

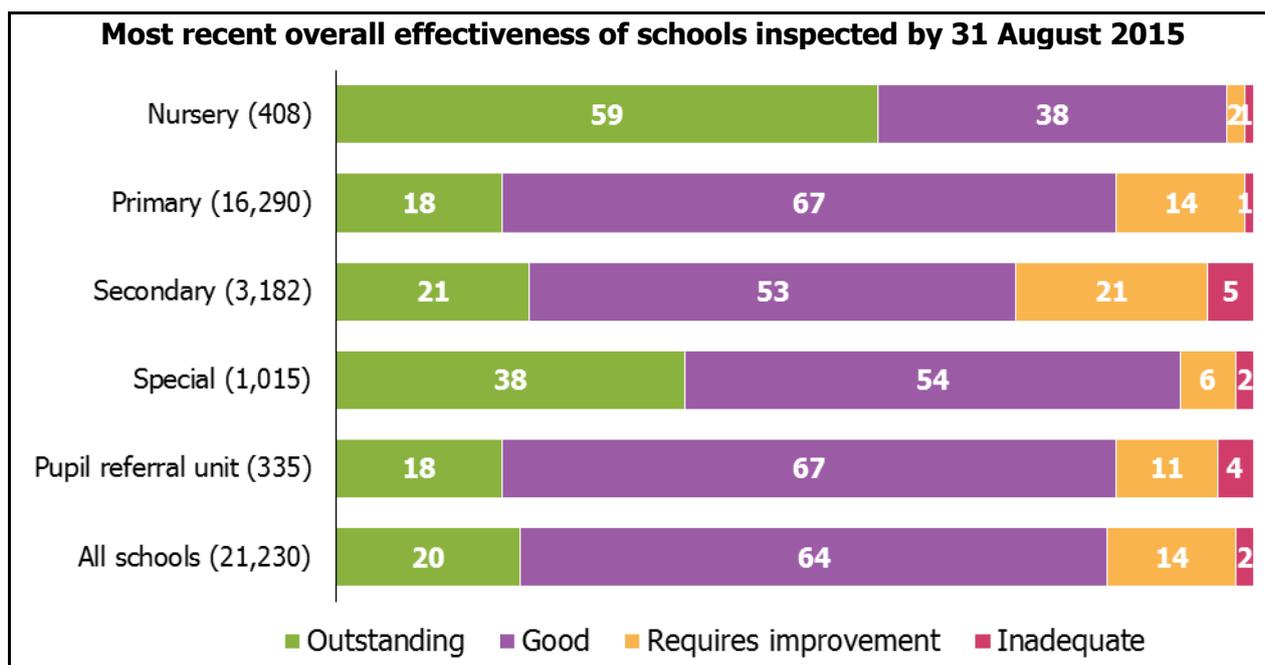
Maintained schools and academies inspection outcomes

This release contains:

- most recent inspection outcomes completed as at 31 August 2015
- provisional data for inspections completed between 1 April 2015 and 31 August 2015
- revised data for inspections completed between 1 January 2015 and 31 March 2015

The proportion of good and outstanding schools continues to rise for all phases

Primary and secondary schools have both experienced a three percentage point rise in the year to 31 August 2015. Nursery schools, special schools and pupil referral units have each seen a two percentage point rise.



But the gap between primary and secondary schools remains the same

The proportion of good or outstanding secondary schools is still 11 percentage points lower than the proportion of good or better primary schools. This gap has not changed since August 2014.

