



The report of
Her Majesty's Chief Inspector of Education,
Children's Services and Skills

Schools

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Inspections carried out in 2011/12

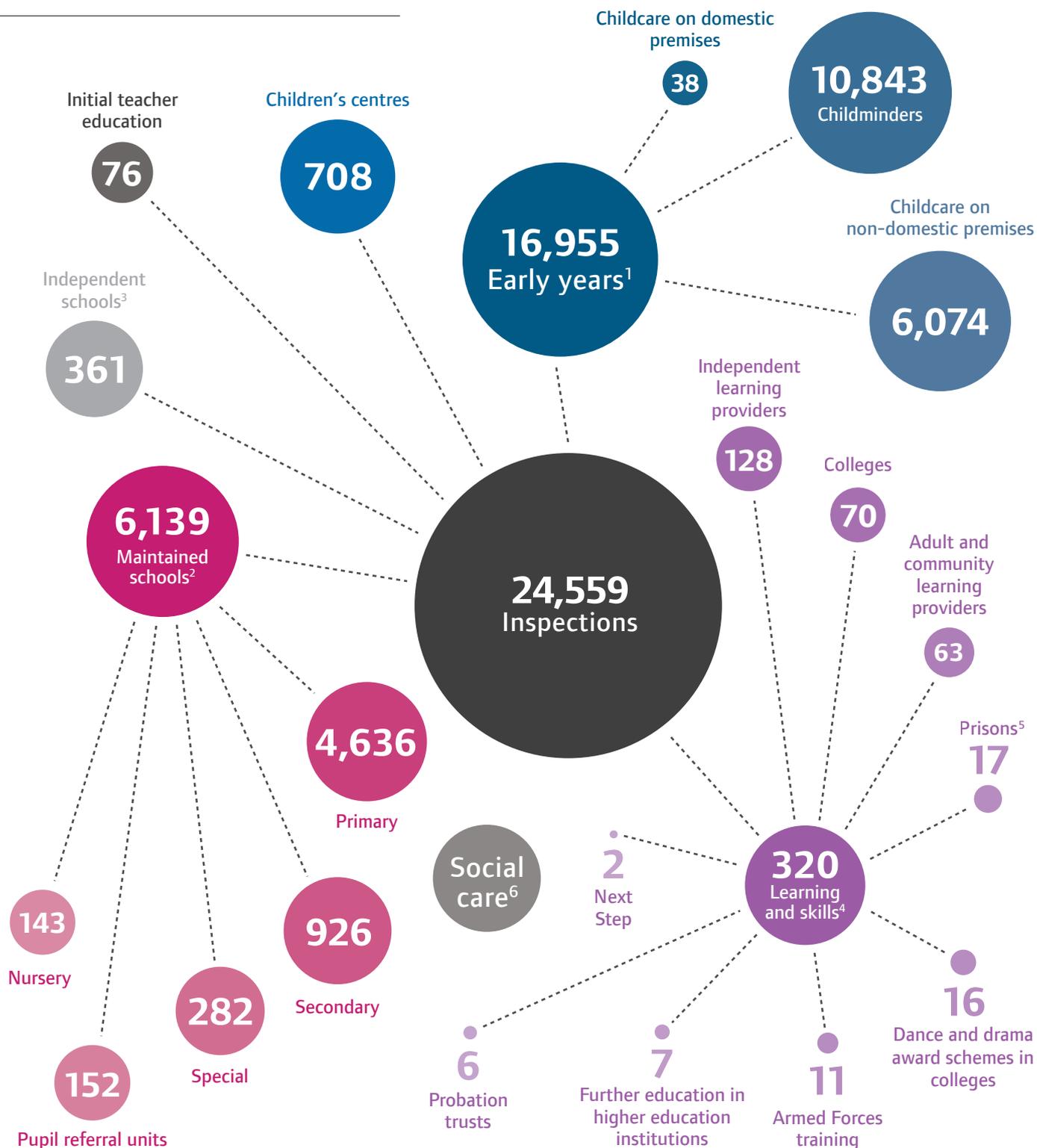


FIGURE 1

1. These data do not include inspections where there were no children on roll or inspections of providers only on the Childcare Register.
2. Includes Section 5 inspections and Section 8 deemed Section 5 inspections under the Education Act 2005, as amended in 2011.
3. Ofsted only inspects non-association independent schools, which account for around half of the independent schools in England.
4. Data include five pilot inspections and 11 prison inspections undertaken in partnership with Her Majesty's Inspectorate of Prisons.
5. Inspections of immigration removal centres are undertaken as part of Ofsted's inspection of prisons.
6. Ofsted also carries out inspections of a range of different types of children's social care, including children's homes, and of local authorities. These inspections are not included here because the findings from these inspections will be covered in a separate remit report in June 2013.



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Data View: Inspection findings can also be viewed at www.dataview.ofsted.gov.uk. Data View enables users to compare the performance of providers over time from Ofsted inspections across England by region, local authority and constituency area.



Introduction

Schools are getting better

70%

schools that are good or outstanding



1. **Schools in England have improved considerably over the last decade, with some areas such as Inner London witnessing a dramatic improvement as a result of London Challenge.¹ Seventy per cent of all schools are now good or better compared with 64% five years ago.** The overall picture is one of largely effective schools with committed and competent leadership. Although too much teaching remains uninspiring, the quality of teaching is nevertheless improving. Schools are mainly calm, well-managed places, providing a good environment in which poor behaviour is much less of an issue.
2. **Standards are rising steadily.** There is a much stronger focus on the attainment and progress of children and young people. Assessment of pupils' progress is highly refined in many schools, informing planning and prompting intervention if pupils' progress falters. But our school performance needs to be higher if we are both to meet the potential of all young people and to keep pace, as a nation, with our competitors in the global society. At present, England is being significantly outperformed in applied reading and mathematics by several other European and Commonwealth countries and Asian economies.²
3. **Inadequate schools are being transformed successfully.** Schools usually improve rapidly after an inadequate inspection judgement. Support now commonly comes from other schools, as well as local authorities, academy sponsors and chains and other avenues. Ofsted has raised the bar for inspections and has replaced the 'satisfactory' judgement with 'requires improvement'. Our close monitoring of – and support for – schools causing concern ensures that they remain focused on improvement, and Ofsted will now extend this approach to all schools that require improvement.
4. **Some schools achieve very well despite challenging circumstances.** These schools refuse to let perceptions of disadvantage or the social or cultural background of pupils and their families reduce in any way their aspirations for these children and expectations of what they can achieve. Such schools provide a powerful example of what can and should be done in disadvantaged communities, but there are not enough of them. In addition, some

1. A government initiative to improve standards in London's schools, established 2003.

2. PISA 2009: Executive Summary, Organisation for Economic Co-operation and Development (2010).



of these schools are succeeding despite poor local political leadership which makes too little use of their expertise in improving standards in weaker schools in the area.

5. **Sponsor-led academies can make a positive difference,** especially where they are part of a well-managed group or chain of schools. Of the sponsor-led academies inspected by 31 August 2012, 25% of those in chains were judged outstanding, compared with 8% not in chains. Converter academies have yet to make the most of their freedoms and contribute significantly to the system. It is important that these good and outstanding converter academies do more to support and improve other schools and the system as a whole.

25%
sponsor-led academies in
chains judged outstanding

Grounds for optimism

6. **A growing number of the most effective school leaders are impressively committed to the improvement of schools beyond their own.** The policies of identifying system leaders, national support schools and teaching schools,³ together with the opportunities provided by structural reforms, have generated an important force for improvement. This has been a hugely successful initiative that continues to expand.⁴ School to school support is well established. It works well when properly brokered by local authorities or other bodies and has the additional benefit of providing rich opportunities for the development of teachers and leaders. The momentum for a self-improving system is gathering pace, led by a group of outstanding headteachers and principals and their colleagues.

³. Implemented by the National College, which is responsible for designation of local and national leaders of education, national support schools and teaching schools.

⁴. *Schools leading schools II*, National College, Hill and Matthews (2010).



71%

schools with good or outstanding quality of teaching



However, there is still not enough local authority drive – and in some cases there is active resistance – to make use of good leadership, stronger schools and academy chains to improve weaker schools and improve local provision.

- School management is generally efficient and instructional leadership is improving.** Schools are generally well-managed places in terms of their organisation and arrangements for teaching, learning and assessment, the well-being, behaviour and safety of pupils, and the leadership, support and professional development of staff. Middle and senior leaders are better prepared for their roles, although accountability is not yet as prominent as it should be. Governors have a greater role to play in this respect. Effective leadership of teaching is a feature of better schools, and Ofsted's new inspection framework prioritises this aspect of leadership. In schools that are not yet good, leadership focuses too much on organisational management and not enough on pedagogy and the leadership of teaching. Heads who are passionate about teaching and encourage others to work at the same level lead good schools. The National College continues to be a driving force in improving leadership and raising consciousness of the importance of leadership within and beyond the profession.
- The quality of teaching is improving.** Around seven in 10 schools have teaching that is judged at least good overall. The elements of effective teaching are understood more fully and newly qualified teachers arrive as more effective teachers. Test and examination outcomes have improved. Pupils benefit from support from a wider range of adults. Behaviour has improved and schools are now much better at helping pupils to develop positive attitudes to learning. The school's physical environment is typically more attractive and engaging for pupils, particularly in primary schools.

