

The Annual Report of Her Majesty's Chief Inspector
of **Education, Children's Services and Skills 2013/14**



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of the Education and Inspections Act 2006.

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Sir Michael Wilshaw
Her Majesty's Chief
Inspector

Dear Secretary of State

The Annual Report of Her Majesty's Chief Inspector 2013/14

I have pleasure in presenting my annual report to Parliament as Chief Inspector, as required by the Education and Inspections Act 2006. The report is underpinned by the findings of well over 7,000 inspections of schools, colleges and providers of further education and skills. These inspections provide a unique evidence base for the conclusions we draw.

In this report, I welcome the continued improvement in the standard of education offered in our primary schools, but I note that improvement in secondary schools has stalled over the last year. I also recognise that the quality of teaching in the further education sector has improved, but that it is not always equipping learners with the skills they need to succeed in work. Although there are many good or outstanding secondary schools, more needs to be done to narrow the gap in achievement between disadvantaged pupils and their peers. The potential of the most able pupils is not always being realised.

My report emphasises the importance of effective challenge, support and intervention at all levels in the education system to bring about the improvements we need and to ensure that pupils have the best chance of success. While I note that the quality of new entrants to the teaching profession and the initial training they undergo is high, the report highlights concerns about the overall supply of new teachers as well as their distribution across the country.

This report consists of an overarching commentary, supported by separate reports on schools and the further education and skills sector. Copies will be placed in the Libraries of both Houses. In addition, Ofsted is publishing a separate report for each of its eight regions. I will publish reports on social care and early years in the coming year.

As Chief Inspector I remain absolutely committed to supporting improvement and raising standards for children and learners at the different stages of their education. I trust that this report will provide useful evidence to inform future policies aimed at securing the very best education for our children and learners.

Yours sincerely

Sir Michael Wilshaw





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Primary schools continue to progress but secondary schools have stalled

This is my third Annual Report as Her Majesty's Chief Inspector.

Last year, I said that England's schools were improving at a faster rate than ever before. Twelve months on, standards have continued to improve in the primary sector, but progress in secondary schools has stalled.

During the same period, we have seen teaching in the further education (FE) and skills sector improve, but I remain concerned that learners are not being prepared well enough for work or further study.

Eighty two per cent of primary schools are now at least good. This means that nearly 700,000 more pupils are now in good or outstanding primary schools than was the case in 2012.

However, the picture in the secondary sector is not as positive. The overall proportion of secondary schools that are good or outstanding remains unchanged from last year at 71%.

In 2012, the proportion of good or outstanding secondary schools lagged behind primary schools by only three percentage points. **This year, that gap has grown to 11 percentage points.**

In two thirds of local authority areas, pupils have a higher chance of attending a good or outstanding primary school than secondary school. Indeed, there are 13 local authority areas in England where children have a less than 50% chance of attending a good or outstanding secondary school.¹

It is of particular concern that the number of failing secondary schools has risen this year. **Over 170,000 pupils are now in secondary schools rated inadequate, around 70,000 more than in 2012.**

So why have more primary schools improved while too many secondary schools have stalled or declined?



Why are primaries improving?

- The quality of leadership has improved.
- Governing bodies provide headteachers with challenge as well as support.
- Teaching is focused on getting the basics right, including phonics.
- Good attendance and behaviour are the norm.
- More of the brightest pupils are reaching their potential by the age of 11.
- The gap between those on free school meals and other pupils has narrowed.

Leadership in primary schools is improving

Two years ago, our inspectors found that leadership and management in primary schools was, on average, not as good as that in secondary schools. Today, the reverse is true: **84% of leadership and management in primary schools is now good or outstanding compared with 77% in secondary schools.**

On the whole, primary school leaders have responded well when their schools have been judged to require improvement. More than two thirds of primary schools that were previously judged to require improvement had improved to good or outstanding at the time of their next inspection.

In primary schools that improved to good or outstanding, inspectors found that headteachers know their staff and pupils well and create a culture in which all children are challenged and enthused. Teaching is closely monitored and good practice disseminated throughout the school. **Consequently, the proportion of primary schools in which teaching is good or outstanding has risen markedly, from 71% in 2012 to 82% in 2014.**



Governing bodies provide headteachers with challenge as well as support

Our inspectors report that, in most primary schools, governors and headteachers work well together. Governors are aware of their responsibility to provide challenge as well as support, particularly in relation to the spending of the pupil premium funding and the performance management of staff.

In primary schools that improved, governors took their own training and skills development very seriously. Inspectors reported that governing bodies were demonstrating an increasingly sophisticated understanding of their school's data. As a result, they oversaw the performance of the school effectively, engaging with middle and senior leaders in a structured and professional manner.

Teaching is focused on getting the basics right, including phonics

Primary teachers are focused more sharply on the importance of teaching good literacy and numeracy from the earliest years of a child's life. Indeed, **around 6,800² infant and primary schools offer nursery provision and more are working closely with pre-school providers in their area.** Leaders of these schools understand that the first few years of education, particularly for those children from deprived backgrounds, are crucial to future success.^{3,4}

The introduction of the phonics screening check in Year 1 has increased the attention being given to the essential early skills that pupils need for reading and writing. The proportion of pupils reaching the expected level in the Key Stage 1 tests for six- and seven-year-olds rose from 87% to 90% in reading and from 83% to 86% in writing between 2012 and 2014.⁵

It is not just the screening check that has made the difference. Importantly, more schools have introduced reading schemes that build on what children have been taught in their phonics lessons to improve their reading. Teacher training, too, now focuses more on phonics, so new teachers have a better understanding of the methodology.

By the end of their primary education, nearly four in every five pupils now achieve the expected standards of reading, writing and mathematics, up from three quarters in 2012.⁶ These pupils are ready for secondary school and eager for further learning.



2. *Statistical first release: Schools, pupils and their characteristics: January 2014*, Department for Education, June 2014, updated July 2014; www.gov.uk/government/statistics/schools-pupils-and-their-characteristics-january-2014.

3. The importance of early education to the future success of children, particularly those from deprived backgrounds, is set out in the EPPE research. *Findings from pre-school to end of Key Stage 1*, The Effective Provision of Pre-school Education (EPPE) Project, Institute of Education, University of London; <http://eppe.ioe.ac.uk/eppe/eppepdfs/RBTec1223sept0412.pdf>.