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Acknowledgements

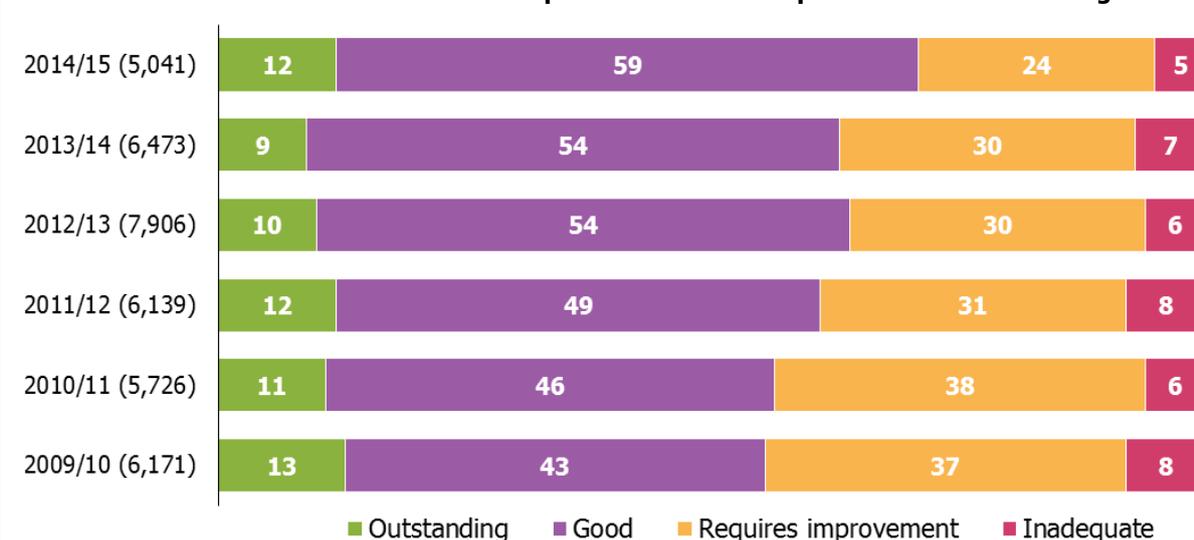
Thanks to the following for their contribution to this statistical release: James Twist, Issa Mohamed and Andrew Rosser.

Inspections between 1 September 2014 and 31 August 2015

These statistics summarise the judgements made on 5,041 section 5¹ inspections conducted between 1 September 2014 and 31 August 2015 where the inspection report was published by 5 October 2015².

Overall, 71% of schools inspected in the period were judged good or outstanding. This is eight percentage points higher than the previous full academic year and is partly due to the mix of schools inspected this academic year.

Chart 1: Overall effectiveness of schools inspected between 1 September 2009 and 31 August 2015



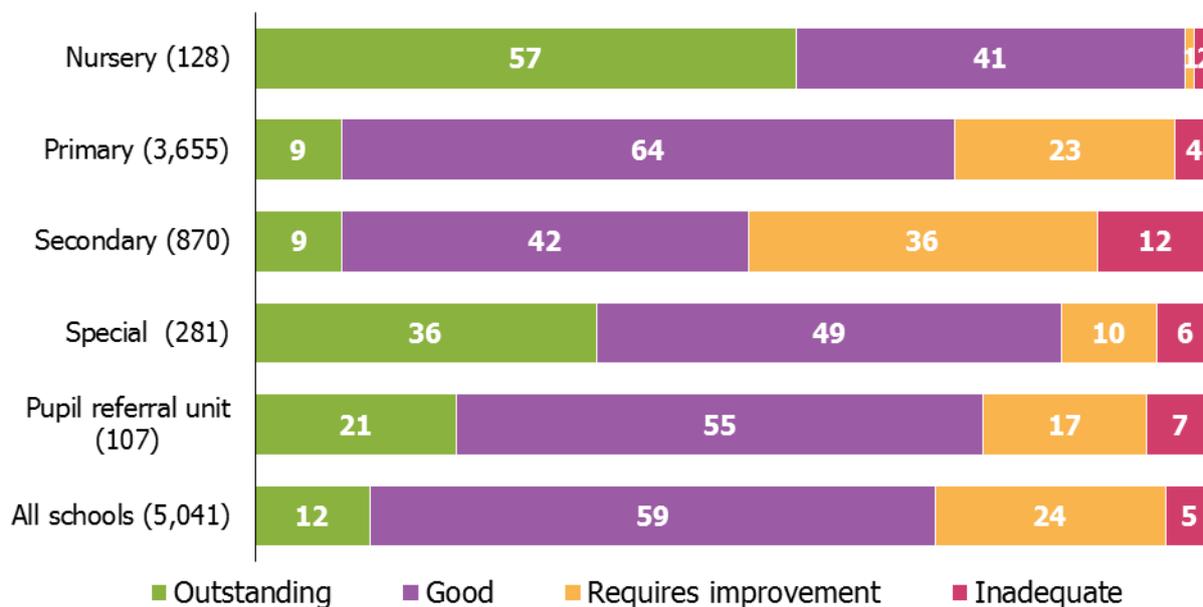
As seen in chart 2, 73% of primary schools inspected this academic year were judged good or outstanding. This is far higher than the 51% of secondary schools. As discussed in previous releases, the difference in the grade profile for primary and secondary schools is partly due to the mix of schools inspected; 62% of primary schools inspected within the academic year were good or better at their previous inspection, compared with 43% of secondary schools³. In previous years, the mix of primary and secondary schools inspected has been more similar than the mix seen this year.