The main challenges

- There are too many schools judged satisfactory and that require improvement.** Over two million children – 31% of the school age range – attend schools that fall short of being good or outstanding. While some of these schools are inadequate, most are not; they are just not good enough. There are many reasons for this, but in our experience inconsistency or too much prescription in teaching is almost always at the root. Although there is some good and outstanding teaching in many of these schools, practice is not consistently good. Ofsted's new framework will focus more attention and support on these schools, and we expect that their numbers will fall over the coming years.
- More needs to be done to reduce attainment gaps.** The gulf between the average attainment of most pupils and those from the least prosperous backgrounds is narrowing slightly in primary

schools but has remained constant in secondary schools. The biggest worry is those schools in which disadvantaged pupils form a relatively small minority of the population. Over 400,000 disadvantaged pupils are in schools where they form a minority of less than 20% of all pupils. Although some individual schools with higher proportions of disadvantaged pupils have had more success in tackling this issue, it remains a systemic weakness. The pupil premium needs to be used particularly well in these schools, and Ofsted will pay particular attention to this issue.

11. **There is marked inequality of access to a good school across the country.** For instance, over four fifths of the children in **Dorset** and **Northumberland** attend primary schools that are good or outstanding, whereas only 59% can do so in **Shropshire** and 56% in **North East Lincolnshire**. There is also too much variation in less advantaged areas. For example, in **Lambeth** and **Knowsley** over four fifths of children attend primary schools that are good or outstanding, but only 53% in **Portsmouth** and 42% in **Coventry**. Although local authorities react quickly when a school is judged inadequate, not all use the levers available to them at an earlier stage, such as the issue of warning notices. The three local authorities that had the highest percentage of schools found inadequate during inspections between April 2007 and August 2012 were **Leicester**, **Bournemouth** and **North East Lincolnshire**. Two of these local authorities had not issued any warning notices. Much needs to be done to increase the proportion of children who can attend a good local school regardless of where they live.
12. **Looking at a child's experience from the ages of four to 16, some local areas deliver poor provision across both primary and secondary phases of education, severely damaging the life chances of their young people.** For example, 13 local authorities are in the bottom 25% for both primary and secondary school inspection results. By contrast, 14 local authorities are in the top 25% for both primary and secondary school inspection results.

Changes to inspection and the work of Ofsted

13. **Ofsted's role is changing.** A new framework was issued in January 2012 that raised expectations of schools and required inspectors to focus more intensively on the quality of teaching and learning. Ofsted's plans for the future are designed to help the system meet the challenges identified above. From September, the judgement that a school 'requires improvement' replaces 'satisfactory'. In addition, the appointment of regional directors and reorganisation of Ofsted's structure will give us a more regional and local presence and a greater opportunity to focus attention on areas where schools are underperforming.

In some local authority areas, pupils have a **less than 50%** chance of going to a good primary school



How good are schools in England?

2,293,026
pupils in schools less than good



14. Overall, there are grounds for optimism about the prospects for schools in England. Schools are improving. Standards are rising. Major policy initiatives, designed to improve the calibre of teachers, the quality of teaching and learning, and educational leadership, are taking effect. In our experience, reform of school structures and the identification of outstanding schools that can lead the school improvement, initial teacher training and professional development agendas are already resulting in positive changes and a better deal for the children and young people in our schools. We report on these themes in the sections that follow.

There are more good and outstanding schools than ever before

15. Schools in England have improved steadily over the past decade. There are some noticeable highlights. A growing number of outstanding schools meet the exacting criteria required to be designated 'teaching schools' or 'national support schools' and play system-leading roles in school improvement and the training and development of teachers and school leaders.⁵
16. The large majority of all schools in the country, seven out of every 10, are good or better in terms of their most recent inspection (Figures 2 and 3). But this leaves a small minority of schools that have been judged 'satisfactory', often persistently so, or 'inadequate'. Over two million children and young people, therefore, attend schools which fall short of being judged as 'good'. From September 2012, these schools are judged to 'require improvement'. We monitor and support their progress and arrange for early re-inspection.
17. We use risk assessment to select for inspection those schools where we have concerns about performance and we no longer routinely inspect outstanding primary and secondary schools. As a result, the sample that we inspect each year is not representative of all schools, and the pattern of inspection outcomes in any single reporting year is less positive than the overall picture in Figure 2. Despite this, in 2011/12, 61% of the schools that we inspected were judged to be good or better.

5. *Schools leading schools II*, National College, Hill and Matthews (2010).

This is a slight increase on the proportion found to be good or better in 2010/11, when the figure was 57%.

securing the top A and A* grades at GCSE in a satisfactory or inadequate school compared with one that is good or outstanding (Figure 4).

18. The use of the term ‘satisfactory’ to describe schools that are not yet good ceased at the end of the 2011/12 academic year: these schools need to improve within no more than four years. Attending a satisfactory school, as opposed to one that is good or outstanding, can have real consequences for individual pupils. For example, we know that pupils who were high attaining in English or mathematics at the end of primary school have around half the chance of

19. Many schools do improve. It is encouraging that 48% of the schools that were previously judged to be satisfactory and reinspected this year have improved to become good or better. This is a slight increase on 2010/11, when 46% of such schools improved to good or outstanding. Nevertheless, over half the schools judged satisfactory in 2011/12 had not improved to a higher overall effectiveness judgement by the time of their next inspection.

Are schools getting better?

Maintained schools

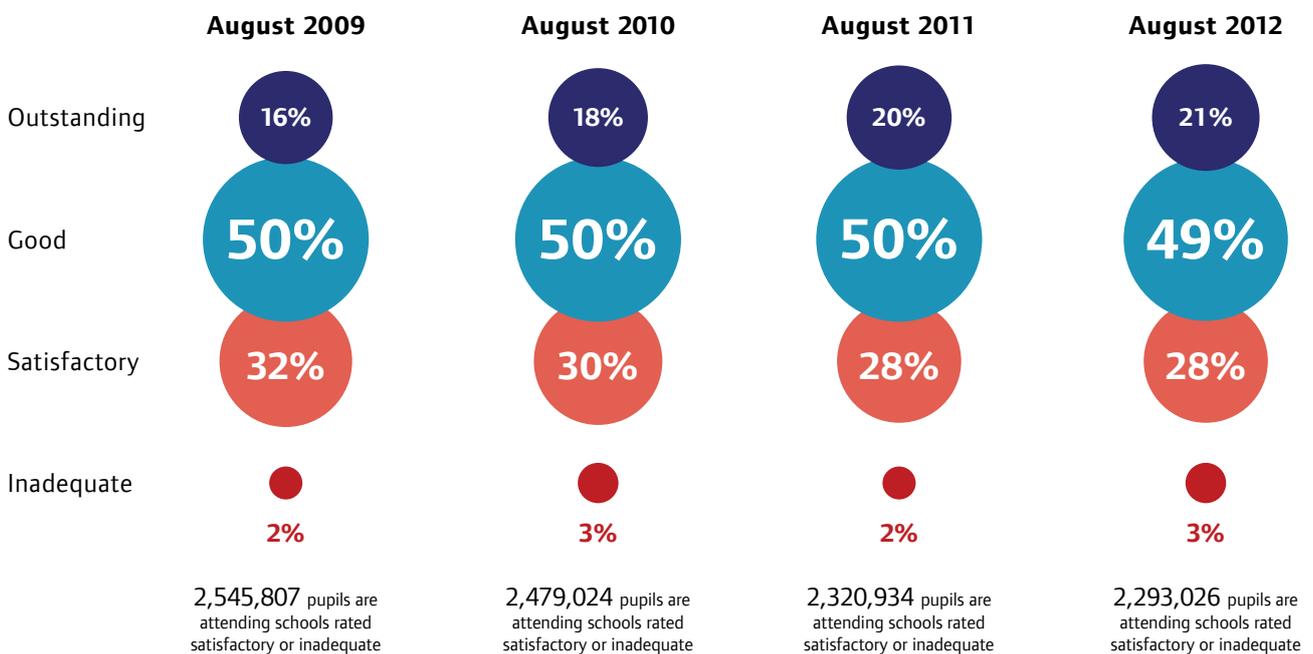


FIGURE 2

Most recent overall effectiveness of all open schools at the end of each reporting period since 2009. Figures include pilot inspection outcomes. Percentages in the chart are rounded and may not add to 100. Data about open schools based on Edubase at the end (or as close to) the end of each academic year. Data include the most recent judgements for predecessor schools of academy converters that have not been inspected as academy converters. Data exclude schools that were open but had not yet been inspected.

