

Official Statistics Release

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Introduction

This official statistics release reports on the outcomes of school inspections that were conducted between 1 April 2014 and 30 June 2014. This release also includes the most recent inspection outcomes for all schools that have been inspected, as at 30 June 2014. This provides a picture of the 'state of the nation's schools' as indicated by inspection outcomes.

The purpose of these official statistics is to disseminate the data gathered about schools through Ofsted's role as an inspectorate. They provide information about how the judgements of schools have changed over time and vary across different phases of education and different parts of the country.

Schools were inspected in accordance with sections 5 or 8 of the Education Act 2005. The inspection framework was most recently revised on 1 September 2012. Under this framework, schools are judged as outstanding, good, 'requires improvement' or inadequate (either having serious weaknesses or requiring special measures). For further information regarding the current framework and recent changes please refer to the methodology section.

Throughout this release, the term 'schools' is used generically to cover all maintained schools, state-funded independent schools (including academies and free schools) and certain non-maintained special schools in England that Ofsted is required to inspect under section 5. The full list of schools subject to inspection under section 5 is found in the methodology section.

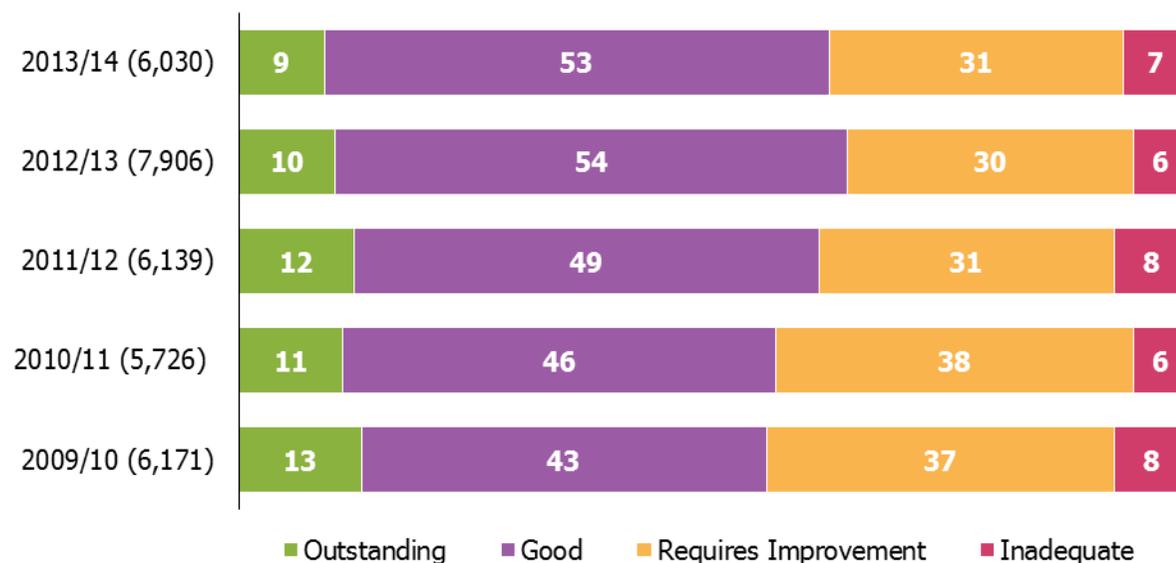
Key findings

- Overall, 67% of schools inspected between 1 April and 30 June 2014 were judged good or outstanding. This compares with 65% in the previous quarter.
- On 30 June 2014 the proportion of schools judged good or outstanding at their most recent inspection reached 80% which continues the steady upward trend from 78% at 31 August 2013 and 79% at 31 March 2014.

Inspections between 1 April and 30 June 2014

- These provisional statistics summarise the judgements made on 1,413 section 5 inspections conducted between 1 April and 30 June 2014 where the inspection report was published by 31 July 2014.
- Overall, 67% of schools inspected in the period were judged good or outstanding. This compares with 65% in the previous quarter.
- Of the inspections this quarter, 414 were inspections of schools judged as 'requires improvement' at their previous inspection. This compares with 117 inspections of such schools in the last quarter. As it is now almost two years since the 'requires improvement' judgement was introduced there is a greater number of 'requires improvement' schools due for re-inspection.
- This academic year, there were 1,668 inspections of schools which were previously judged as satisfactory and 553 inspections of schools which were previously judged as 'requires improvement'.
- Some 65% of the previously 'requires improvement' schools improved their overall effectiveness on re-inspection during 2013/14 so far. This compares with 49% of the schools previously judged as satisfactory inspected during 2013/14 so far. The number of 'requires improvement' re-inspections remains relatively small and may not be typical of all schools requiring improvement. Nevertheless there are encouraging signs that the introduction of this new inspection outcome with its shorter re-inspection cycle is having a positive impact.
- During this quarter the total number of schools requiring special measures decreased by 42. In the same quarter last year, the total number of schools requiring special measures increased by 10 schools.