4. Ofsted will be publishing its early years annual report in 2015.

5. *Statistical first release: Phonics screening check and key stage 1 assessments: England 2014*, Department for Education, September 2014; www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2014.

6. *Statistical first release: National curriculum assessments at key stage 2 in England: 2014*, Department for Education, August 2014; www.gov.uk/government/statistics/national-curriculum-assessments-at-key-stage-2-in-england-2014.

Behaviour and attendance in primary schools continue to be good

Our inspection evidence shows that behaviour and safety in 94% of primary schools are good or outstanding. Attendance in primary schools is high and has improved: overall absence in the first two terms of the 2013/14 academic year was 3.9%, down from 5.3% for the same period in 2009/10.⁷

Teachers in strongly performing primary schools deliver stimulating and challenging activities that create enthusiasm for learning. Pupils demonstrate the ability to work on their own and with others on a wide variety of learning activities across a curriculum that engages and motivates them.

Many primary schools stretch the more able

Good and outstanding schools encourage wider reading and writing at length. Often, a school's emphasis on the spiritual, moral, social and cultural aspects of the curriculum benefits all pupils but especially the more able, providing them with opportunities to engage with complex issues.

The proportion of pupils at Key Stage 2 attaining a Level 5 or above in reading, writing and mathematics increased from 21% in 2013 to 24% in 2014.⁸

Attainment at Level 6 has also risen. In mathematics, the proportion of pupils achieving Level 6 rose from 3% in 2012 to 9% in 2014. The proportion achieving Level 6 in grammar, punctuation and spelling rose by two percentage points in the last year to 4%.⁹

These improvements suggest that primary schools are getting better at identifying the brightest children and developing their potential.



7. *Statistical first release: Pupil absence in schools in England: autumn 2013 and spring 2014*, Department for Education, October 2014; www.gov.uk/government/statistics/pupil-absence-in-schools-in-england-autumn-2013-and-spring-2014.

8. *Statistical first release: National curriculum assessments at key stage 2 in England: 2014*, Department for Education, August 2014; www.gov.uk/government/statistics/national-curriculum-assessments-at-key-stage-2-in-england-2014.

9. Level 6 data is for all schools, not state schools only.

Primary schools are narrowing the gap for disadvantaged children

Our inspectors report that good primary school leaders know which pupils need help, track them effectively and use the pupil premium to support appropriate interventions. As a result, the gap in achievement between disadvantaged pupils and those from better off backgrounds has narrowed steadily. In 2007, the gap in the proportion achieving Level 4 or above in English and mathematics was 24 percentage points. In 2013, the gap in the proportion achieving Level 4 or above in reading, writing and mathematics was 19 percentage points.¹⁰

Why has improvement in secondary schools stalled?

There are, of course, many good and outstanding secondary schools. Seventy one per cent of all secondary schools were found to be good or outstanding at their most recent inspection. **A higher proportion of secondary schools than primary schools are outstanding. This year alone, 113 secondary schools were judged to be outstanding.**

However, weaker secondary schools are not improving at the same rate as their primary school counterparts and too many are declining. For example, less than half of secondary schools requiring improvement had improved to good or outstanding when re-inspected this year. In contrast, more than two thirds of primary schools had improved.

In secondary schools where improvement has stalled, or where standards have declined, inspectors have identified the following common characteristics:

- teaching at Key Stage 3 (11 to 14) failing to build on prior learning
- poor and inconsistent leadership
- ineffective middle management
- too much low-level disruption
- the most able not being challenged
- a failure to narrow the gap for disadvantaged pupils
- poor careers advice
- weak governance and oversight.



Teaching at Key Stage 3 is failing to build on prior learning

Too many secondary schools are not building on the gains pupils make in primary schools. In underperforming secondary schools, not enough is expected of pupils from the first day they arrive in Year 7. The curriculum lacks challenge and too many children repeat what they have already mastered in the latter stages of primary school.

In contrast, the most successful secondary schools often work closely with their feeder primaries to ensure that they know how well pupils are achieving before they enter secondary school. Some of these secondary schools display pupils' work from primary school to serve as a reminder to staff of what children are able to achieve.

I have commissioned a report into why the gains made in literacy and numeracy are sustained in Years 7 and 8 in some schools but not others.

I will comment on this in more detail next year.

Poor and inconsistent leadership

At a time when the system is more autonomous than ever before, strong and effective school leadership is essential. Leadership and management are outstanding in one in four secondary schools, a higher proportion than in primary schools. However, our evidence shows that **there are more than 700 secondary schools – around a quarter – where the quality of leadership is not good enough.**

In secondary schools that have stalled, leaders have been unable to ensure that the quality of teaching is consistent across all subject areas. In some schools, strengths in one subject area are undermined by weaknesses in another. In other schools, there are inconsistencies within particular subjects or across different year groups.

Struggling secondary schools usually lack effective systems for tracking pupils' performance, for supporting those at risk of underachievement or for monitoring the quality of teaching. The systems they do have are often implemented inconsistently.

Inspection reports show that headteachers of inadequate secondary schools do not know their schools well enough. They have overly optimistic views of the quality of teaching because their assessments are not robust. Their monitoring systems are not fine-tuned to identify variations in quality, nor do they act quickly to address problems. They have failed to implement robust performance management or effective staff development programmes.

The proportion of secondary schools in which leadership and management are judged inadequate has more than doubled over the past two years. A review of inspection reports of inadequate schools found that a third of the headteachers were ineffective at leading teaching. The leadership of teaching was more than twice as likely to be the cause of problems as the quality of teachers themselves.





Ineffective middle management

Given the size of many secondary schools, headteachers rely heavily on middle managers to translate policy into practice and ensure that effective teaching and learning is taking place in every area of the curriculum.

However, inspectors found weaknesses in middle management to be a significant problem in inadequate schools. These weaknesses, of course, are ultimately the responsibility of senior management. Indeed, in some schools, inspectors identified that middle managers had the potential to be effective but received little or no support or training from senior staff. As a result, they were left to flounder.

Low-level disruption is too common

In my last annual report I emphasised the importance of school culture and good behaviour as a prerequisite for raising standards. As a result, our guidance was tightened in January 2014 to ensure that inspectors looked more closely at this issue.

In the secondary schools inspected in 2013/14, there was a seven percentage point fall in the proportion of schools where behaviour and safety were judged good or outstanding compared with inspections conducted in 2012/13.

This means that over 400,000 pupils attend a secondary school where behaviour is poor, preventing pupils from learning and teachers from teaching. This is unacceptable.