Source: Ofsted

Overall effectiveness by school phase at 31 August 2012

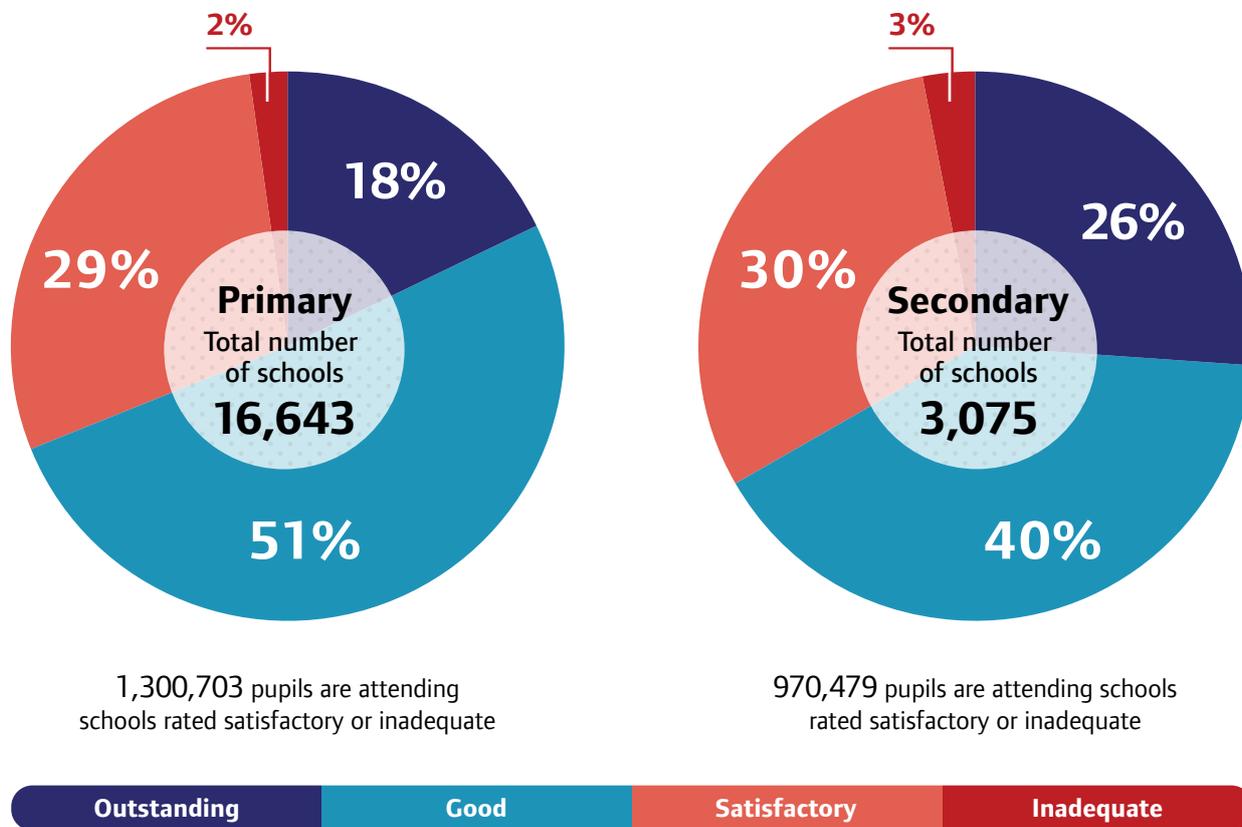


FIGURE 3

Percentages in the chart are rounded and may not add to 100. Data about open schools are based on Edubase at 3 September 2012. Data include the most recent judgements for predecessor schools of academy converters that have not been inspected as academy converters. Data exclude schools that were open on 31 August 2012 but have not yet been inspected.

Source: Ofsted

Results continue to improve but are not high enough

- Over the past decade, the results of both primary and secondary schools have improved, as illustrated by the pass rates in tests and examinations at the end of Key Stages 2 and 4. This is particularly evident in secondary schools where, between summer 2005 and summer 2012, the percentage of pupils attaining five or more A* to C grades at GCSE including English and mathematics rose steadily from 45% to 59% (Figure 5).
- Improvement is most evident in schools and regions that have participated intensively in

major policy-driven improvement initiatives such as the city challenges. Inner London, spurred on by London Challenge, for example, has seen a dramatic change from having the lowest GCSE results of any region in 2006 to one of the highest by 2012. The **South West** and **Yorkshire and The Humber** regions are now trailing the rest of the country.

- Despite these advances, education in England is not yet good enough in relation to some of our international competitors. The Organisation for Economic Co-operation and Development's (OECD) PISA 2009⁶ assessments reveal a group of countries that outperform us significantly in developing the core skills in literacy (Figure 6),

6. PISA 2009: Executive Summary, Organisation for Economic Co-operation and Development (2010).

mathematics and science that their young people need, although the picture is rather better in science, where England's score was significantly above the OECD average. Those countries are our economic competitors in an increasingly demanding world. If we aspire to having a world-class school system, we must continue to confront underperformance and accelerate our national rate of improvement.

Improving the weakest

- 23. Changes to Ofsted's inspection framework in January 2012 sharpened our focus on the quality of teaching and its effect on learning. Inspected against these new benchmarks, a higher proportion of schools have been judged inadequate. The state of the nation is that 548 schools (3% of all schools) were judged inadequate at 31 August 2012, compared with 455 a year earlier.

High attaining pupils at Key Stage 2: percentage who went on to achieve A*–A grade in GCSE English in 2011, by the latest inspection outcome of their secondary school

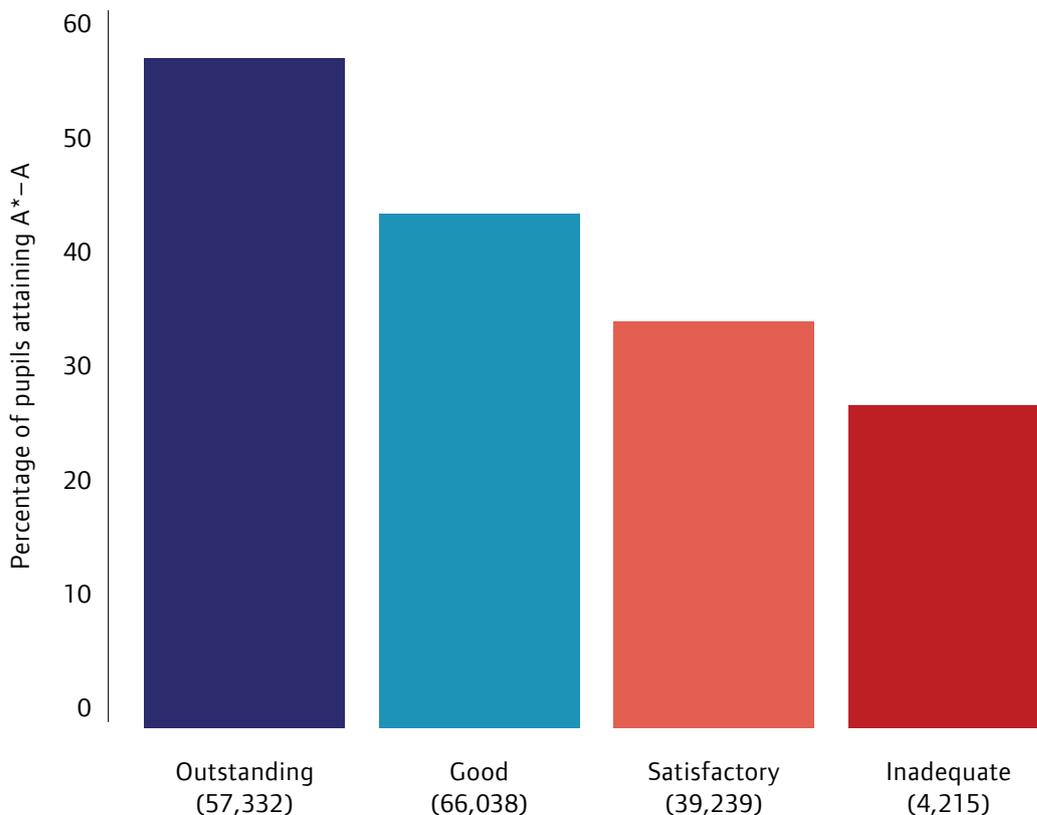


FIGURE 4

High attaining pupils at Key Stage 2 are defined as those reaching Level 5 or above in English at age 11. Latest inspection outcome refers to the latest overall effectiveness judgement data as at 31 August 2012.

Source: Ofsted and Department for Education

Trends in GCSE results since 2005 for pupils at the end of Key Stage 4

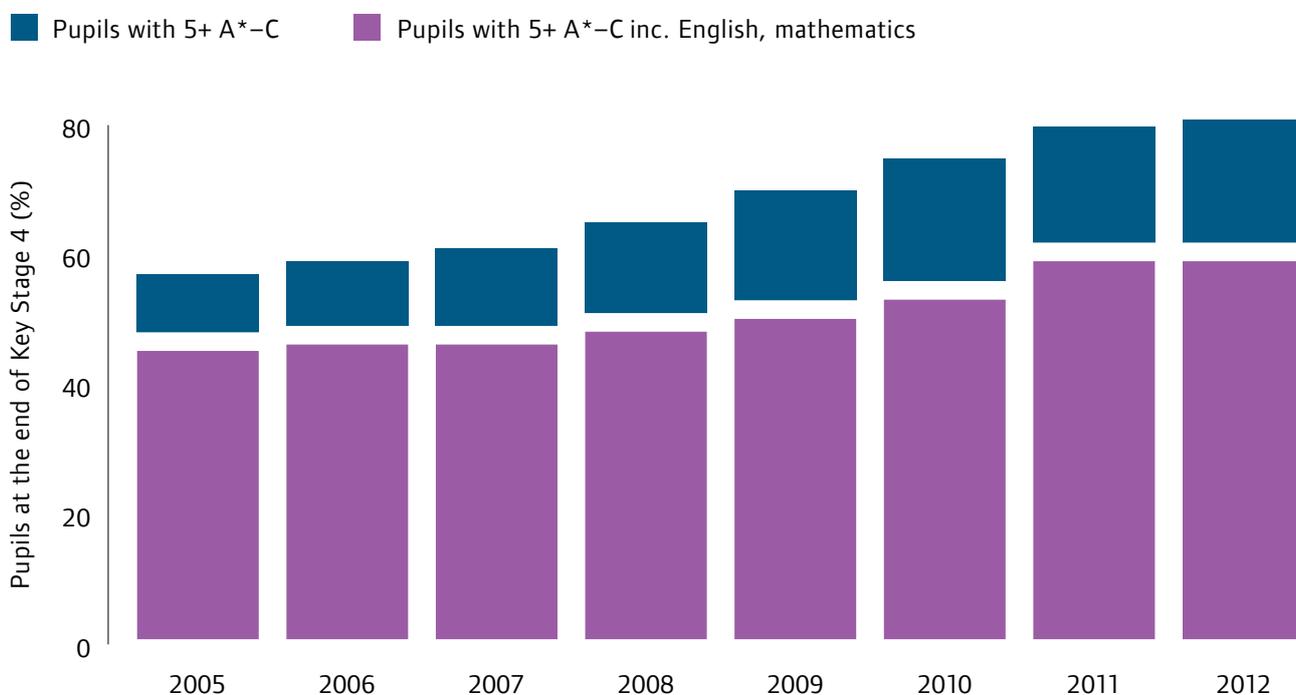


FIGURE 5

Figures for 2011/12 are provisional, all other figures are final. Includes state-funded schools, independent schools, independent special schools, non-maintained special schools, hospital schools, pupil referral units and alternative provision.