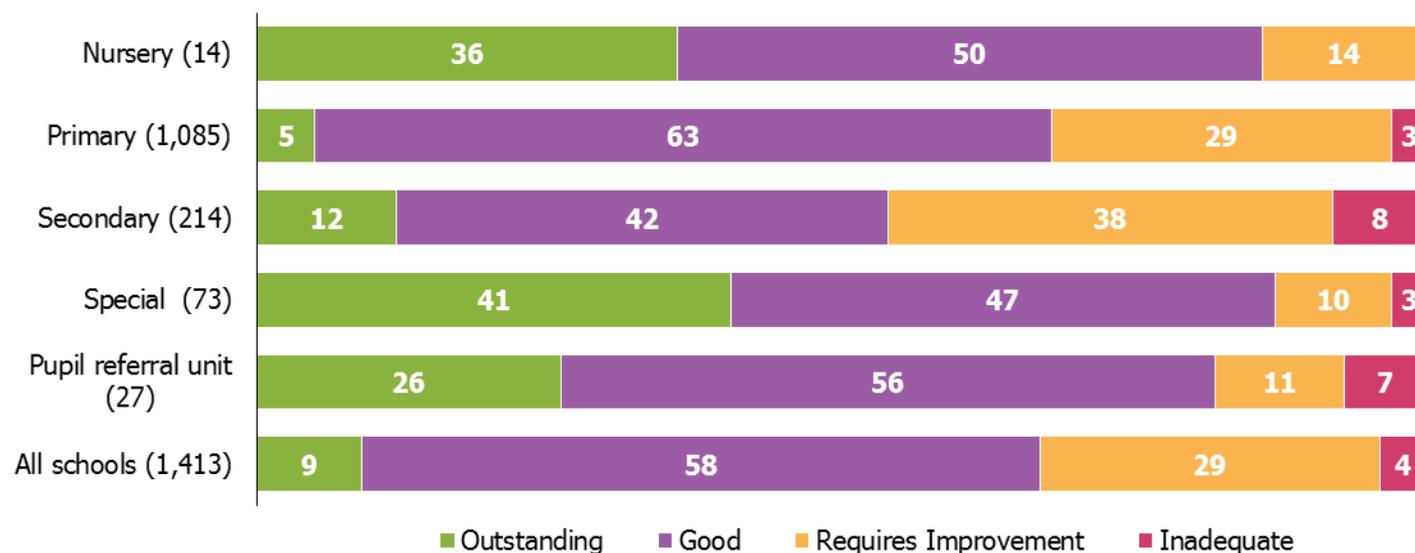
Chart 1: Overall effectiveness of schools inspected between 1 September 2009 and 30 June 2014 (provisional) ^{1 2 3 4 5}



Percentage of inspections

1. Percentages in the chart are rounded and may not add to 100.
2. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 July 2014.
3. Data based on Edubase as at 4 August 2014.
4. The section 5 inspection framework was introduced on 1 September 2005. Subsequently revised frameworks have been introduced on 1 September 2009, 1 January 2012 and 1 September 2012.
5. Prior to 1 September 2012 schools graded 3 were judged as satisfactory. Since 1 September 2012 they are judged as 'requires improvement'.

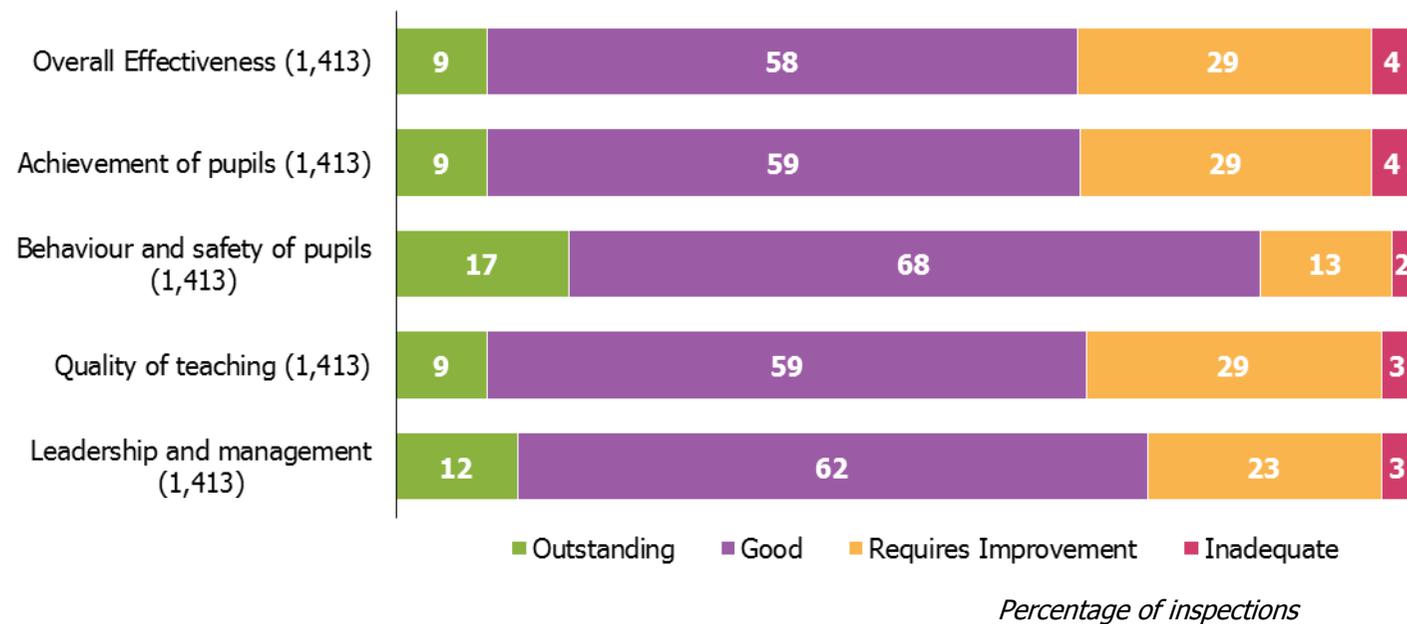
Chart 2: Overall effectiveness of schools inspected between 1 April and 30 June 2014, by phase (provisional)^{1 2 3}