Inspectors found far too many instances of pupils gossiping, calling out without permission, using their mobiles, being slow to start work or follow instructions, or failing to bring the right books or equipment to class. While these are minor infractions in themselves, cumulatively they create a hubbub of interference that makes teaching and learning difficult and sometimes impossible.

In our recent report 'Below the radar',¹¹ we discovered that pupils in England are potentially losing up to an hour of learning each day because of low-level disruption in the classroom. This is the equivalent of 38 days of teaching lost a year.

Too many secondary schools are failing to deal with poor behaviour in a consistent manner. This is because leaders have not communicated their behaviour policies well enough to the school community and have not adopted a high enough profile in and around the school. Inspectors also commented that, in schools where behaviour is a concern, staff often blur the boundaries between friendliness and familiarity in their interaction with pupils.

When Ofsted asked teachers for their views, almost two fifths of those polled said pupil chatter disrupted learning in almost every class. Only a third reported that the headteacher provided them with sufficient support in managing poor behaviour.

11. *Below the radar: low-level disruption in the country's classrooms* (140157), Ofsted, September 2014; www.ofsted.gov.uk/resources/below-radar-low-level-disruption-country%E2%80%99s-classrooms.

Too many secondary schools are not challenging the most able

In 2013, almost two thirds of the pupils in non-selective schools who attained highly at primary school in English and mathematics did not reach an A or A* in those subjects at GCSE. Nearly a quarter of them did not even achieve a B grade.

Around a third of our inspections of secondary schools this year identified issues in the teaching of the most able pupils. Inspectors found that teachers' expectations of the most able were too low. There is a worrying lack of scholarship permeating the culture of too many schools.

In the year ahead, Ofsted will look even more closely at the performance of the brightest pupils in routine school inspections and will publish a separate report on what we find.

Secondary schools have failed to narrow the gap for disadvantaged pupils quickly enough

One of the greatest challenges that schools face is ensuring that their most disadvantaged pupils reach their full potential. Worryingly, pupils from poor socio-economic backgrounds are still lagging far behind their better-off peers at secondary school. **In 2007, the gap in GCSE attainment was 28 percentage points. In 2013, it had barely closed, at 27 percentage points.**¹²

Following on from my report 'Unseen children: access and achievement 20 years on', published in June 2013,¹³ we have changed our inspection arrangements to put a greater focus in every inspection on the attainment of children supported by the pupil premium. As a result, schools are highly unlikely to be judged outstanding if their most disadvantaged pupils are not making good progress.

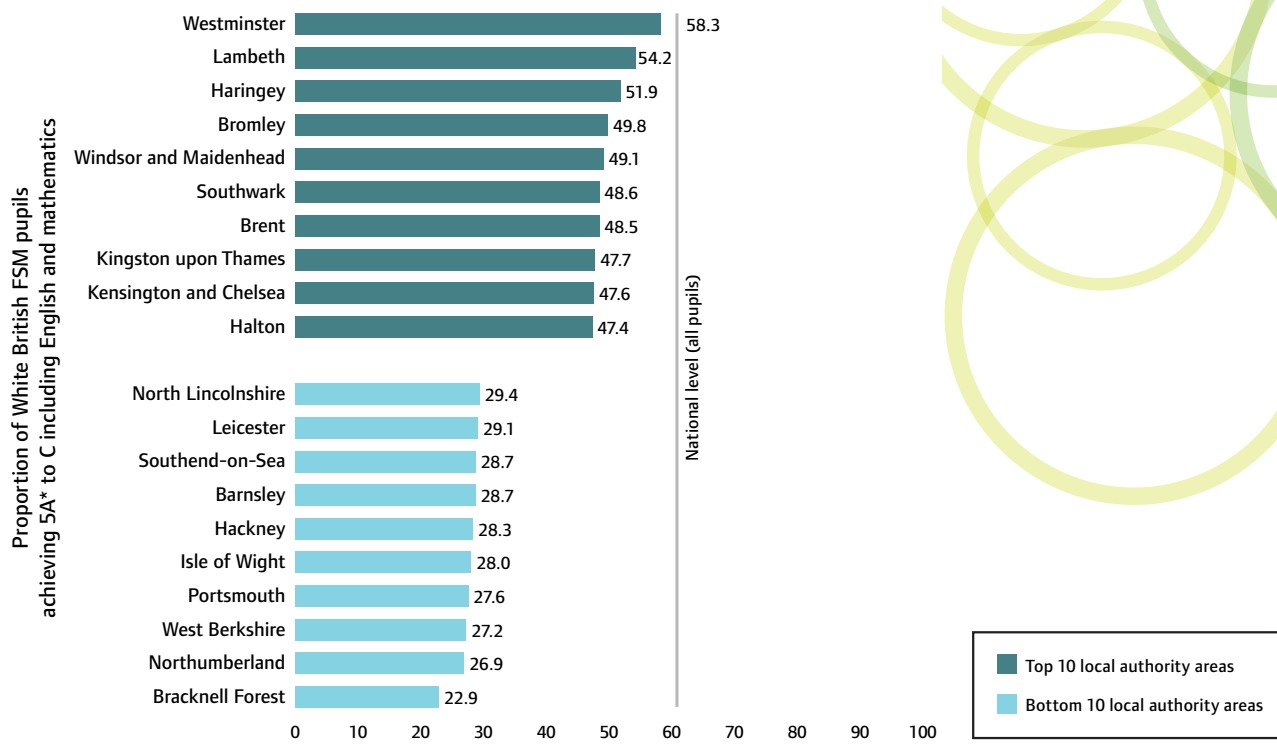
The pupil premium is making a difference in schools that are using it effectively. However, the performance of pupils eligible for free school meals still varies widely. The impact of this can be seen in local and regional variations. **Between 2007 and 2013, schools in 10 local authority areas managed to increase the proportion of their poorest pupils achieving five good GCSEs by 25 percentage points or more. Yet in five local authority areas, that proportion was only three percentage points or fewer.**



12. *The pupil premium: an update* (140088), Ofsted, July 2014; www.ofsted.gov.uk/resources/pupil-premium-update.

13. *Unseen children: access and achievement 20 years on* (130155), Ofsted, June 2013; <http://ofsted.gov.uk/resources/unseen-children-access-and-achievement-20-years>.

