



Official Statistics

Main findings: state-funded schools inspections and outcomes as at 31 August 2025

Published 25 November 2025

Applies to England

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This release marks the final official statistics based on Ofsted’s previous education inspection framework. Following our recent [consultation](#) on improving the way we inspect education, all future official statistics will reflect the renewed framework. Reports and data produced under the previous framework remain available on the [Ofsted statistics website](#) for reference.

This is the main findings report for the [state-funded schools inspections and outcomes as at 31 August 2025](#) release. The following are also available:

- [underlying data](#)
- [methodology](#)

- pre-release access list

Summary

This release includes:

- schools' most recent inspections and outcomes as at 31 August 2025
- data for inspections completed between 1 September 2024 and 31 August 2025 where the reports were published by 30 September 2025
- revised data for inspections completed between 1 September 2024 and 31 December 2024

In 2024/25, we carried out 5,904 inspections.

In 2024/25, the proportion of schools judged good or outstanding for each key judgement at a graded inspection was:

- 83% for quality of education
- 94% for behaviour and attitudes
- 96% for personal development
- 88% for leadership and management

Ninety-five per cent of ungraded inspections found that either standards had been maintained or the school may have improved significantly.

Number of providers

There are currently nearly 22,000 state-funded schools. Forty-eight per cent of these are maintained by local authorities and 52% are academies and free schools.

Of these 22,000 schools, 60% have had a graded inspection under the current education inspection framework (EIF), and 98% have had either a graded or ungraded inspection under the EIF.

We paused routine inspections from March 2020 until September 2021 because of the COVID-19 pandemic. This meant we had to extend the usual intervals between inspections. The Department for Education provided Ofsted with additional funding to catch up on the inspections that were missed. All schools that were open in April 2021 received an inspection by August 2025.^[footnote 1]

Inspections between 1 September 2024 and 31 August 2025

In 2024/25, we carried out 5,904 inspections.

In the 2024/25 academic year, we have carried out 5,904 inspections, including 3,269 graded inspections, 2,435 ungraded inspections and 200 monitoring or urgent inspections.^[footnote 2] This is a decrease from 6,961 inspections carried out in 2023/24, which was unusually high.^[footnote 3]

Graded inspections

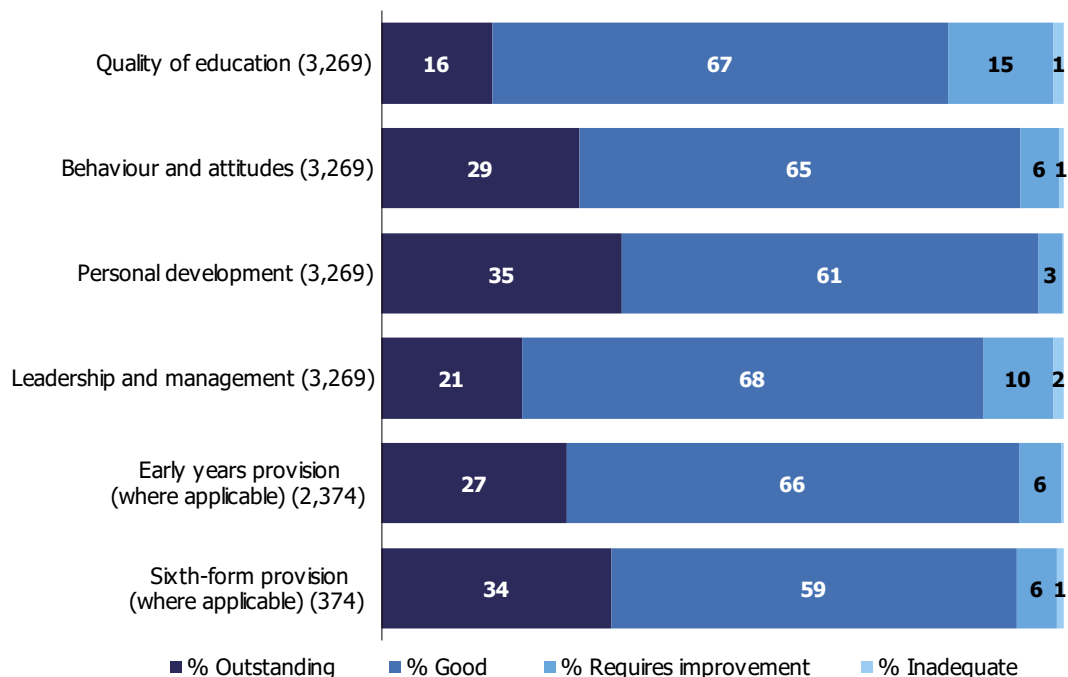
In 2024/25, the proportion of schools judged good or outstanding for each key judgement was:

- 83% for quality of education
- 94% for behaviour and attitudes
- 96% for personal development
- 88% for leadership and management

In graded inspections, we make 4 key judgements as well as judging early years and sixth-form provision, where relevant. Outcomes for behaviour and attitudes and personal development are more positive than outcomes for other key judgements (94% and 96% good or outstanding respectively). This has been the case each year since the EIF started. As in previous years, primary schools achieved higher grades than secondary for all key judgements.^[footnote 4] The biggest difference between primary and secondary is for quality of education (86% good or outstanding in primary as against 73% in secondary).^[footnote 5]

Figure 1 shows a breakdown of the inspection outcomes from the 3,269 graded inspections we carried out this year.^[footnote 6]

Figure 1: Key judgements and provision judgements of graded inspections, 2024/25



1. Percentages are rounded and may not add up to 100.

2. Numbers of inspections are in brackets.

View [data in an accessible table format](#).

Schools can get a range of different grades across the 4 key judgements. In the 3,269 graded inspections in 2024/25, 61% of schools received the same grade for all 4 judgements.

In 89% of inspections, the school received the same grade for quality of education as for leadership and management, making these the most likely judgements to correlate. Those most likely to differ are quality of education and personal development, where 66% of schools received the same grade for both.

Where the quality of education and personal development grades are different, 98% of the inspections have personal development judged as 1 grade higher than quality of education. The most common scenarios are where personal development is outstanding and quality of education is good, or where personal development is good and quality of education is requires improvement.

Figure 2: The proportion of graded inspections with the same grade for each key judgement, 2024/25

	Quality of education	Behaviour and attitudes	Personal development	Leadership and management
Quality of education		75%	66%	89%
Behaviour and attitudes	75%		83%	80%
Personal development	66%	83%		74%
Leadership and management	89%	80%	74%	

1. Each box shows the proportion of graded inspections where the outcome for the key judgement listed on the left matched that of the key judgement listed at the top.

2. Based on the 3,269 graded inspections carried out in 2024/25.

View [data in an accessible table format](#).

Ungraded inspections

Ninety-five per cent of ungraded inspections found that either standards had been maintained or the school may have improved significantly.

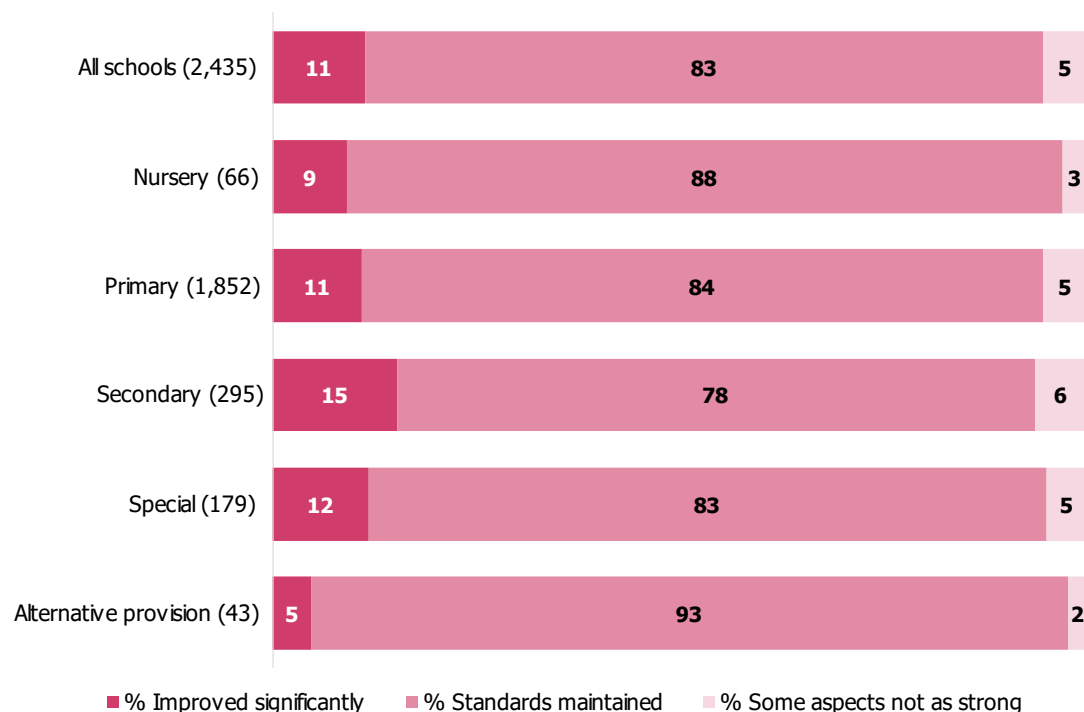
Since September 2024, the 3 possible outcomes for ungraded inspections that did not convert to a graded inspection are:

- standards maintained – the school has taken effective action to maintain the standards identified at the previous inspection
- improved significantly – evidence gathered during inspection suggests that the school’s work may have improved significantly across all areas since the previous inspection
- some aspects not as strong – evidence gathered during this inspection suggests that aspects of the school’s work may not be as strong as at the time of the previous inspection

In 95% of ungraded inspections carried out in 2024/25, inspectors found that either standards had been maintained, or the school may have improved

significantly since its previous inspection (83% standards maintained, 11% improved significantly and 5% some aspects not as strong).

Figure 3: Outcomes of ungraded inspections that did not convert to a graded inspection, by phase, 2024/25



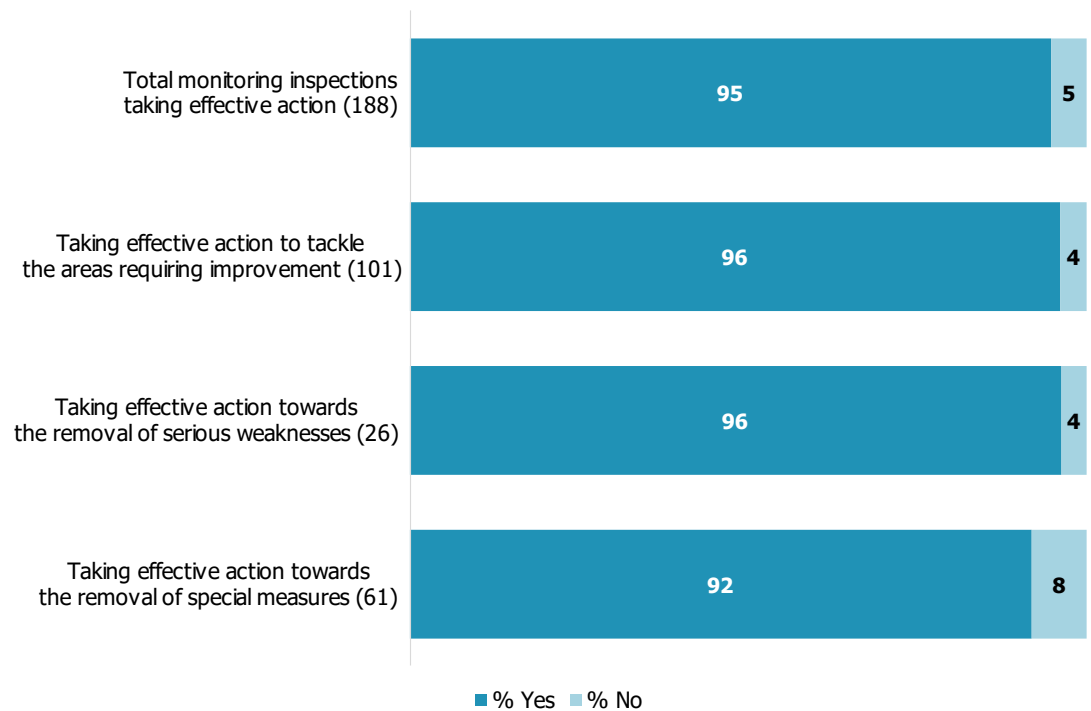
1. Percentages are rounded and may not add up to 100.
 2. Numbers of inspections are in brackets.
 3. Excludes ungraded inspections that converted to a graded inspection.
- View [data in an accessible table format](#).