Source: Department for Education

We know that such an outcome leads in many cases to rapid improvement, demonstrating that, with the right incentives and support, improvement can be brought about in schools where the education was previously poor.

24. During 2011/12, 355 schools that had previously been judged inadequate were re-inspected. Of these, two had made the exceptionally rapid journey to outstanding, 62 (17%) were judged good, 255 (72%) schools were judged satisfactory and 36 (10%) remained inadequate. Of those schools removed from special measures during 2011/12, the average length of time spent in special measures was 19 months – one month longer than those removed during 2010/11.
25. Some of the characteristics associated with rapid improvement of inadequate schools are as follows.⁷

- Rapid improvement was often linked to changes in the leadership team, particularly the headteacher. The determination and vision of a new headteacher typically galvanised staff and strengthened teamwork across the whole school community. A newly appointed headteacher built trusting relationships quickly with existing senior leaders and the governing body in order to address issues swiftly.
- The involvement of an experienced and successful headteacher often helped the school focus on priorities and how to achieve them. Such headteachers were often sharply focused on securing improvement, had high expectations of staff and pupils, and were highly effective in building shared commitment and common purpose. Monitoring and evaluation of the quality of teaching was accurate and used rigorously to deal with underperformance of pupils and staff.

7. Identified from the inspection evidence of 25 such schools.

Selected PISA 2009 reading assessment outcomes, by mean score

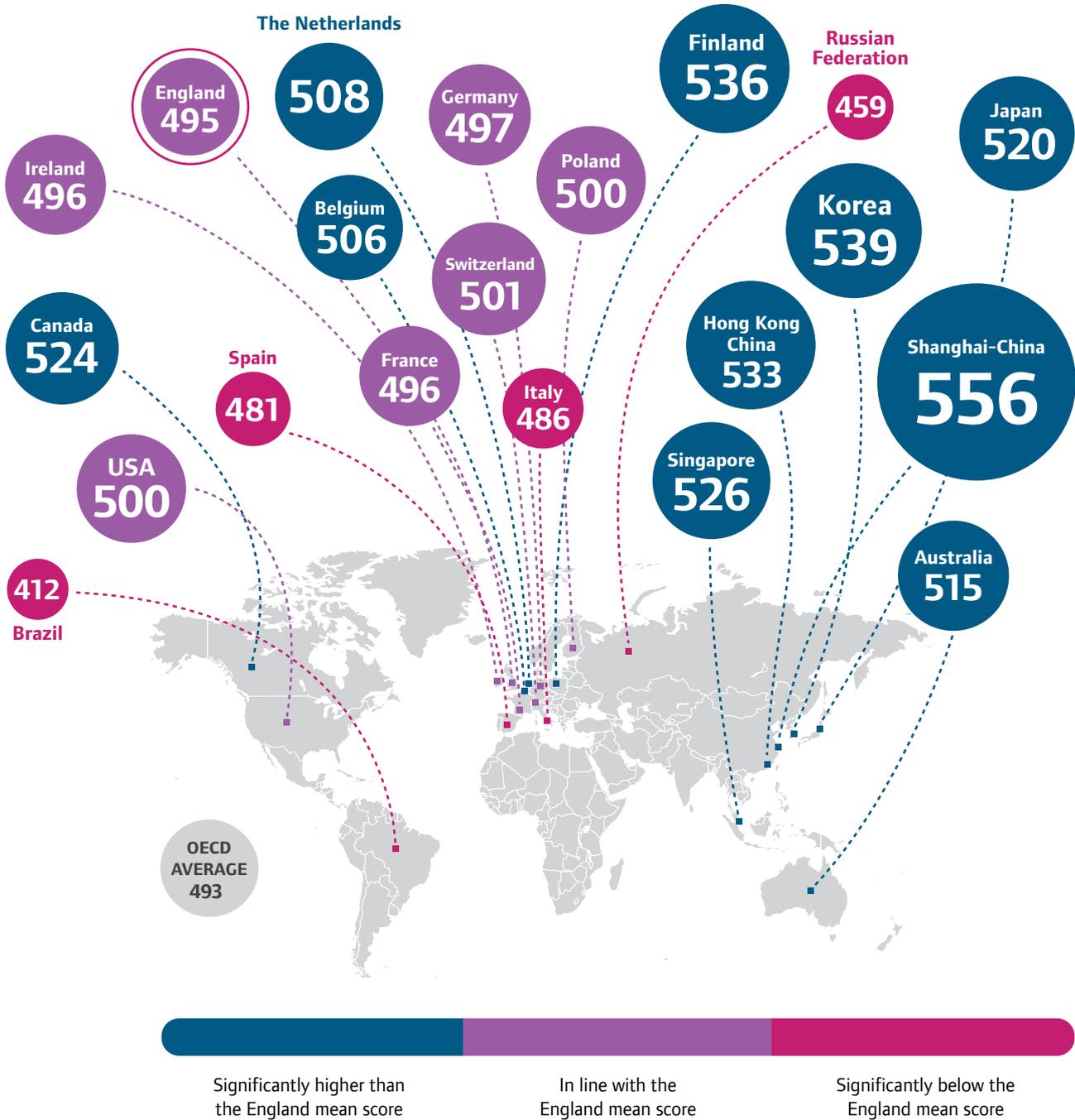


FIGURE 6

Launched in 1997 by the OECD, the Programme for International Student Assessment (PISA) is an international study which aims to evaluate education systems worldwide by testing the skills and knowledge of 15-year-old students. To date students representing more than 70 countries and economies have participated in the assessment. PISA surveys are run every three years. Every PISA survey tests reading and mathematical and scientific literacy in terms of general competencies, that is, how well students can apply the knowledge and skills they have learned at school to real-life challenges. PISA does not test how well a student has mastered a school's specific curriculum. PISA is only one of a range of international comparisons available; other comparators include the Trends in International Mathematics and Science Study (TIMSS) and the Progress in International Reading Study (PIRLS). These different studies may paint different pictures of UK performance in comparison with other countries. For information on PISA please go to www.oecd.org/pisa/aboutpisa/. For more information on TIMSS and PIRLS please go to <http://timss.bc.edu/>. Countries included are a selection of the 65 that participated in the 2009 reading assessments.

Source: National Foundation for Educational Research, PISA 2009 England report

Improvement from special measures through inter-school partnership: Walbottle Village Primary School, Newcastle upon Tyne

After being placed in special measures and enduring a period of turbulence with high staff absence and turnover, the school entered into a formal collaboration with a local National Support School, Beech Hill Primary, whose headteacher is now also the executive headteacher of this school. Less than a year later, Walbottle was inspected and judged outstanding, a remarkable transformation. Teachers skilfully plan lessons to build on pupils' earlier learning and provide very challenging activities. This drives pupils' learning on at a cracking pace. Astute questioning and strong subject knowledge lead to lively discussions that enthuse and include all pupils. Learning objectives and success criteria are used very effectively to monitor progress and understanding. Pupils' work in books and displays around the school is of a high standard and there is a strong emphasis on presentation, grammar and punctuation. Marking is of a consistently high standard throughout the school.

Pupils regularly comment on their own and each other's work and make considered comments about their progress towards their learning goals. Pupils' attitudes to learning are exemplary. They show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. Almost all pupils show remarkable resilience and self-discipline, sustaining their focus on tasks for prolonged periods. This makes an outstanding contribution to their achievements and stands them in very good stead for the next steps in their learning. Leadership and management are outstanding. Senior leaders provide a crystal clear sense of direction and vision. The staff form a strong and cohesive team and benefit from a good range of professional development and training opportunities. Coaching and mentoring of all staff, including that provided by colleagues at their partner school, are used to good effect and have proved to be a key driver for improvement.