Figure 1: Achievement of White British FSM pupils in 2013 in the best and worst local authority areas



Notes: Analysis is based on the 'FSM ever' measure, which looks at pupils eligible for free school meals at any time over the last six years, rather than those eligible at a single point in time.
 Source: Department for Education.

White British pupils are not only the lowest performing ethnic group of pupils eligible for free school meals, but they are also improving at the slowest rate. This is a serious concern. Local variations, as shown in Figure 1, demonstrate what can be achieved. **In Windsor and Maidenhead, the gap in attainment between White British pupils eligible for free school meals and all pupils nationally is 12 percentage points, while in nearby West Berkshire it is 33 percentage points.**

More must be done to implement the recommendations in 'Unseen children'. The gap in achievement between White British pupils from low-income families and their better-off peers is not closing. While girls in this group outperform boys, they both do poorly compared with children from other ethnic groups. The success of disadvantaged children from a variety of other ethnic backgrounds shows that family income does not have to be a barrier to achievement.

Next year, we will be conducting a further survey to examine the impact of the pupil premium and to identify examples of good practice in schools that have successfully used the funding to close the gap between disadvantaged pupils and their better-off peers.

Poor careers advice

Secondary pupils frequently receive poor careers advice. Our report 'Going in the right direction' found that most secondary schools were not making good quality career advice a priority for their students.¹⁴ Of the 60 schools surveyed, only one in five had well-developed provision, while three quarters were found to have guidance that was less than good.

Poor careers advice can result in young people embarking on post-16 courses that do not suit their needs or aptitudes. In failing schools with weak sixth forms, we found that in many cases pupils had been encouraged to continue on academic courses which they then abandoned at the AS stage, in some cases leaving with no additional qualification at all. For example, in one school, inspectors reported that one in five of those who started sixth form courses left without a qualification.

Governance and oversight is weak in too many schools

Ineffective governance is an issue for many struggling secondary schools. This year, inspectors found that, in secondary schools judged less than good, governing bodies had often failed to provide strategic direction or to hold the headteacher to account. In around a third of these schools, inspectors recommended an external review of their governance. Of particular concern is that inspectors report that these reviews sometimes do not take place quickly enough and, when they do, they are of variable quality.



14. *Going in the right direction? Careers guidance in schools from September 2012* (130114), Ofsted, September 2013; www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012.

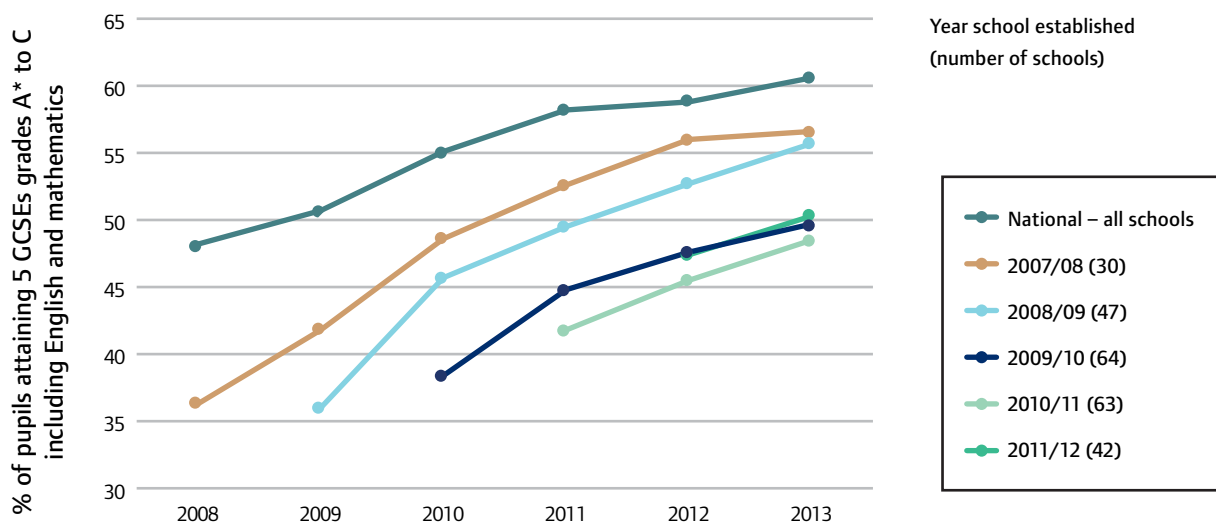
Challenge, support and intervention in an increasingly autonomous system

The school system is increasingly autonomous. Schools are being given greater freedoms to innovate and raise standards for their pupils. However, with this autonomy comes an even greater need for effective oversight. Even the best led schools need challenge, support and intervention to maintain progress and prevent decline.

In the past, this was clearly the responsibility of local authorities. Too often, they did not perform this role well enough and failed to use their powers of intervention, such as issuing warning notices and appointing additional governors where schools were performing badly.

In the current school system, responsibility for oversight of school performance is more complex. Of the 3,372 secondary schools in England, **60% are now academies**, outside of direct local authority control and formally accountable to the Department for Education. However, local authorities are still responsible for many secondary schools, as well as for most primary schools.

Figure 2: GCSE attainment in sponsor-led academies over time



Notes: Schools details based on Edubase at 3 September 2014.
Source: Department for Education

The first sponsor-led academies were created around a decade ago to take over tough, local authority-run secondary schools where aspirations and achievement were too low. These schools were often turned around with new investment, new leaders and a relentless focus on raising standards. As Figure 2 shows, these academies had the greatest impact in the first few years that they were open.