¹ Including 517 section 8 deemed section 5 inspections.

² There was one report which had not been published by 5 October 2015. This is excluded from this release.

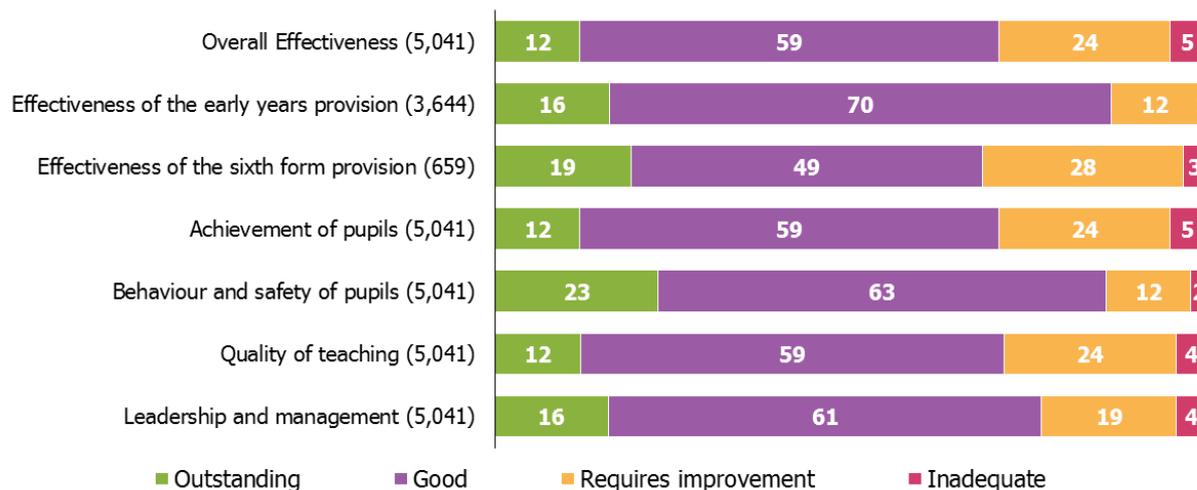
³ Four hundred and thirty three schools inspected in the 2014/15 academic year did not have a previous inspection judgement. A very large majority of these are sponsor-led academies and free schools which are new legal entities and do not retain their inspection history when they become an academy. These have been excluded from this calculation.

Chart 2: Overall effectiveness of schools inspected between 1 September 2014 and 31 August 2015



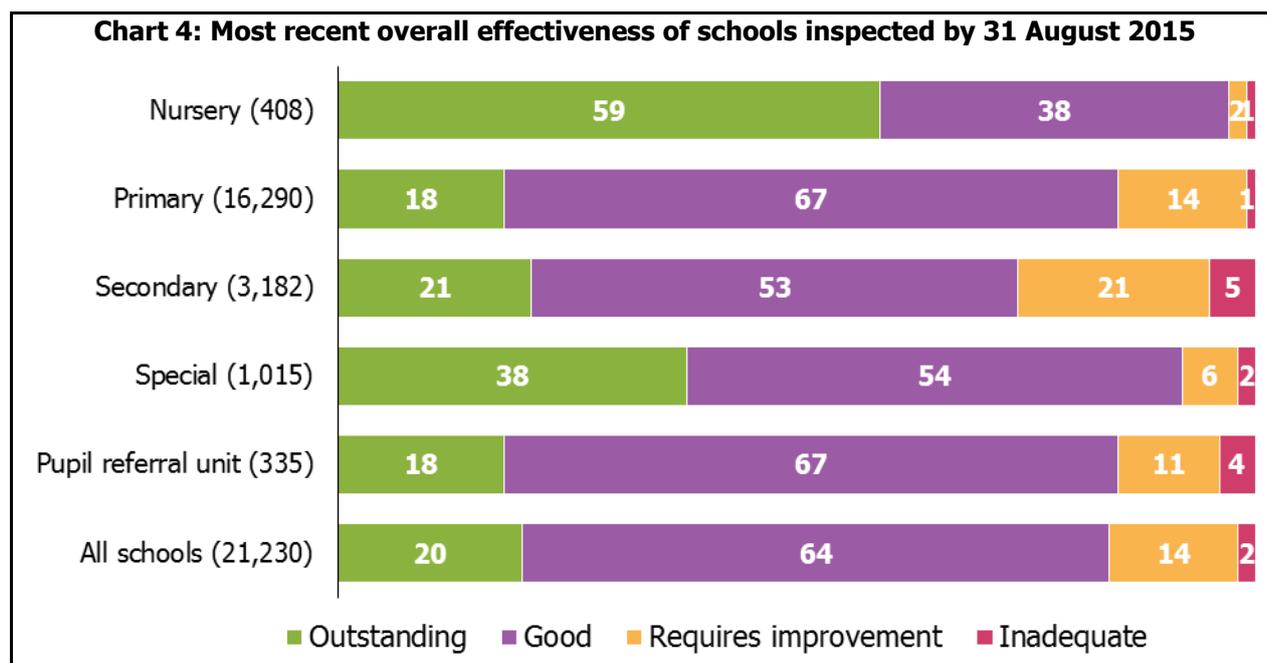
In 2014/15 there were 3,644 inspections resulting in a judgement on the early years provision in schools and 659 inspections resulting in a judgement on the sixth form provision in schools. Eighty-six per cent of early years provision was judged good or outstanding. Sixty-nine per cent of sixth form provision was also judged good or outstanding (Chart 3).