- The quality and drive of governing arrangements are critical. In almost all of these schools, the appointment of new governors, including a new chair, and the training of existing members of the governing body ensured that governors had a high level of knowledge of the rate of progress made against identified weaknesses, and were able to evaluate the effectiveness of chosen strategies. The creation of an Improvement Board or Project Board can provide a model of good practice in governance, thereby developing the capacity of governors to hold senior leaders to account for their decisions.
 - The schools typically improved due to an unwavering focus on improving the quality of teaching, as shown by a sense of collective responsibility – including teaching assistants and other support staff – that underpins effective strategies to improve the quality of teaching and learning.
26. Local authorities are statutorily charged with intervening when a maintained school is found to require special measures. However, this is often too little and too late: local authorities should be identifying decline and taking action well before this. Ofsted’s monitoring visits showed that, in the case of inadequate schools, local authorities still played an important facilitating role in procuring or supplying effective support for the school. Local authorities used a variety of strategies, including arranging the appointment of high quality interim, consultant or executive headteachers, federating schools, training new governors, monitoring pupil attendance rigorously and brokering partnership with local schools to share good practice. In many cases, the local authority provided valuable advice on staff changes and clarification of roles. However, the quality of intervention and support provided by local authorities is too variable.
27. In some cases, our inspectors recommended further actions for improvement as provision or circumstances changed. Ofsted’s monitoring visits helped senior leaders develop their evaluation skills through joint observation of teaching. The involvement of consultants often effectively challenged the quality of teaching and assessment. They provided models of good teaching, such as approaches to the teaching of phonics and accurate assessment to meet the needs of individual pupils. This led to a more rapid pace of improvement in achievement and standards, particularly in reading, writing and mathematics skills.

Schools in challenging circumstances

28. Our inspection evidence shows that schools in areas of deprivation are capable of achieving high standards. However, the number of such schools is small. In the primary phase, only 7% of the schools inspected in 2011/12 serving the most deprived communities were judged to be outstanding.
29. Of the 203 secondary schools with the highest proportions of pupils eligible for free school meals inspected in 2011/12, only 13 had GCSE results (five A* to C grades with English and mathematics) significantly above average; 10 of those were judged outstanding, and three good. Eleven of those schools were in



67

primary schools inspected
this year serving most
deprived communities and
judged outstanding



London. As a group, there are more schools judged outstanding serving disadvantaged communities in London – almost double that in most other regions.

30. The factors that enabled such schools to achieve against the odds have been set out in past Ofsted reports.⁸ In the most effective schools, the headteacher and governors establish a clear vision, rooted in an unwavering commitment to ensure the success of every pupil. Equality of opportunity is at the heart of this vision, with an insistence that all pupils will do well.
31. The salient elements of the work of such schools can also be seen in our inspection evidence for 18 schools inspected during the last academic year: high expectations for every child; a no excuses culture; additional support and enrichment; provision beyond the normal school day; robust performance management to identify weaknesses in teaching; and a focus on basic skills of literacy and numeracy.
32. A key factor in pupils making excellent progress is the quality of feedback and marking. The best marking is regular, provides clear guidance for pupils about how they can improve their work, and gives them opportunities to respond to any suggestions made by the teacher. Importantly, teachers follow up issues identified through assessing pupils' work.
33. Senior leaders rigorously monitor standards and the quality of provision, with teachers being held accountable for the progress of their pupils through regular progress reviews. They are not afraid to challenge underperformance and have difficult conversations with consistently underperforming staff.
34. Senior leaders and governors know their schools well. Self-evaluation is both rigorous and accurate and informs school development planning, identifying key priorities for improvement and incorporating these into clear plans of action. Communication is effective and staff at all levels are clear about their roles and responsibilities. There are very effective procedures to help new staff settle into the school so that they are clear about school policies and expectations. This ensures that changes in staffing do not slow progress for pupils.
35. A strong governing body is characterised by a collective ambition for the school to excel. The governors provide a good balance between supporting the school and ensuring that ambitious targets for improvement are set and achieved. They are fully informed and are able to ask challenging questions about the work of the school; thereby holding leaders and managers to account.

Poverty is no excuse: Stranton Primary School, Hartlepool

This outstanding primary school serves an economically disadvantaged area of Hartlepool where 58% of children are eligible for free school meals. From starting points significantly below those typical for their age, and often with underdeveloped speech and language skills, children make rapid progress, developing self-confidence, independence and self-control throughout the Early Years Foundation Stage. Pupils continue to make rapid progress in Key Stage 1, although attainment at the end of Year 2 is below average. In Key Stage 2, progress accelerates further and at the end of Year 6, more than 80% of children achieve Level 4 in English and mathematics (35% Level 5 in mathematics) and 95% of children make at least two levels of progress from Key Stage 1 to Key Stage 2.

These are extraordinary outcomes given the background and levels of attainment of children on entry. What is the secret? There are no limits to what the headteacher believes the school can achieve. His vision has produced an extraordinarily rich school environment which combines school and community facilities in a very effective way. Staff all comment on the headteacher's clear vision and how he brings people together as a team. He trusts staff and encourages them, and they feel free to innovate and take risks. He is absolutely committed to meeting the needs of the children and has very high expectations both of them and of the staff. Everything in the school is of high quality; it is a very calm and purposeful environment, in complete contrast to the background of many of the children.

⁸ *Twelve outstanding special schools – excelling through inclusion* (090171), Ofsted, 2009; www.ofsted.gov.uk/resources/090171.
Twenty outstanding primary schools – excelling against the odds (090170), Ofsted 2009; www.ofsted.gov.uk/resources/090170.



Sponsor-led academies

36. The creation of sponsor-led academies has been largely successful, particularly where the sponsor has brought a high level of commitment and expertise to the venture. Many of the schools they replaced were seriously underperforming and some were dire. The sponsor-led academies have brought new leadership, rigour and, in many cases, a large measure of success. This is particularly evident in the more business-like chains, which bring high level governance, leadership and managerial oversight of the constituent schools. Academies in chains perform better than standalone academies. Of the 204 inspected, 25% of those in chains were judged to be outstanding by end of August 2012, compared with 8% not in chains. The best are intolerant of failure and impatient for success.
37. The most successful chains have robust appointment procedures, performance management and monitoring that focuses closely on the quality of teaching and pupils' progress. They also provide member academies with access to expertise and support from other schools in the chain family, and joint professional development. They make good use of their best talent across the whole chain, and there are wide opportunities for leadership development, which can include postings to other schools in the group.
38. It is too soon to generalise about the other schools that have converted into academies in the last two years. These were generally good or outstanding schools. Some of them have yet to make the most of their freedoms and contribute significantly to the system in ways that are not also found in other non-academy schools. Others were already well-established, system leading schools with a good track record of school to school support partnerships and other outreach work. There is a tendency for governance to grow stronger as a result of the process of becoming an academy, with clear sighted priorities and closer attention to accountability.



Academies in chains perform better than standalone academies





Positive trends

Grounds for optimism

39. The headteachers and principals of an increasing number of good and outstanding schools are committed to the improvement of schools beyond their own. The policies of identifying system leaders – executive headteachers, national support schools and teaching schools – together with the opportunities provided by structural reforms have generated an important force for improvement. School to school support is becoming more well established and has the additional benefit of providing rich opportunities for the development of teachers and leaders.
40. The evidence from federations of two or more schools, led by an executive headteacher, is positive. In a survey of 61 schools that formed 29 federations⁹, we found that provision and outcomes had shown improvement. In each case, the fact that schools had federated was a contributory factor to the improvement. In the 10 federations where weaker schools had joined forces with stronger ones, the key areas of improvement were in teaching and learning, pupils' behaviour and achievement.
41. The 13 federations visited which had been set up to improve capacity among small schools had been successful in broadening and enriching the curriculum and care, guidance and support for pupils. In these cases, federations had also resulted in better achievement for different groups of pupils, such as those whose circumstances made them vulnerable; this included those with special educational needs and/or disabilities. Pupils' enjoyment of school and confidence were also increased because of greater opportunities open to them and a larger circle of friends. As well as maintaining good-quality teaching and learning, these federations shared a greater pool of resources and expertise that could be used more flexibly across schools.
42. Consultant leaders, many of whom later became national leaders of education and principals of teaching schools, played an important pioneering role in working alongside underperforming 'keys to success' schools in London. These leaders were the first system leaders: 'current headteachers, that can be called upon by the London Challenge advisers to mentor a target school's headteacher.'¹⁰ Once the actual needs of a school have been identified and support for



Strong partnership work between schools is improving standards



⁹. *Leadership of more than one school* (100234), Ofsted, 2011; www.ofsted.gov.uk/resources/100234. ¹⁰. *London Challenge* (100192), Ofsted, 2010; www.ofsted.gov.uk/resources/100192.

the leadership has been set up, the main work of helping to improve the quality of teaching and learning in the school begins.

43. We have found recently that substantial improvements have been achieved through effective partnerships with so-called 'teaching schools'. Teaching schools provide extended coaching and practical activities on their own site to groups of teachers from several schools that need support and are within easy travelling distance. The training provided includes separate courses to improve teaching from being predominantly satisfactory to securely good – the 'Improving teacher programme' – and 'From good to outstanding'. Participants were unanimous in their appreciation of the positive impact that this approach was having on raising standards in both the host and participant schools.¹¹

44. There have been some encouraging improvements in teaching that are raising standards and preparing pupils for further stages in their education and training. At the end of August 2008, 65% of schools were judged to have good or outstanding teaching at their latest inspection; by the end of August 2012, this had risen to 71%.

45. There are now 215 teaching schools¹², all designated on the basis of outstanding overall effectiveness, with outstanding teaching and leadership. Many were formerly training schools. As teaching schools that lead alliances of schools and other partners, they are developing a more strategic overview of initial teacher



training needs and provision in their areas, as well as leading on a range of other aspects from leadership development to school improvement through school to school support.