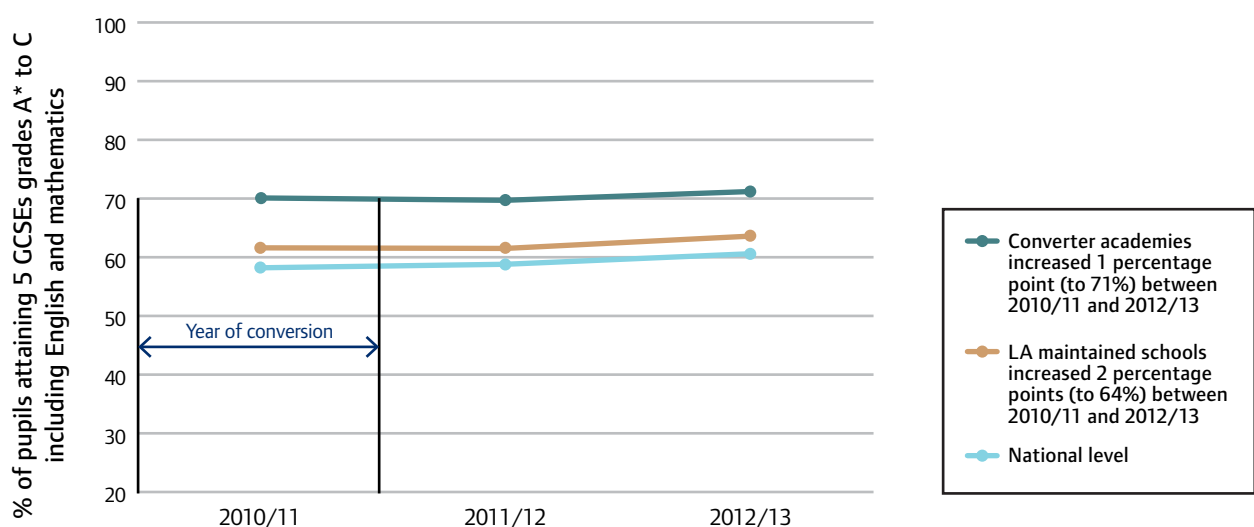
These sponsor-led academies no longer account for the largest proportion of schools with academy status. In the last four years, 2,900 primary and secondary schools, many of which were previously good or outstanding local authority schools, have converted to academy status under the Academies Act 2010.

The majority of the secondary converter academies that opened in 2010/11 have maintained their previous level of performance, but not all have made the most of their new found freedoms to achieve even better outcomes for their pupils. As Figure 3 shows, the improvement in GCSE attainment in good and outstanding secondary schools that converted to academy status in 2010/11 is slightly less than in their local authority counterparts, albeit from a higher starting point.

Around a quarter of secondary converter academies and around half of primary converter academies have joined multi-academy trusts. The best multi-academy trusts, such as the Harris Federation and Outwood Grange Academies Trust, provide excellent challenge, support and intervention to their schools, as do the best local authorities, for example Wigan and Hampshire. They all use their powers to intervene and bring about improvement. The most successful have seen substantial gains in attainment among their schools.



Figure 3: Improvement in Key Stage 4 attainment for good or outstanding schools



Academy converters are those secondary schools that converted in the 2010/11 academic year and were judged good or outstanding for overall effectiveness at their most recent inspection prior to converting to academy status.

Local authority maintained schools are those local authority maintained secondary schools that were judged good or outstanding for overall effectiveness at their most recent inspection as at 31 August 2011.

Includes only those schools with attainment data covering the full period from 2011 to 2013 that were still open on 3 September 2013.



However, there are a number of multi-academy trusts and local authorities that are failing to provide the necessary oversight and intervention. This year, we inspected the school improvement arrangements of nine local authorities¹⁵ and carried out focused inspections of schools in 10 local authorities and four multi-academy trusts where we had concerns about performance. These inspections found a lack of convincing strategies to improve the weakest schools, little challenge to the best and poor use of data on the progress and attainment of pupils. Some local authorities are continuing to provide poor oversight. The rapid expansion of some multi-academy trusts has left them without the capacity to support the improvement of all their constituent schools.

As well as worrying about schools in weaker local authorities and multi-academy trusts, we also need to be concerned about those converter academies that have not become part of a multi-academy trust. Many of these are continuing to perform well but even the best schools can deteriorate, sometimes very rapidly.

In 2013/14, Ofsted found that 89 converter academies had declined since their previous inspection to requires improvement or inadequate.

Of these, 66 were not in a multi-academy trust. Of the 21 formerly outstanding converter academies that declined to requires improvement or inadequate, 15 were not in a multi-academy trust.

These figures are disturbing. We have to ask whether the necessary challenge, support and intervention for these academies have been put into place quickly enough. Since 1 September 2014, eight Regional Schools Commissioners have been responsible for overseeing academies, but it is too early to assess whether they have the capacity to perform this role effectively.

I am also concerned about the level of confusion in the system over the exact role of local authorities in relation to academies and their pupils.

Ofsted's Regional Directors report that some local authorities do raise concerns about the performance of academies, including free schools, in their area with the trust, the Department for Education or the schools themselves. However, other local authorities do not see it as their role to do this and leave these academies well alone.

This is a worry when the concerns relate to falling standards, but even more so when they are about safeguarding and the protection of children, including from radicalisation. The dangers of local authorities not taking action where safeguarding concerns emerge have become all too clear in the last 12 months.

15. In addition, we conducted two re-inspections this year.

Schools are only as good as their teachers and leaders

Our school system needs a good supply of high quality teachers. It is therefore welcome that the calibre of recruits into teaching has risen. Bursaries and scholarships have attracted graduates with a higher class of degree and there are now tougher literacy and numeracy tests¹⁶ for entry into teacher training. Seventy-three per cent of teacher trainees now have a first or a 2:1 degree, 12 percentage points higher than in 2009/10.¹⁷

It is also positive that standards of initial teacher training in England are high and that, where providers are not good enough, they lose their allocation of places and normally close. Consequently, at their most recent inspection, 98% of active teacher training partnerships were judged good or outstanding. This year, only four partnerships, all based in higher education institutions, were judged as requires improvement.

School Direct, now the main school-based training route, is an increasingly important part of the teacher supply system. A large majority of the partnerships inspected this year have been involved in School Direct. Inspectors saw much good practice but highlighted some concerns about the quality of training, particularly on the secondary School Direct (salaried) route.¹⁸ Training providers need to ensure that they have effective quality assurance arrangements in their partnership agreements with schools so that trainees receive a consistently high standard of training.

While it is encouraging that newly qualified teachers are of an increasingly high calibre, I am concerned about teacher supply. In short, the problem is not one of the quality of new entrants to the profession, but of quantity and distribution.

Overall, the number of entrants into teacher training has fallen by 17% since 2009/10 and was 7% below the number of places needed in 2014/15. Numbers of secondary trainees have seen the largest falls (8,000 fewer trainee teachers this year compared with 2009/10) and there are persistent problems in key secondary subjects such as mathematics and physics.¹⁹



16. Professional Skills Tests for trainee teachers: www.education.gov.uk/get-into-teaching/apply-for-teacher-training/skills-tests.aspx.

17. *Initial teacher training census for the academic year 2014 to 2015*, Department for Education and National College for Teaching and Leadership, November 2014; www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2014-to-2015.

