit extends in England that Ofsted is responsible to inspect under section 5 of the Education Act 2005.

Inspections between September 2015 and August 2019 were carried out under Ofsted's common inspection framework: common inspection framework.

Inspections from September 2019 onwards were carried out under the new inspection framework: inspection handbooks.

You can find an explanation of the main uses of the data, further contextual information and the methodology underpinning the publication in our methodology report. This report provides information about strengths and limitations of the statistics.

Where percentages are quoted in this report, figures have been rounded and may not add to 100.

Glossary

Academies

Academies are publicly funded independent schools. Academies do not have to follow the national curriculum and can set their own terms. They will now also be able to set their own pay and conditions, admissions rules and exclusions as other state schools.

Academies get money directly from the government, not the LA. They are run by academy trusts, which are charities that manage academies. Academies can be 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 sponsored academies, free schools, university technical colleges and studio schools.

Academy converters

Academy converters are schools that have opted to become academies. Most of these were good or outstanding LA maintained schools before they became academies.

Sponsored academies

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

Free schools

Free schools are funded by the government and are not run by the LA. They are set up by groups such as parents, teachers, charities, companies and faith groups, among others.

Free schools are 'all-ability' schools, so cannot use academic selection criteria for admitting pupils. They can be set up to meet a local need, parents' staff and teachers' demand for better schools and the LA's duty. Free schools do not have to follow the national curriculum.

LA maintained schools

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

Section 5 and section 8

Inspections are carried out under sections 5 and 8 of the Education Act 2005.

Ofsted is required to inspect all prescribed intervals all schools to which section 5 applies. Section 5 requires that Ofsted inspects all schools to which section 5 applies from time to time and that the school must be subject to an inspection took place. The exceptions to this requirement are schools that are exempt from section 5 inspection, and independent schools.

Section 8 requires Her Majesty's Chief Inspector (HMCI) to carry out inspections for a range of purposes, including monitoring only to HMCI is satisfied that it is not necessary to carry out a section 5 inspection. Section 8 inspections are also known as monitoring inspections.

LA maintained schools

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

Section 3 and section 8

Inspections are carried out under sections 3 and 8 of the Education Act 2005.

Ofsted is required to inspect all prescribed intervals all schools to which section 3 applies. Section 3 requires that Ofsted inspects all schools to which section 3 applies from time to time and that the school must be subject to an inspection took place. The exceptions to this requirement are schools that are exempt from section 3 inspection, and independent schools.

Section 8 requires Her Majesty's Chief Inspector (HMCI) to carry out inspections for a range of purposes, including monitoring only to HMCI is satisfied that it is not necessary to carry out a section 3 inspection. Section 8 inspections are also known as monitoring inspections.

or to contribute to reports on, for example, the teaching in a curriculum subject or a particular aspect of the work of schools. Section 8 is also used to enable HMCI, if she has concerns, to carry out an inspection of those outstanding schools that are exempt from routine inspection under section 5.

Inspections carried out under section 8 include:

- section 8 inspections of schools judged to be good at their most recent section 5 inspection and those outstanding schools that are not exempt from section 5
- monitoring inspections of schools judged as requires improvement, having serious weaknesses or requiring special measures
- any inspection carried out in other circumstances if the inspection has no specific designation
- unannounced behaviour inspections

Section 8 inspections of schools judged to be good at their most recent section 5 inspection and those outstanding schools that are not exempt from section 5

These section 8 inspections are usually either a 1- or 2-day inspection and take place approximately every 4 years. The section 8 inspection determines whether the school continues to provide the same good or outstanding standard of education for pupils. The inspection does not result in individual graded judgements nor does it change the overall effectiveness grade of the school. If there are serious concerns, the section 8 inspection is converted to a full inspection, when inspectors will make the full set of graded judgements required under section 5.

From November 2017, some previously good schools are subject to a full section 5 inspection instead of a section 8 inspection if our risk assessment tells us that a section 8 inspection would be highly likely to convert. For example, this applies if a school underwent significant change, such as changing its age range, or if the quality of provision may have deteriorated significantly.

From January 2018, section 8 inspections are only converted to a full inspection if there are serious concerns. If a section 8 inspection does not convert, there are additional outcomes if the school remains either good or outstanding, but the next inspection will be a section 5 inspection.

Contacts

If you have any comments or feedback on this publication, please contact Louise Butler on 03000 131 457 or the schools data and analysis team if you are a member of the public. Send press enquiries to: pressenquiries@ofsted.gov.uk.

Acknowledgements

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Click on Ctrl + F on a Windows laptop or Command + F on a Mac

This will open a search box in the top right-hand corner of the page. Type the word you are looking for in the search bar and press enter.

Your browser will highlight the word, usually in yellow, wherever it appears on the page. Press enter to move to the next place it appears.

How to print a copy of the guidance

Click on Ctrl + P on a Windows laptop or Command + P on a Mac

You can also choose to save as a PDF.

1. Includes outcomes of section 8 inspections that did not convert to a full inspection. ↩ ↩2
2. Based on the indices of multiple deprivation (IDACI) 2015. Each school is assigned a score based on the home postcodes of the pupils who attended the school at the time of the January 2019 school census. The schools are then placed into one of 5 deprivation bands. ↩

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