Monitoring inspections

In 2024/25 we carried out 188 monitoring inspections of schools that are either in a category of concern or graded as requires improvement for overall effectiveness at their most recent graded inspection.

Ninety-five per cent of monitoring inspections found that schools were taking effective action either towards tackling the areas requiring improvement, or towards being removed from a category of concern.

Figure 4: Outcomes of monitoring inspections, 2024/25



1. Percentages are rounded and may not add up to 100.
2. Numbers of inspections are in brackets.

View [data in an accessible table format](#).

Revisions to previous release

The provisional data in the previous release related to inspections that took place between 1 September 2024 and 31 December 2024, with the reports published by 31 January 2025. Revised data for inspections in this period is provided in tables 1R and 2R of the data file accompanying this release: [State-funded schools inspections and outcomes as at 31 August 2025, charts and tables](#).

This revised data includes an additional 35 graded inspections that had not been published by 31 January 2025 but were published by 30 September 2025. See table 2R for details of the revised inspection outcomes across the period.

We publish revisions to data in this publication, in line with our [revisions policy for official statistics](#).

Notes

The purpose of these official statistics is to disseminate the data on school standards collected through Ofsted’s role as an inspectorate. They provide information about how the judgements of schools have changed over time, and

how they vary across different phases of education.

This official statistics release reports on the outcomes of state-funded school inspections carried out under sections 5 and 8 of the [Education Act 2005](#). We carried out these inspections between 1 September 2024 and 31 August 2025. This release includes all inspections published by 30 September 2025. It also includes the most recent inspections and outcomes for all schools that we have inspected as at 31 August 2025. See the accompanying ODS file for data on earlier years.

Throughout this release, we use the term ‘schools’ to cover all local authority maintained schools, state-funded academies, free schools and non-maintained special schools in England that section 5 of the Education Act 2005 requires us to inspect.

We carried out inspections between September 2015 and August 2019 under the [common inspection framework](#).

Since September 2019, we have carried out inspections under the [education inspection framework](#).

You can find an explanation of the main uses of this data, further contextual information and the arrangements for quality assurance in the [methodology report](#). The methodology report provides information about the strengths and limitations of the statistics.

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

Graded, ungraded, monitoring and urgent inspections

Ofsted carries out inspections under sections 5 and 8 of the Education Act 2005.

We are required to inspect all schools to which section 5 applies at prescribed intervals. The regulations set the interval for graded inspections from the end of the school year in which the last inspection took place. This interval was temporarily extended by 18 months when we paused inspections because of the COVID-19 pandemic.

Section 8 enables His Majesty’s Chief Inspector (HMCI) to carry out inspections for a range of purposes. This includes making monitoring visits to schools that are in a category of concern following a graded inspection. Inspectors may also visit schools to aid HMCI in keeping the Secretary of State for Education informed or to contribute to reports on, for example, the teaching in a curriculum subject or a particular aspect of the work of schools.

Inspections carried out under section 8 in this release include:

- ungraded inspections of schools judged to be good or outstanding for overall effectiveness at their most recent graded inspection
- monitoring inspections of schools that are either in a category of concern, or those judged as requires improvement for overall effectiveness at their most recent graded inspection
- urgent inspections, such as those with no formal designation, and unannounced inspections in response to concerns about behaviour in a school

Ungraded inspections

Ungraded inspections are usually 2-day inspections, although some small primary schools may have a 1-day inspection. The ungraded inspection focuses on determining whether the school has taken effective action to maintain the standards identified at the previous inspection. It does not result in individual graded judgements. If there are serious concerns, we convert the ungraded inspection to a graded inspection, at which inspectors will make the full set of graded judgements.