Leadership of teaching and learning

46. Ofsted's *Getting to good* survey identified that much of the progress that the 12 schools visited have made in recent years was down to improved leadership. Professional development and training had strengthened the leadership of schools. This was evident in school improvement planning based on a realistic evaluation of strengths and areas for development for teaching and learning. There was more systematic tracking of pupils' progress so that underachievement and loss of momentum were quickly identified and tackled.¹³

47. The schools where progress has been rapid, consistent and sustainable demonstrate exceptional leadership of learning alongside strong organisational management. Features of exceptional leadership include:

- an ambitious vision that inspires a shared commitment to excellence
- evaluation and accountability
- empowerment.

¹¹. 'Outstanding teacher programme', implemented by the National College. ¹². National College. Excludes one independent school and one sixth form college. ¹³. *Getting to good: how headteachers achieve success* (120167), Ofsted, 2012; www.ofsted.gov.uk/resources/getting-good-how-headteachers-achieve-success.

The best leaders work hard to ensure that all three elements are embedded. They also expect middle leaders to reflect the same attitudes and principles in their work.

48. It is well established through inspection evidence and research¹⁴ that it is good leadership – and particularly good leadership of teaching and learning – that makes the biggest difference to school standards. Many satisfactory schools have good features and are being led in the right direction to become good schools. School leaders commonly organise their schools, pupils and staff well, including in many schools that are satisfactory.
49. Schools with outstanding leadership of teaching and learning often have innovative approaches as well as doing the basics very well.
- Outstanding schools strive to create a culture and ethos where professional dialogue about learning and teaching is highly valued and forms part of the fabric of the school. This is the basis of a learning community.
 - There is a well-established culture of accepting guidance and of learning from ‘the best’. Staff welcome the feedback they receive following lesson observations, and there is a focus on professional development as a cornerstone of the school’s work.
 - It is accepted that underperformance will not be tolerated and that prompt and robust

action will be taken to support and challenge less effective practice. This is informed by a rigorous approach to the evaluation of teaching, including through lesson observation.

- The best schools draw on a range of evidence to evaluate teaching effectiveness; they balance the first-hand observation of teaching with evidence from other sources – pupil progress data, scrutiny of pupils’ work, views of pupils and stakeholders and other sources. It is often clear that, in the best examples, the evaluation of teaching is closely aligned to the tracking of student achievement. In broad terms, the best schools take a ‘multi-layered’ approach to reviewing teaching, with leaders at all levels fully and closely involved in all aspects of improvement.
50. But it is equally clear that the impact of this approach founders if staff are not encouraged and trusted to bring about improvement. What is striking is the number of cases where there is evidence of the desire to innovate. Sometimes this is achieved through delegating responsibility and facilitating innovation in lessons. Other examples include:
- a standing ‘teaching and learning’ or ‘deep learning’ working group of staff
 - an ‘innovations unit’ in which staff work together to provide ‘research’ evidence on which whole-school developments are built

Leadership of Saffron Walden County High School, Essex

The school is led exceptionally well and the pursuit of excellence is a theme that runs throughout the school. Student achievement, and how to improve it, is at the centre of every activity that the school undertakes. Target-setting, at whole-school, curriculum area and individual student level, is highly developed. An excellent culture of delegated decision-making and regular consultation means that staff at all levels have confidence in, and the support of, senior managers. This allows staff to be innovative, both in the classroom and in their decision-making. A vibrant, active research group leads staff

effectively in reviewing and improving their teaching. Regular staff development events make good use of the research group’s findings, which are discussed in detail. For example, work on the effective use of discussion and debate has resulted in students being able to discuss controversial issues eloquently and with little input from the teacher. Regular and rigorous lesson observations are highly effective in helping staff, who are exceptionally keen to learn from lesson observation feedback. Good use of the outcomes from these observations ensures well targeted professional development for individual teachers.

14. HMCI’s Annual Report 2010/11, Ofsted, 2011; www.ofsted.gov.uk/resources/annualreport1011.



The best lessons challenge every pupil and teachers understand the needs and abilities of each child



- timetable arrangements that allow staff in different subjects to work together jointly to develop their practice – in one instance, the English and science departments worked together, with English teachers sharing approaches to developing pupils' extended writing; the impact was seen in considerable improvements in the quality of students' work in science
- creating compendia of good practice, the development of which is led by teachers
- exploiting partnerships, such as federations, initial teacher education links and local authority networks judiciously to support their own developments and that of partner organisations.

Characteristics of outstanding teaching and its impact on learning

51. Teaching is improving but more needs to become consistently good. The characteristics of outstanding teaching and learning, as reflected in the evidence from 30 schools inspected in 2011/12, are set out as follows:

- **Excellent leadership of behaviour and attitudes**
Teachers create a well-ordered and very positive classroom environment. This goes well beyond simply managing behaviour. The pupils are so enthusiastic and have such a positive outlook, why would they misbehave?
- **Lessons that challenge every pupil**
Teachers understand the needs and abilities of each child, and there is no 'teaching to the middle' of mixed ability groups. Teachers have high expectations of all pupils. Lessons move along at a brisk pace. Pupils don't just do the same thing all the time.





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Highly effective
feedback gives pupils
precise information
about how to improve
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Lesson activities are shaped to fit different pupils and everyone is challenged at the right level. Data about pupils' achievement do not just sit on a spreadsheet or in a file: teachers use this information when they plan their lessons. Teachers are quick to recognise when pupils are struggling or not challenged by the work; they quickly do something about it.

- **Good opportunities for pupils to learn independently**
Pupils get time to work on interesting and challenging activities on their own or in groups. This helps them to learn how to learn independently and use and practise the skills taught to deepen their understanding.
- **Excellent use of questioning**
Teachers target their questions at individual pupils – this keeps everyone on their toes. They don't just ask simple questions that can be answered in one word: open questions challenge and probe pupils' thinking. This generates pupils' enthusiasm and helps them to learn in much greater depth.
- **Outstanding subject knowledge**
Secondary school teachers have a thorough and up-to-date understanding of their subject and they teach it with rigour and enthusiasm. Teachers in primary school have a deep understanding of how to teach reading, the use of systematic phonics, writing and mathematics.
- **Highly effective feedback to pupils**
Marking is regular. Teachers give pupils precise information about what they need to do to improve. Feedback is closely tied to pupils' targets. They are expected to respond to it and teachers make sure that they do.

Exceptional teaching at South Farnham Primary School

An important reason why pupils do so well at the school is that teachers have such high expectations of them, and the pupils are keen to rise to the challenge. Disabled pupils and those identified as having special educational needs do particularly well, because the quality of the teaching in their focus groups, some taken by assistant headteachers, is very high. All pupils in the school benefit from consistently outstanding teaching. Inspectors found, through talking to the pupils, looking at their exercise books and observing how they learn in the classroom, that the quality of their learning is second to none.

No pupil or group of pupils is overlooked. Boys and girls achieve equally, as do all other groups of pupils. The focus groups, which provide high quality English and mathematics teaching to those who might otherwise struggle, are impressive. Pupils in these groups receive exactly the same curriculum as their peers and are expected to do just as well; the only difference is that the smaller classes enable pupils to have more focused support. As a result, the attainment of disabled pupils and those identified as having special educational needs is far ahead of pupils with similar needs in the country as a whole.

Characteristics of weak lessons

52. Even schools judged satisfactory or inadequate typically have a certain amount of good, even outstanding, teaching that shares these strengths. Nevertheless, in about 37% of schools, pupils experience too much teaching that is not yet good. Some of the characteristics of weaker lessons are as follows.

- **The work doesn't challenge everybody**

The work is too easy or too hard for some pupils. This is because teachers don't use information about individual pupils' achievements when they plan lessons.

- **Lessons are sluggish and boring**

Lessons move slowly and pupils lose interest. The lesson becomes a lecture. Teachers talk for too long without questioning the pupils. Pupils are not given enough to do or are given too long to complete their work. This can lead to low-level disruption, as can lessons in which the pace is too fast and children do not have the opportunity to assimilate and understand what they are supposed to be learning.

- **Teachers do not do enough to develop good literacy skills**

Teachers in primary schools do not teach phonics, writing skills and spelling well enough. In secondary schools, teachers of all subjects do not do enough to help pupils overcome poor

literacy skills that prevent them from learning their subject.

- **Marking and feedback are not good enough**

Marking is irregular or not detailed enough. Teachers don't tell pupils how to improve. When they do, the information is too vague or pupils can't read it. As a result, pupils have little idea about how to improve their work.

53. Some groups of pupils receive the least expert teaching. Pupils in most need of the best teaching, such as lower attaining pupils and those with special educational needs, may not get it. They are often taught by the weakest teachers in the school. In secondary schools, they are more likely to be taught by non-specialists, whose subject knowledge is weak; in primary schools, by teaching assistants deployed too extensively with children who find learning difficult.