Chart 3: Key inspection judgements for schools inspected between 1 September 2014 and 31 August 2015



Schools at their most recent inspection

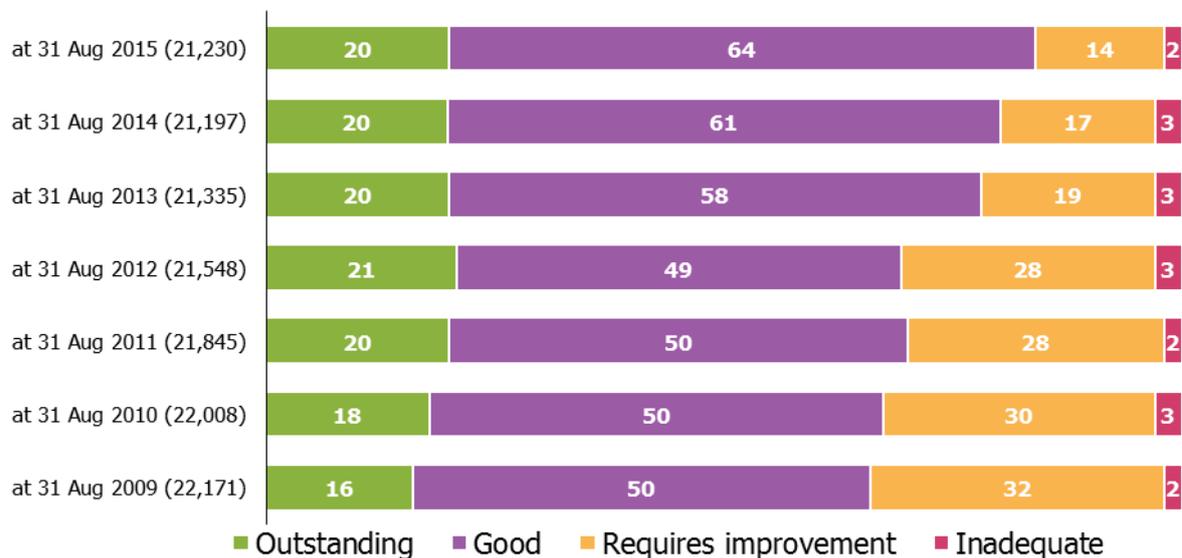
On 31 August 2015 the proportion of schools judged good or outstanding at their most recent inspection was 84%. This is the highest proportion recorded and continues the upward trend in the proportion of good or better schools seen over the last few years.



Each phase has seen a rise in the proportion of good or better schools since the same point a year ago. Nursery schools, special schools and pupil referral units have each seen a two percentage point rise in the year to 31 August 2015. Primary and secondary schools have both experienced a three percentage point rise since August 2014. Eighty five per cent of primary schools and seventy four per cent of secondary schools were good or better at the end of August 2015 (chart 4).

While the proportion of good or better schools has risen over the past year the proportion of good or outstanding secondary schools is still 11 percentage points lower than the proportion of good or better primary schools. The gap between good or better primary and secondary schools was also 11 percentage points on 31 August 2014.