18. Ofsted does not inspect School Direct training routes for new teachers, although visits to schools involved in School Direct often form part of the inspection of higher education institutes or school-centred initial teacher training.

19. *Initial teacher training census for the academic year 2014 to 2015*, Department for Education and National College for Teaching and Leadership, November 2014; www.gov.uk/government/statistics/initial-teacher-training-trainee-number-census-2014-to-2015.

Figure 4: Teaching schools

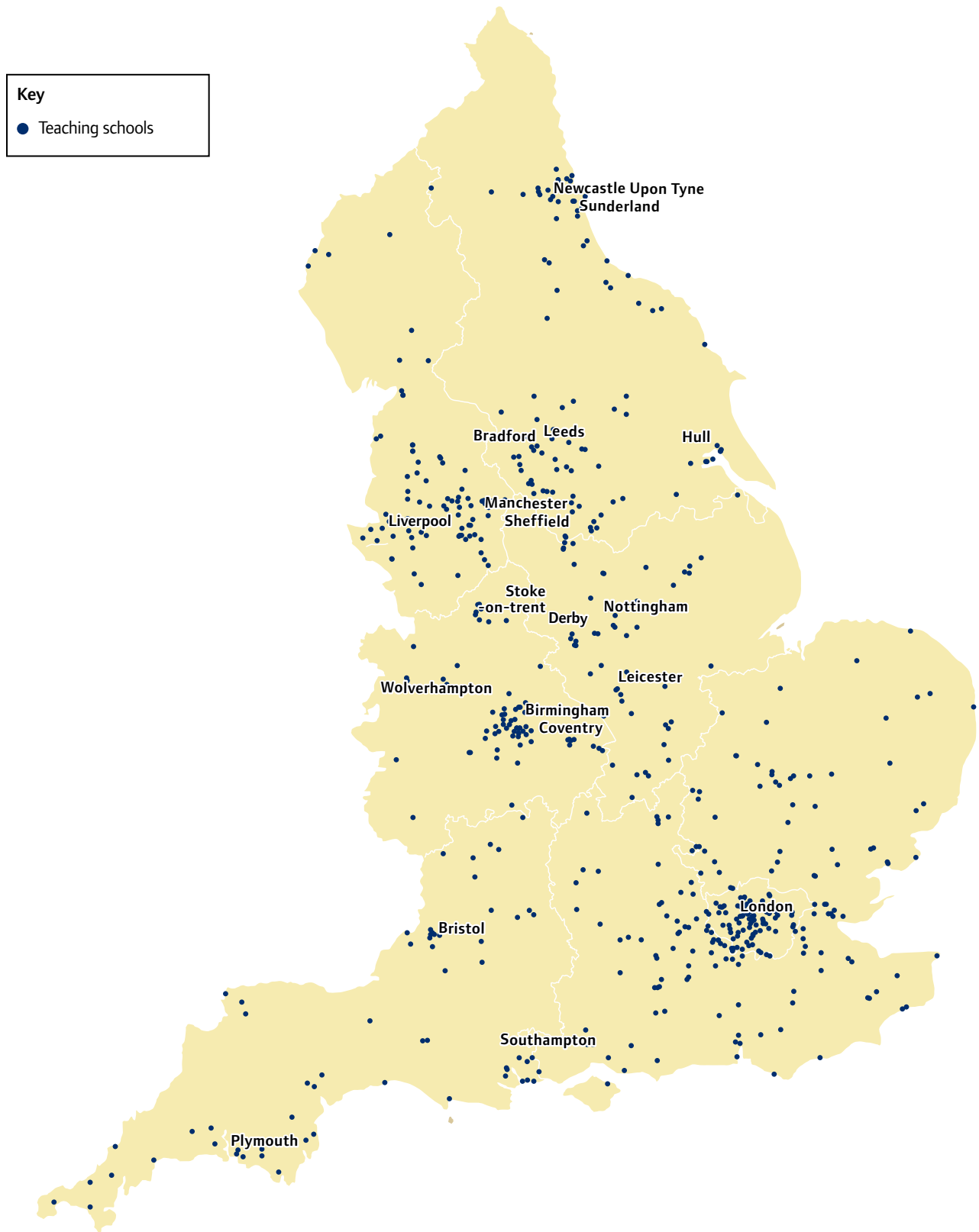
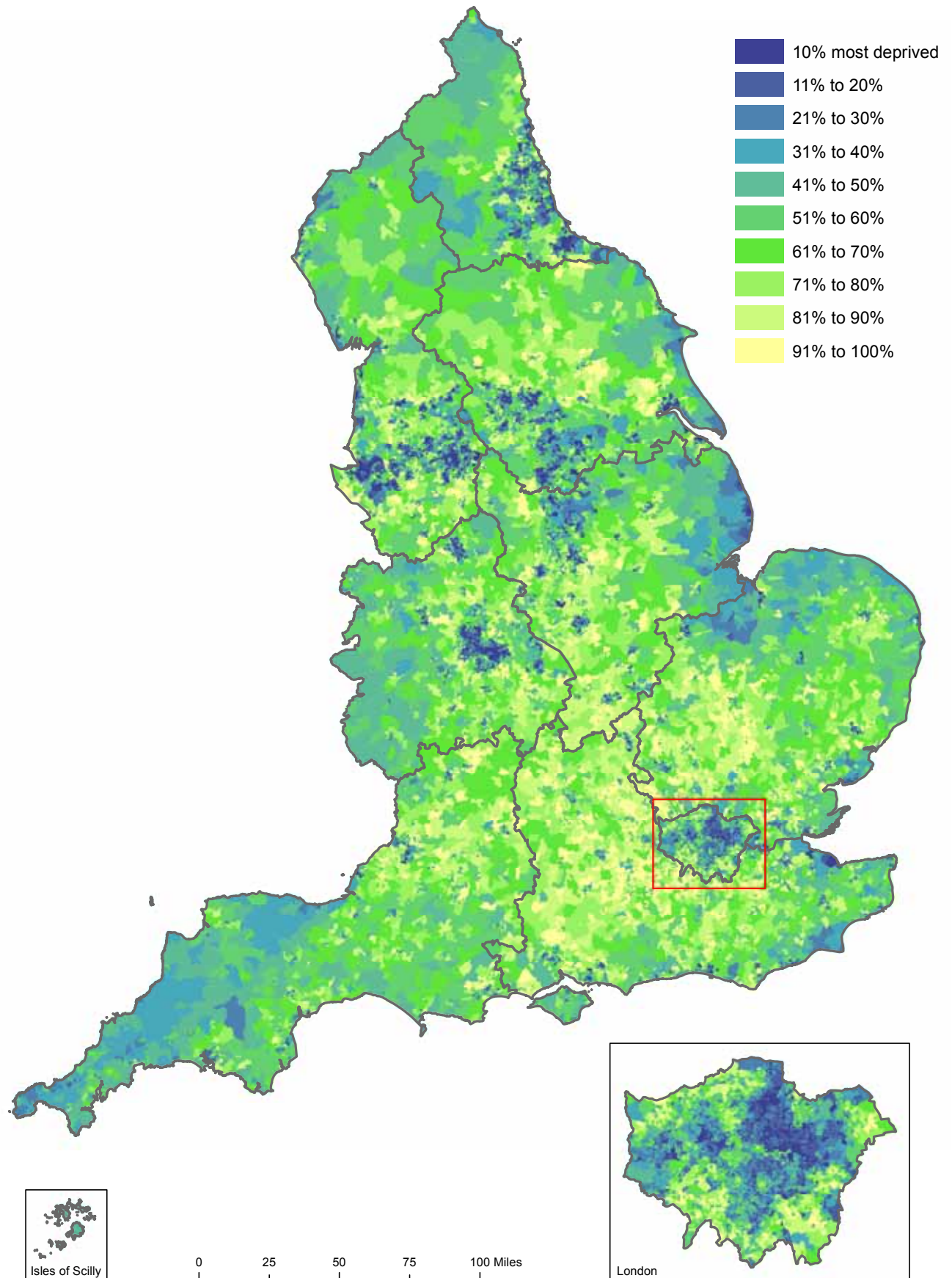