Pupils in most need of the best teaching are often taught by the weakest teachers in the schools



Challenges



More 'satisfactory' schools ought to be 'good'

54. Satisfactory schools sometimes overestimate their own effectiveness; their leaders may lack the realism needed for accurate self-evaluation. They typically overestimate the quality of teaching. Despite what we know about teaching, not all schools make enough use of this information to drive forward improvement. Frequently in the less effective schools, teachers are seen teaching to a 'recipe' rather than adapting their teaching in response to pupils' needs. In some secondary schools, middle leaders do not play enough of a role in improving teaching and shouldering accountability for their domains. Leaders in these schools typically do not focus sufficiently on how well particular groups of pupils are doing. As a result, some groups, for example those of lower ability, do not always get the best deal.
55. Leadership is the key to such schools becoming good or outstanding. Our evidence suggests that the nature of leadership has to change in the transition from embedding the basic functions of the school at a good and consistent level of competence and then using this platform to stimulate and expand the processes of teaching and learning and deepen their quality. This can be challenging for both leaders and their colleagues.
56. We believe that two particular matters make the most difference between highly effective schools and the rest. The first is that they do things consistently well. The second is that leadership is closely involved in making teaching and learning as effective as they can be.



Very effective schools do things consistently well



Leadership at Roe Lee Park Primary School, Blackburn with Darwen

Teaching is accurately monitored by the headteacher and the recently appointed deputy headteacher of this school, which was recently judged outstanding. Introducing a sharp focus on pupils' progress when lessons are observed has proved challenging for teachers and has increased reflection on and refinement of their classroom practice.

This monitoring links closely to performance management and staff training. The impact is evident in the improving quality of teaching. Self-evaluation is accurate and based on robust monitoring of performance. Priorities are both pertinent and precise. In light of the pupils' excellent progress and sustained improvement the school has excellent capacity to improve.



This involves leaders modelling effective teaching, evaluating the teaching and learning for which they are managerially responsible, coaching and developing their colleagues, and being accountable for quality. Such leaders are not desk-bound, they are proactive and highly visible around the school. Leadership, in other words, works at a more professional level in focusing on staff learning as well as pupil learning.

57. Leaders of schools around the good/satisfactory boundary can and do get a lot of support in taking the next step in leading the school if they enter a partnership with another good or outstanding school such as a teaching school. This is one of the emerging benefits for schools in teaching school alliances or engaged in peer review activities. There is still a place for good experienced coaching.

Achievement gaps between rich and poor

58. The gap between the achievement of disadvantaged pupils, particularly those eligible for free school meals, and their peers is still too wide. At the end of primary school there has been some narrowing of the gap over the past seven years, falling from 22 percentage points in 2005 to 18 percentage points in 2011 in terms of the proportions of children achieving the Level 4 benchmark in English. However, on

the standard measure of five or more A* to C grades including English and mathematics at GCSE, the gap has remained almost constant over this period, at 28 percentage points in 2005 and 27 percentage points in 2011.

59. Outstanding schools are concentrated in more affluent areas and the highest achieving schools which serve high proportions of pupils from low-income families are concentrated in London. However, over 400,000 disadvantaged pupils are in schools where they form a minority of less than 20% of all pupils. Ofsted's new school inspection framework pays particular attention to how well schools are using the pupil premium to improve the achievement of disadvantaged pupils.

Local variation in quality of school

60. Children living in different parts of the country have widely varying chances of attending a good or better primary school. For instance, over 80% of children in **Dorset** and **Northumberland** attend primary schools that are good or outstanding, whereas only 59% can do so in **Shropshire** and 56% in **North East Lincolnshire**. There is also too much variation in less advantaged areas. For example, in **Lambeth** and **Knowsley** over four fifths of children attend primary schools that are good or outstanding, but only 53% in **Portsmouth** and 42% in **Coventry**.



Children living in different parts of the country have widely varying chances of attending a good or better primary school



61. Local authorities still have considerable influence over their primary schools. The Key statistics section includes a list of all the local authority areas in England and the proportion of pupils attending good or better primary schools. It is notable that deprivation does not determine these results. For example, **Oxfordshire** appears in the worst performing group of local areas on this measure. Corresponding figures for secondary schools are available to download alongside this report.
62. Right across their whole primary and secondary education, the chances of a child going to a good or outstanding school and achieving well varies unacceptably between similar local areas. For example, **Derby** and **Doncaster** are in the worst performing 20% of all local authority areas in terms of a pupil's chance of attending a good primary school, and also their chance of attending a good secondary school. Yet a child in **Wigan** or **Darlington** has a good chance of attending both a good primary school and a good secondary school, and their exam results reflect this.
63. Although the role of local authorities is smaller in terms of support for their schools, particularly secondary schools, they still have important powers to drive improvement. Too few local authorities are using warning notices and interim executive boards (IEBs) to improve school leadership and standards.¹⁵ Since the introduction of warning notices in April 2007, 190 have been issued by 82 different local authorities. There are still 70 local authorities that have yet to issue any warning notices, including some with high proportions of inadequate schools. The three local authorities that had the highest percentage of schools found inadequate during inspections between April 2007 and August 2012 are **Bournemouth**, **North East Lincolnshire** and **Leicester**. Bournemouth and North East Lincolnshire have never issued a warning notice. Of the 17 local authorities that had 10% or

Reducing the gap at Wood Green Academy, Sandwell

The school consistently adds significant value to the performance of all groups of students across the range of subjects. Disabled students and those with special educational needs make similar progress to their peers. Teaching is characterised by very high expectations, not just in terms of achievement, but in the amount, complexity and challenge of learning activities. Excellent subject knowledge and understanding is used very well to pace learning so that time for

imaginative and engaging activities is used flexibly. Teaching assistants and teachers communicate well to ensure that each student receives well-targeted support. There is very little difference in the progress made by students known to be eligible for free school meals, those from diverse backgrounds and the large number who are new to speaking English, because staff are very conscious of students' individual needs and work successfully to close any gaps.

¹⁵. An interim executive board is a governing body appointed for a temporary period of time. It can be used to accelerate improvement in standards and attainment and provide challenge to the leadership of the school to secure rapid improvement, or where there has been a serious breakdown of working relationships within the governing body of the school.

more of their schools judged inadequate when inspected between 1 April 2007 and 31 August 2012, seven have never issued a warning notice.

64. Local authorities can also drive more rapid improvement in weak schools through the use of IEBs. Since 2009–10 at least 40 IEBs have been created annually. The use of IEBs is uneven across local authorities: some use it frequently, particularly for schools in deprived areas; conversely, since October 2007, nearly half of local authorities have not used IEBs at all, despite having a number of schools causing concern. For example, in the South West, where there are 16 local authorities, IEBs have been used by just four authorities since October 2007, who have created a total of seven IEBs.

The impact and future role of Ofsted

65. By defining high expectations for effective schools, Ofsted contributes significantly to school improvement. Changes in the quality of provision may be tracked in one of two ways, either by judging them against criteria that remain constant over time or by raising expectations periodically as schools improve and the demands of society change. Inspection frameworks do more than offer criteria for effective schools. For many schools, they set the pace. Schools tend to regard the inspection criteria as an indication of what is required of



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Schools that remain good or outstanding are those that are constantly looking to improve
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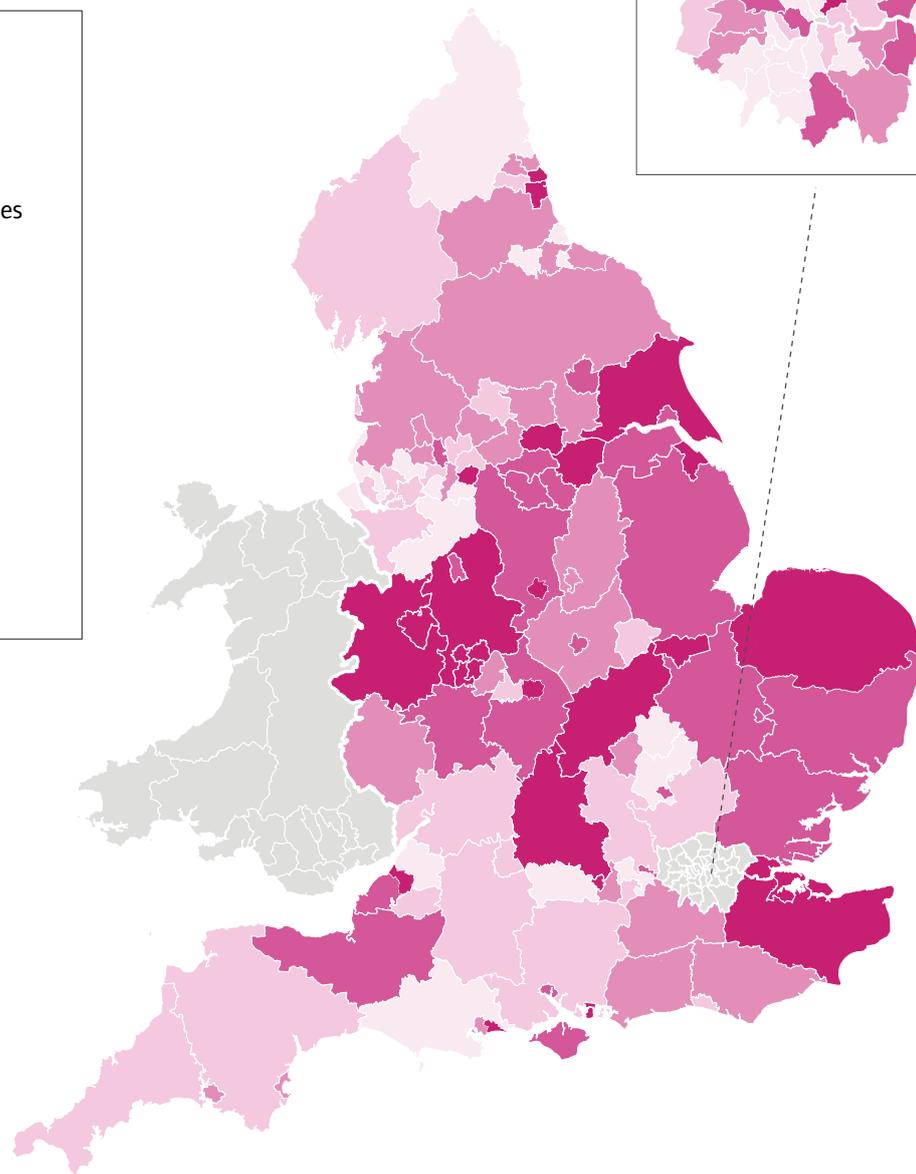
them rather than a guide to inspection and evaluation. Thus the inspection framework is not just a guide to diagnosing the school's health; it is a powerful lever of improvement. Schools that remain good or better are those that are constantly looking to improve and for which revised frameworks present few fears. In contrast, less effective schools need to raise their sights lest, by standing still, they slip behind the rest.