Chart 5: Most recent overall effectiveness of schools inspected by 31 August 2015 compared with the most recent overall effectiveness of schools in previous academic years



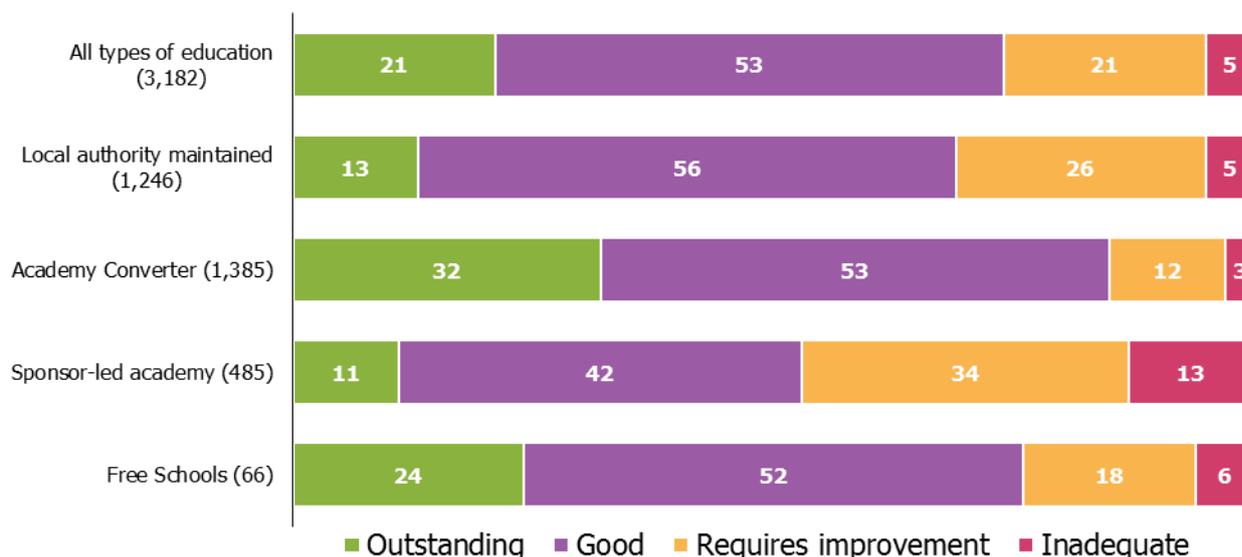
The gap between outcomes for academies⁴ and maintained schools, for both primary and secondary phases, has narrowed substantially this year. This is largely as a result of the percentage of maintained schools which are good or outstanding increasing.

At the end of August 2014 there was a four percentage point gap between the proportion of good or outstanding primary academies and primary schools maintained by the local authority (85% and 81% respectively). Due to an increase in outcomes for LA maintained schools and a decrease in outcomes for academies, the percentage of LA maintained primary schools which are good or better is now 85% compared with 84% for academies. Also, 77% of secondary academies are good or better compared with 69% of secondary maintained schools; this gap has narrowed from 13 points at the end of August 2014 to just 8 points in August 2015.

These changes are partly as a result of inspections conducted during the year, but are also due to some of the weaker schools now leaving local authority control, which has had a positive effect on the grade profile for local authority maintained schools (see table 4 for numbers of inadequate schools closing to become academies). Many of these schools have re-opened as sponsor-led academies but have not yet been inspected as a new school.

⁴ See glossary for definitions of the school types included within this category.

Chart 6: Most recent overall effectiveness for secondary schools, by type of education



Seventy six per cent of secondary free schools inspected by 31 August 2015 were good or better. This is lower than the proportion of good or better secondary academy converters (85%) but twenty three percentage points higher than sponsor-led academies offering secondary education (53%)⁵.

Revisions to previous release

Provisional data indicated that 1,437 inspections took place between 1 January and 31 March 2015. Revisions to these data show that an additional 32 inspections took place in the period and the majority of these inspections resulted in an inadequate overall effectiveness judgement. Ofsted undertakes moderation of all inspection reports where a school is judged to be inadequate. This additional step in the publication process resulted in these reports being published after 7 May 2015 and therefore not being included in the provisional release.

The total number of inspections conducted between 1 January and 31 March 2015 is now 1,469 inspections and the proportion of schools judged good or outstanding in this period has decreased by one percentage points to 67%⁶.