Figure 5: Distribution of the Index of Multiple Deprivation 2010



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This is a pressing issue. More teachers will be needed to match the substantial increase in the number of school-aged children – nearly 900,000 more children expected over the next 10 years.²⁰ And as the economy improves and employment opportunities open up elsewhere, competition for the best graduates will only intensify further.

As well as recruiting and training enough good teachers, we face a major challenge getting them into the right schools. I am clear that the trend of good and outstanding schools taking more control of teacher training – for example through School Direct – is a positive development.

However, it is important that this front door to teacher training is not closed to weaker schools and disadvantaged areas of the country. Good and outstanding schools with the opportunity to cherry pick the best trainees may further exacerbate the stark differences in local and regional performance. The nation must avoid a polarised education system where good schools get better at the expense of weaker schools.

The maps on pages 20 and 21 show the distribution of teaching schools and the pattern of deprivation side by side to illustrate the problem. Large areas of the East Coast and the South West stand out as having significant areas of disadvantage with limited access to the expertise of teaching schools and National Leaders of Education. I made this an issue last year and I make it again this year.

However, teacher recruitment problems are not confined to deprived rural and coastal areas. Less than a third of schools surveyed by Ofsted this year reported a good choice of well qualified applicants for all their teaching posts across all curriculum areas. On the ground, my Regional Directors report to me that even headteachers of good and outstanding schools find it difficult to attract a decent field of applicants for teaching posts, especially for middle management positions.

Leadership

Good leadership is essential to ensure that good teaching takes place in every school. There is much good and outstanding leadership in our state school system – some of it genuinely world-class. However, there are nearly 3,500 schools where the quality of leadership is still not good enough. This includes a disproportionately high number of secondary schools where leadership has been judged inadequate or as requires improvement. Twenty three per cent of secondary schools have weak leadership and management compared with 16% of primary schools.

The best multi-academy trusts are showing what can be done to develop leadership within their groups of schools, and so are the best local authorities. However, as is the case with teacher recruitment, it is the toughest schools in the most challenging places that face the greatest struggle to recruit the leaders they so desperately need.

The Teaching Leaders programme is training talented middle leaders in Norfolk for the first time this year and increasing its presence in other rural and coastal areas across the country. Future Leaders plans to recruit, train and support a group of experienced headteachers, deploying them in England's most challenging areas from 2015. Programmes such as these are very successful at nurturing talent, but can only meet a fraction of the national need for good and outstanding leaders.

20. *National pupil projections: trends in pupil numbers – July 2014*, Department for Education, July 2014, www.gov.uk/government/statistics/national-pupil-projections-trends-in-pupil-numbers-july-2014. Eight hundred and eighty thousand additional children expected by 2023.

Adapting provision to need in the further education and skills sector

The economy is improving and there are 736,000 more people in work since August 2013.²¹ The FE and skills sector has a critical role in ensuring that all young people and adults are appropriately prepared for good-quality jobs. It is encouraging, therefore, that we have seen an increase in the proportion of FE providers judged to be good or outstanding at their latest inspection. This reflects improvements in the quality of teaching, learning and assessment in providers inspected this year.

However, I am concerned that there is not enough good teaching in the subject areas where it is needed most. Too many young people are leaving schools and colleges without the skills and attitudes employers are looking for. Indeed, despite there being around one million young people aged 16–24 not in work, education or training,²² employers report that almost three in every 10 vacancies are hard to fill.

In successful apprenticeship programmes, training providers and employers work well together to prepare young people for their chosen career. The government's ambition to increase the number of good-quality apprenticeships is laudable. Giving purchasing power to employers is an important step. However, in order to improve the quality and status of vocational training, a number of issues need to be addressed. These include:

- poor careers guidance
- young people not having the right skills and attitudes
- weak teaching in English and mathematics
- a lack of employer involvement.

Careers guidance is poor

Our survey on careers guidance showed that too many schools do not provide their pupils with the information, advice and guidance to help them make informed choices about their next steps.²³ In particular, inspectors found that apprenticeships still have a low status among schools with sixth forms. Many post-16 learners interviewed for another survey²⁴ told inspectors that they had not received sufficient information or advice to make informed choices at the age of 16. Too many of these learners felt they had made a 'false start' and had to leave a programme mid-way and this often meant changing to another provider or dropping out of education.



21. Labour statistics, August 2014, Centre for Economic and Social Inclusion; www.cesi.org.uk/statistics/labour/august-2014.

22. Ibid.

23. *Going in the right direction? Careers guidance in schools from September 2012* (130114), Ofsted, September 2013; www.ofsted.gov.uk/resources/going-right-direction-careers-guidance-schools-september-2012.