66. The greater regional presence of Ofsted from January 2013 will ensure closer scrutiny of school improvement mechanisms and greater support for schools. For example, there is an obligation for all local authorities to use the statutory devices available to them to intervene earlier and more robustly to bring about change for the benefit of pupils. In the future, Ofsted will comment more extensively on the contribution of local authorities, academy chains and other external parties to school improvement.



Pupils in each local authority area attending good or outstanding primary schools

- Top 5 local authority areas**
- Camden
 - Barnet
 - Richmond upon Thames
 - Sefton
 - Trafford
- Bottom 5 local authority areas**
- Coventry
 - Derby
 - Thurrock
 - Wakefield
 - Telford and Wrekin



Pupils attending good or outstanding primary schools



Bottom 30 local authority areas

Pupils are least likely to attend a good or outstanding primary school here.

Top 30 local authority areas

Pupils are most likely to attend a good or outstanding primary school here.

FIGURE 7

Excludes schools which were open but had not yet been inspected. Includes schools which have converted to become academies as they retain their inspection outcomes.

Source: Ofsted



Key statistics

Data View: Inspection findings can also be viewed at www.dataview.ofsted.gov.uk. Data View enables users to compare the performance of providers over time from Ofsted inspections across England by region, local authority and constituency area.

Overall effectiveness of open maintained schools at their most recent inspection as at 31 August 2012, by phase¹

	Total number inspected	Percentage of providers			
		Outstanding	Good	Satisfactory	Inadequate
Nursery schools	420	55	41	5	0
Primary schools	16,643	18	51	29	2
Secondary schools	3,075	26	40	30	3
Special schools	1,031	37	44	17	2
Pupil referral units	379	17	51	28	4
Academies	1,926	41	42	15	1
Of which:					
Converters (primary)	596	42	46	11	1
Converters (secondary)	1,080	44	43	13	1
Sponsor-led (secondary)	204	20	31	41	8
Converters (special)	46	70	17	13	0
All provision	21,548	21	49	28	3

1. Data for primary, secondary and special schools include academies.

Source: Ofsted

Overall effectiveness of maintained schools inspected between 1 September 2011 and 31 August 2012 by phase¹

	Total number inspected	Percentage of providers			
		Outstanding	Good	Satisfactory	Inadequate
Nursery schools	143	55	41	3	1
Primary schools	4,636	9	51	32	8
Secondary schools	926	14	41	34	11
Special schools	282	28	50	17	6
Pupil referral units	152	5	58	28	9
Academies	376	22	48	23	7
Of which:					
Converters (primary)	73	19	60	18	3
Converters (secondary)	205	26	51	18	4
Sponsor-led (secondary)	96	15	32	36	17
Converters (special)	2	50	0	50	0
All provision	6,139	12	49	31	8

1. Data for primary, secondary and special schools include academies.

Source: Ofsted

Inspection outcomes of maintained schools inspected between 1 September 2011 and 31 August 2012 ¹

	Total number inspected	Percentage of providers			
		Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness	6,139	12	49	31	8
Achievement of pupils	6,139	11	50	31	7
Behaviour and safety of pupils	6,139	23	60	16	2
Quality of teaching	6,139	9	53	32	5
Leadership and management	6,139	14	54	27	6

1. Percentages are rounded and do not always add exactly to 100.

Source: Ofsted

Percentage of pupils attending good or outstanding primary schools

Local authority areas where pupils are most likely to attend a good or outstanding primary school

Local authority area	Percentage of pupils attending good or outstanding primary schools	Local authority area	Percentage of pupils attending good or outstanding primary schools
Camden	92%	Dorset	83%
Barnet	91%	Central Bedfordshire	83%
Richmond upon Thames	90%	Northumberland	83%
Sefton	90%	Wirral	83%
Trafford	90%	Cheshire East	82%
Islington	89%	Merton	81%
Harrow	89%	Middlesbrough	81%
Knowsley	89%	Darlington	80%
Sutton	87%	Wigan	80%
Wandsworth	86%	Hartlepool	79%
Bedford	85%	West Berkshire	79%
Windsor and Maidenhead	85%	Havering	79%
Stockport	84%	Lewisham	79%
Lambeth	84%	Hammersmith and Fulham	79%
Kingston upon Thames	84%	South Gloucestershire	78%

1. Figures are rounded. 2. Excludes pupils in schools which were open on 31 August 2012 but had not yet been inspected. 3. Includes pupils in schools which had converted to become academies as they retain their last inspection outcomes. 4. City of London and Isles of Scilly are not included as they each have only one primary school.

Source: Ofsted

Local authority areas where pupils are likely to attend a good or outstanding primary school

Local authority area	Percentage of pupils attending good or outstanding primary schools
Buckinghamshire	78%
Blackpool	77%
Liverpool	77%
Solihull	77%
Bath and North East Somerset	77%
Rutland	76%
Newham	75%
Hampshire	75%
Gateshead	75%
Bracknell Forest	75%
Hillingdon	75%
Rochdale	75%
Swindon	74%
Halton	74%
Southwark	74%
Cheshire West and Chester	74%
Tower Hamlets	74%
Cumbria	74%
St. Helens	74%
Wiltshire	73%
Kensington and Chelsea	73%
Cornwall	73%
Hertfordshire	73%
Gloucestershire	72%
Devon	72%
Oldham	72%
Redbridge	72%
Salford	72%
Warrington	72%
Brighton and Hove	72%

Local authority areas where pupils have a fair chance of attending a good or outstanding primary school

Local authority area	Percentage of pupils attending good or outstanding primary schools
Nottinghamshire	72%
Blackburn with Darwen	71%
Kirklees	71%
North Tyneside	71%
Stockton-on-Tees	71%
Hounslow	71%
Nottingham	71%
Manchester	70%
East Sussex	70%
Torbay	70%
Bromley	70%
Wokingham	70%
Durham	70%
Herefordshire	70%
West Sussex	70%
Poole	69%
Calderdale	69%
Plymouth	69%
Leicestershire	68%
Newcastle upon Tyne	68%
Bolton	68%
Redcar and Cleveland	68%
Leeds	68%
North Yorkshire	68%
Greenwich	68%
Birmingham	67%
Surrey	67%
Ealing	67%
Lancashire	67%
Milton Keynes	67%

1. Figures are rounded. 2. Excludes pupils in schools which were open on 31 August 2012 but had not yet been inspected. 3. Includes pupils in schools which had converted to become academies as they retain their last inspection outcomes. 4. City of London and Isles of Scilly are not included as they each have only one primary school.

Source: Ofsted

Local authority areas where pupils are less likely to attend a good or outstanding primary school

Local authority area	Percentage of pupils attending good or outstanding primary schools
Warwickshire	66%
Cambridgeshire	66%
Southend-on-Sea	66%
Kingston upon Hull City of	66%
Brent	66%
Lincolnshire	66%
Bury	66%
Somerset	65%
Isle of Wight	65%
Westminster	65%
Sheffield	65%
Bradford	65%
North Lincolnshire	64%
Croydon	64%
Bexley	64%
York	64%
Leicester	64%
Southampton	64%
Barking and Dagenham	63%
Rotherham	63%
Slough	62%
Stoke-on-Trent	62%
Luton	62%
North Somerset	62%
Worcestershire	62%
Derbyshire	62%
Barnsley	62%
Suffolk	61%
Essex	61%
Enfield	61%

Local authority areas where pupils are least likely to attend a good or outstanding primary school

Local authority area	Percentage of pupils attending good or outstanding primary schools
Bournemouth	61%
South Tyneside	61%
Staffordshire	60%
Doncaster	60%
Sunderland	60%
Peterborough	60%
Dudley	60%
Shropshire	59%
Walsall	59%
Oxfordshire	59%
Northamptonshire	59%
Norfolk	59%
Haringey	58%
Bristol City of	58%
Sandwell	57%
Tameside	57%
North East Lincolnshire	56%
Waltham Forest	56%
Hackney	56%
East Riding of Yorkshire	55%
Kent	55%
Medway	54%
Portsmouth	53%
Reading	53%
Wolverhampton	53%
Telford and Wrekin	53%
Wakefield	52%
Thurrock	49%
Derby	43%
Coventry	42%

1. Figures are rounded. 2. Excludes pupils in schools which were open on 31 August 2012 but had not yet been inspected. 3. Includes pupils in schools which had converted to become academies as they retain their last inspection outcomes. 4. City of London and Isles of Scilly are not included as they each have only one primary school.

Source: Ofsted

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