Since November 2017, some previously good schools have received a graded inspection instead of an ungraded one if our risk assessment tells us that an ungraded inspection would be highly likely to convert to a graded one. This may apply if a school has undergone significant change, such as changing its age range, or if we have concerns that the quality of provision may have deteriorated significantly.

Since January 2018, ungraded inspections have only converted to graded inspections if there have been serious concerns. If an ungraded inspection is not converted, but inspectors find evidence that suggests aspects of the school's work may not be as strong as at the time of the previous inspection, they will specify that the next inspection should be a graded inspection.

Between May 2012 and November 2020, primary and secondary schools graded outstanding for overall effectiveness were exempt from routine inspection. In November 2020, the government lifted the exemption. We restarted routine inspections of previously exempt schools in September 2021. The [school inspection handbook](#) provides further details about inspections of formerly exempt outstanding schools.

Glossary

Definitions of terms are in the [statistical glossary](#).

Further information

Contacts

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

Press enquiries should be sent to our press team, at pressenquiries@ofsted.gov.uk.

Acknowledgements

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How to search

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 where it appears.

Data tables for figures

Data for Figure 1: Key judgements and provision judgements of graded inspections, 2024/25

Judgement	Number of inspections	% Outstanding	% Good	% Requires improvement	% Inadequa
Quality of education	3,269	16	67	15	1
Behaviour and attitudes	3,269	29	65	6	1

Personal development	3,269	35	61	3	0
Leadership and management	3,269	21	68	10	2
Early years provision (where applicable)	2,374	27	66	6	0
Sixth-form provision (where applicable)	374	34	59	6	1

See [Figure 1](#).

Data for Figure 2: The proportion of graded inspections with the same grade for each key judgement, 2024/25

Key judgement 1	Key judgement 2	Proportion where grades match
Quality of education	Behaviour and attitudes	75%
Quality of education	Personal development	66%
Quality of education	Leadership and management	89%
Behaviour and attitudes	Personal development	83%
Behaviour and attitudes	Leadership and management	80%
Personal development	Leadership and management	74%

See [Figure 2](#).

Data for Figure 3: Outcomes of ungraded inspections that did not convert to a graded inspection, by phase, 2024/25

Phase of	Number of	% Improved	% Standards	% Some aspects
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education	inspections	significantly	maintained	not as strong
All schools	2,435	11	83	5
Nursery	66	9	88	3
Primary	1,852	11	84	5
Secondary	295	15	78	6
Special	179	12	83	5
Alternative provision	43	5	93	2

See [Figure 3](#).

Data for Figure 4: Outcomes of monitoring inspections, 2024/25

Monitoring inspection type	Number of inspections	% Yes	% No
Total monitoring inspections taking effective action	188	95	5
Taking effective action to tackle the areas requiring improvement	101	96	4
Taking effective action towards the removal of serious weaknesses	26	96	4
Taking effective action towards the removal of special measures	61	92	8

See [Figure 4](#).

1. Two per cent of currently open schools had not been inspected under EIF by the end of August 2025. This is because they were either new schools that weren't open in April 2021, schools that have recently become an academy or had a new unique reference number (URN) for other reasons so could not be inspected in the time frame, or schools that have been inspected but where the report is not yet published, so the inspection is not included in the data. [↔](#)
2. Based on events carried out by 31 August 2025 where the inspection report was published by 30 September 2025. Additional inspections were carried out but not published by the cut-off point; see Table 1 (inspection events) of our [monthly management information datasets](#) for details of the number carried out by the end of each month. [↔](#)

3. The number of inspections in 2022/23 and 2023/24 were unusually high, as we were catching up on inspections following an 18-month pause in routine inspections during the pandemic. [↪](#)
4. Based on inspections under the EIF in 2019/20, 2021/22, 2022/23 and 2023/24. 2020/21 is not included, as graded inspections were largely paused due to the pandemic. [↪](#)
5. See Table 2 in the accompanying ODS file for the key judgement outcomes broken down by phase of education. [↪](#)
6. See Chart 1 in the accompanying ODS file for data on the grades for each key judgement in each academic year from 2019/20. [↪](#)

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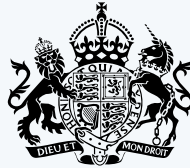
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