⁵ Comparisons between school types should be treated with caution due to the different inspection frameworks used over the past five years and the variation in the number of schools included in the different categories. Differences are calculated from unrounded figures.

⁶ The difference is calculated from unrounded percentages. See 'Rev T2 outcomes this period' tab in the associated charts and tables file.

Glossary

Academies

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

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

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

Academy converter

Academy converters are the most common type of academy. They do not have to follow the national curriculum and can set their own term times. They still have to follow the same rules on admissions, special educational needs and exclusions as other state schools.

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

Academy sponsor-led

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

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

Free schools

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

Free schools are 'all-ability' schools, so cannot use academic selection processes like a grammar school. They can set their own pay and conditions for staff and change the length of school terms and the school day. Free schools do not have to follow the national curriculum.

Maintained schools

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

Supplementary tables

Table 4: Number of schools placed into, coming out of and closing while in a category of concern ¹

¹ 1 September 2014 to 31 August 2015

i. Schools placed in, removed from and closing while in special measures 1 September 2014 to 31 August 2015

Phase of Education	Total subject to special measures at 1 September 2014	Number made subject to special measures	Number removed from special measures	Number closed to become academies while subject to special measures	Number closed for other reasons	Total subject to special measures at 31 August 2015
All schools	438	203	157	122	21	341
Nursery	2	2	1	0	0	3
Primary	260	100	95	86	12	167
Secondary	146	77	51	32	5	135
Special	18	17	8	2	0	25
Pupil Referral Unit	12	7	2	2	4	11

Source: Ofsted inspections

ii. Schools placed in, removed from and closing while having serious weaknesses 1 September 2014 to 31 August 2015

Phase of Education	Total having serious weaknesses at 1 September 2014	Number identified with serious weaknesses	Number removed from serious weaknesses	Number closed to become academies while subject to serious	Number closed for other reasons	Total having serious weaknesses at 31 August 2015
All schools	135	56	68	34	8	81
Nursery	0	0	0	0	0	0
Primary	74	29	37	20	4	42
Secondary	56	27	28	13	4	38
Special	2	0	1	1	0	0
Pupil Referral Unit	3	0	2	0	0	1

Source: Ofsted inspections

Table 5: Most recent overall effectiveness for schools inspected by region ^{1 2 3 4}

As at 31 August 2015

	Total number inspected	Percentage of schools							
		Outstanding	Good	Requires improvement	Inadequate	Outstanding	Good	Requires improvement	Inadequate
England	21,230	4,250	13,500	3,058	422	20	64	14	2
North East	1,148	253	746	126	23	22	65	11	2
North West	3,132	700	1,982	395	55	22	63	13	2
Yorkshire and the Humber	2,171	365	1,349	404	53	17	62	19	2
East Midlands	1,999	337	1,272	350	40	17	64	18	2
West Midlands	2,336	423	1,480	348	85	18	63	15	4
East of England	2,462	428	1,579	398	57	17	64	16	2
London	2,456	701	1,468	268	19	29	60	11	1
South East	3,262	619	2,076	507	60	19	64	16	2
South West	2,264	424	1,548	262	30	19	68	12	1

Source: Ofsted inspections

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

2. Data based on Edubase at 2 September 2015

3. Data includes the most recent judgements for predecessor schools of academy converters that have not yet been inspected as an academy converter.

4. Prior to 1 September 2012 schools judged grade 3 were judged as satisfactory. Since 1 September 2012 they have been judged as 'requires improvement'.

Notes

Where a maintained school or academy offers residential boarding, Ofsted aims to inspect both the education and boarding provision during the same inspection. These are known as integrated inspections. Outcomes for these integrated inspections were previously included in table 2. Following the implementation of a new database the residential boarding judgements have been temporarily removed from table 2 and underlying data files, but will be re-introduced in subsequent releases.

If you have any comments or feedback on this publication, please contact Louise Butler on Louise.Butler@ofsted.gov.uk.