24. *Supporting young people to participate in education and training* (140039), Ofsted, February 2014; www.ofsted.gov.uk/resources/supporting-young-people-participate-education-and-training.



Young people are leaving school and FE without the skills and attitudes they need

Schools are not ensuring that enough young people leave school with the skills, attitudes and motivation to enter apprenticeships and other employer-based training. When young people enter vocational training, too often they do not gain sufficient direct experience of work with external employers. As a result, inspectors found that learners leave the provision at 19 with poor practical skills and technical knowledge and an inability to step up to the standards of work and behaviour that employers expect of apprentices.

Traineeships were launched in August 2013 as a stepping stone to apprenticeships or employment for young people who needed focused training to be 'work ready'. However, inspectors found low take-up in nearly all of the 11 inspected providers offering traineeships and three of the 11 providers were judged to require improvement.

Teaching in English and mathematics remains weak

Nineteen-year-olds who leave education without qualifications in English and mathematics, with little or no experience of the workplace, are unlikely to be attractive to potential employers. Around four in 10 young people do not achieve a level 2 qualification or above in those subjects by the age of 16. Too few of those who continue into the post-16 sector – just one in six – subsequently reach that level by the age of 19.²⁵

The introduction of the 16 to 19 study programme in August 2013 should help address this issue. Through study programmes, those who have not achieved a grade C in GCSE in English and mathematics are expected to make substantial progress to that standard. However, many of the providers inspected last year, especially general further education colleges, did not offer sufficiently challenging programmes and the teaching in English and mathematics was weak.²⁶

Employers are not sufficiently involved

The training that apprentices receive from providers is not linked clearly enough to their learning and development at work. The introduction of Trailblazers provides a good opportunity to implement the recommendations in Doug Richard's review on apprenticeships.²⁷

However, if employers, especially small- or medium-sized enterprises, are going to get more involved in the design and delivery of apprenticeships and in vocational education more generally, they must be given the right support and incentives to do so. This could be channelled through existing employer networks, such as local enterprise partnerships (LEPs) and chambers of commerce. Such networks could help organise apprenticeships at a local level and give advice to employers on how to source training and funding.

25. *Statistical first release: Level 2 and 3 attainment by young people in England measured using matched administrative data: attainment by age 19 In 2013*, Department for Education; www.gov.uk/government/uploads/system/uploads/attachment_data/file/319309/SFR_10-2014_-_Tables_15-23.xlsx.

26. *Transforming 16–19 education and training: the early implementation of 16 to 19 study programmes* (140129), Ofsted, September 2014; www.ofsted.gov.uk/resources/transforming-16-19-education-and-training-early-implementation-of-16-19-study-programmes.

27. *Richard review of apprenticeships*, independent review by Doug Richard for Department for Business, Innovation and Skills, November 2012; www.gov.uk/government/publications/the-richard-review-of-apprenticeships.

Inspection makes a difference

As international studies²⁸ have made clear, an effective inspection system can make a real difference. Ofsted has a responsibility to be as rigorous as it can be and to update its procedures to accommodate a fast-evolving education landscape.

To that end, we have made substantial changes to our inspection arrangements over the past few years. We have slimmed down the inspection frameworks for schools and FE providers to focus on priority areas and have introduced the 'requires improvement' grade. This has challenged the sector but, on the whole, schools and FE and skills providers have responded well. **This year, of those previously judged to require improvement, 67% of schools and 70% of FE and skills providers were found to be good or outstanding on re-inspection.**²⁹

We are also taking action to improve the quality of inspection. Over half of our school inspection teams now include a current practitioner. We benefit from their current experience of the challenges that schools and colleges face and they take back into their institutions a greater understanding of the standards that Ofsted expects. As I have already announced, from next year, Ofsted will contract directly with inspectors, rather than through third party providers. This will enable Ofsted to take direct control of the selection, quality assurance and development of its inspection workforce.

We have also just finished a major consultation on plans to introduce frequent but shorter inspections for good schools and colleges from next year. These inspections will focus on ensuring that good standards are being maintained, that school leaders have identified any key areas of concern and that they have the capability to address them.

As the eight regional reports show, Ofsted has been using its regional structure to identify and tackle underperformance.

In particular, we have challenged local authorities to improve the support they offer to schools. I am pleased to report that, in most of the local authorities where we carried out either focused school inspections or inspections of school improvement arrangements, we have seen encouraging progress this year.



28. *Review and synthesis of evidence on the (mechanisms of) impact of school inspections*, R. Nelson and M. Ehren, February 2014; <http://schoolinspections.eu/wp-content/uploads/downloads/2014/02/Review-and-synthesis-of-evidence-on-the-mechanisms-of-impact-of-school-inspections.pdf>.

29. Data relates to schools and FE providers that were part of the improvement programme. A higher proportion of primary schools improved than secondary schools.



I welcome the fact that some of the government's new Regional Schools Commissioners have started to work with Ofsted's Regional Directors in order to share their knowledge about specific academies. I hope this will become normal practice in every region. It is important that Ofsted works with these newly appointed commissioners as well as local authorities and others involved in school improvement. These relationships will have an even sharper focus from September 2015 as Her Majesty's Inspectors (HMI) visit good schools more regularly and challenge those schools that are less than good until they reach the required standard.

Conclusion

When I delivered my first Annual Report in 2012, I said that too much provision in our schools and FE and skills sector was mediocre or worse and I remarked on the wide variations in the performance of schools across different areas of the country. This time last year, I was able to point to unmistakable signs that England's school and college system was improving.

This year, I am reporting that primary schools are continuing on an upward trajectory but that secondary schools, overall, are struggling to sustain the progress of recent years. The FE and skills sector is generally better than it was two years ago in terms of the quality of provision. However, too many institutions are still not equipping learners with the knowledge and skills that employers seek.

We are at a watershed moment in the history of our education system. As we near the next general election, no major political party is talking about reversing the trend towards the greater autonomy that our schools now enjoy.

I believe the time has now come to move away from the debate that has raged for the past five years about school structures and towards a sharper focus on what works in all schools, regardless of their model of governance or status.

The essential ingredients for success are no secret and have been well documented from time immemorial – strong leadership, a positive and orderly culture, good teaching and robust assessment systems. Ofsted will continue to focus on these core issues when we inspect schools and colleges in the coming year. We will do so because getting these things right is what leads to better outcomes and Ofsted will always champion the right of every child and learner to a good education.





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