Methodology

1. Data in this release are from inspections undertaken between 1 September 2014 and 31 August 2015 and most recent inspections of open schools at 31 August 2015, where the inspection report was published by 5 October 2015. If an inspection report is not published by 5 October 2015 then the previous inspection will be reported as a school's most recent inspection.
2. Inspections are conducted under sections 5 and 8 of the Education Act 2005. Under exceptional circumstances Ofsted may withhold publication of an inspection report.
3. Not all schools are inspected with equal regularity. Ofsted must inspect all schools to which section 5 of the Education Act 2005 (as amended) applies within prescribed intervals. However, Ofsted takes a proportionate approach to inspection. Some schools are selected for inspection because they are approaching the deadline for re-inspection as a result of their previous inspection outcomes. Other schools are selected on the basis of risk assessment. Those schools that Ofsted judge would benefit most from inspection are selected for more frequent inspection.
4. The impact of risk assessment is that a smaller proportion of previously good schools are inspected than the proportion of good schools nationally. Certain types of school previously judged to be outstanding are exempt from inspection under regulations and will not be inspected unless Ofsted has concerns about them; for example, concerns identified through risk assessment, a complaint, a serious safeguarding incident, or breakdown in discipline and leadership and management. Therefore, school inspections in the year are not representative of schools as a whole.
5. Ofsted reports on various phases of education which include different types of establishment:
 - Nursery schools include local authority maintained nursery schools and miscellaneous nursery schools.
 - Primary schools include converter academies, sponsor-led academies, free schools and local authority maintained primary schools. These include some middle schools which have been deemed to be primary schools because the majority of students are primary-age children.
 - Secondary schools include converter academies, sponsor-led academies, free schools, studio schools, city technology colleges, university technical colleges and local authority maintained secondary schools. These include some middle schools

which have been deemed to be secondary schools because the majority of students are secondary-age children. This category also includes all-through schools.

- Special schools include converter academies, sponsor-led academies and local authority maintained special schools. It also includes non-maintained special schools inspected under section 5 of the Education Act 2005;
- Pupil referral units include alternative provision academies (both converter and sponsor-led) and local authority maintained pupil referral units.

6. The release contains key judgements and full details of published inspection outcomes which can be found in an underlying dataset in Microsoft Excel formats.
7. From 1 September 2012 inspection events and their outcomes for maintained schools are reported under a revised framework in accordance with section 5 and 8 of the Education Act 2005 (as amended). Further information on the framework can be found in the glossary and can be read in full on the Ofsted website:
<https://www.gov.uk/government/publications/the-framework-for-school-inspection>
8. Ofsted has launched far-reaching changes to the way it inspects early years provision, schools and further education and skills. These changes will come in to effect from September 2015 and included the introduction of a common inspection framework for all early years settings on the Early Years Register, maintained schools and academies, non-association independent schools and further education and skills providers. Outcomes for inspections under the common inspection framework will be reported in subsequent official statistic releases. The common inspection framework can be found at:
<https://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015>
9. Revisions are published in line with Ofsted's revisions policy for official statistics. For more information about the policy please visit the Ofsted website:
<https://www.gov.uk/government/publications/ofsted-standards-for-official-statistics>
10. Early years provision within state funded and independent schools may require separate registration with Ofsted. Where this provision is not registered it will be inspected as part of the section 5 inspection. Early years provision that is registered with Ofsted will be subject to an Ofsted early years inspection. For information on registered early year provision inspections please refer to the official statistics for early years and childcare.

<https://www.gov.uk/government/statistics/official-statistics-early-years-and-childcare-registered-providers-inspections-and-outcomes>

11. Schools inspected after January 2012 no longer have the old achievement judgement: 'How well do learners achieve?' instead they have the new judgement: 'Achievement of pupils at the school'. Weaker schools are inspected more regularly and so are more likely to have the new inspection judgement. This means that good and better schools are overrepresented under the old achievement judgement, and weaker schools are slightly overrepresented under the new judgement.
12. For the purposes of these aggregated statistics, where an academy converter school has not been inspected, the inspection judgements of the predecessor school are included. It is important to recognise that the academy and the predecessor school are different legal entities.
13. Sponsor-led academies open as new schools and are not linked to any previous schools. Therefore any sponsor-led academies that have not yet had an inspection will not be reported on in these statistics.
14. Warning notice data are included in the school level data for any maintained school receiving a [warning notice from a local authority](#)⁷ and for any academy receiving a [warning notice from the Secretary of State for Education](#)⁸.
15. Data in this release will be used to update Ofsted's [DataView tool](#)⁹.

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⁷ For further details, see <https://www.gov.uk/government/publications/schools-causing-concern--2>

⁸ For further details, see <https://www.gov.uk/government/publications/list-of-letters-to-academy-trusts-about-poor-performance>

⁹ See <http://dataview.ofsted.gov.uk/>