Percentage of inspections

1. Percentages in the chart are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.
2. Based on Edubase as at 4 August 2014.
3. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 July 2014.

Chart 3: Key inspection judgements for schools inspected between 1 April and 30 June 2014 (provisional) ^{1 2 3}



1. Percentages in the chart are rounded and may not add to 100. Where the number of inspections is small, percentages should be treated with caution.

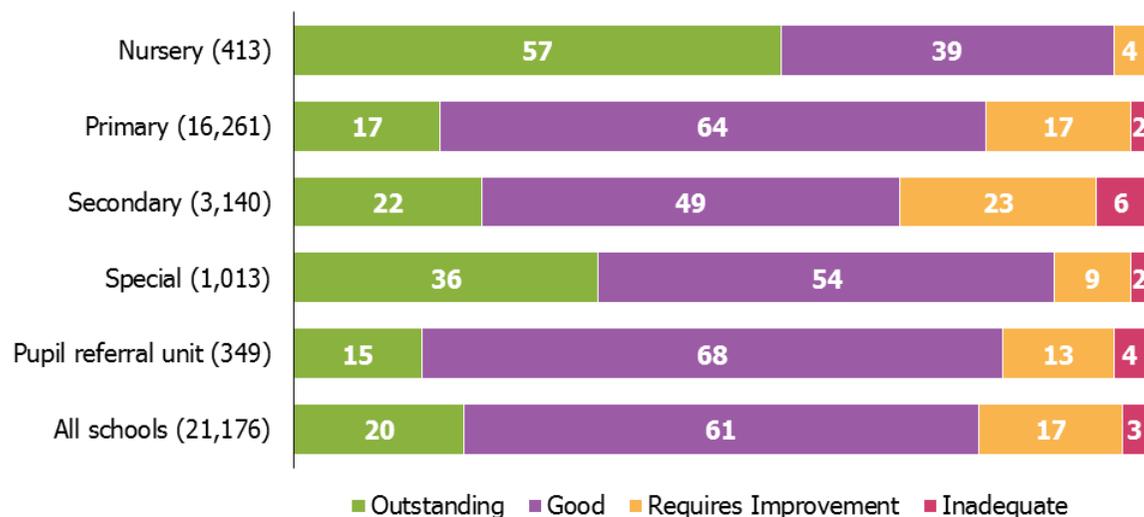
2. Based on Edubase as at 4 August 2014.

3. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 July 2014.

Schools at their most recent inspection

- On 30 June 2014 the proportion of schools judged good or outstanding at their most recent inspection reached 80% which continues the steady upward trend from 78% at 31 August 2013 and 79% at 31 March 2014. Note, however, that there are 731 schools yet to be inspected. This includes new schools (for example free schools or sponsor-led academies) that have not yet been inspected.
- The proportion of secondary schools judged good or outstanding at their most recent inspection as at 30 June 2014 was 71%, the same as at 31 August 2013.
- However, primary schools have shown improvement from 78% good or outstanding last August to 81% good or outstanding by the end of June 2014.
- By 30 June 2014, Ofsted had conducted 70 inspections of free schools. Sixteen of these were judged outstanding, 31 good, 19 judged as 'requires improvement' and four were judged inadequate. There are 97 free schools open but not yet inspected.
- As at 30 June 2014 there were two nursery schools whose most recent judgement was inadequate. There were four as at 31 March 2014: one was subsequently judged as 'requires improvement' and the other has since been judged good.
- The number of secondary schools which are academies continues to rise. Fifty-four per cent of secondary schools inspected as at 30 June 2014 were academies. This is an increase of four percentage points since 31 August 2013. Since that time the proportion of these secondary academies that were judged good or outstanding at their most recent inspection has decreased from 80% to 77%. Note there are 180 open secondary academies which are yet to be inspected (this includes 113 sponsor-led academies, 38 free schools and 29 studio schools/university technology colleges).
- There are large regional variations in school judgements at secondary level. In the North West, 11% of schools were judged inadequate at their most recent inspection; this compares with 6% nationally. In Yorkshire and the Humber, just 59% of secondary schools had a most recent overall effectiveness judgement of good or outstanding. This compares with 71% nationally.

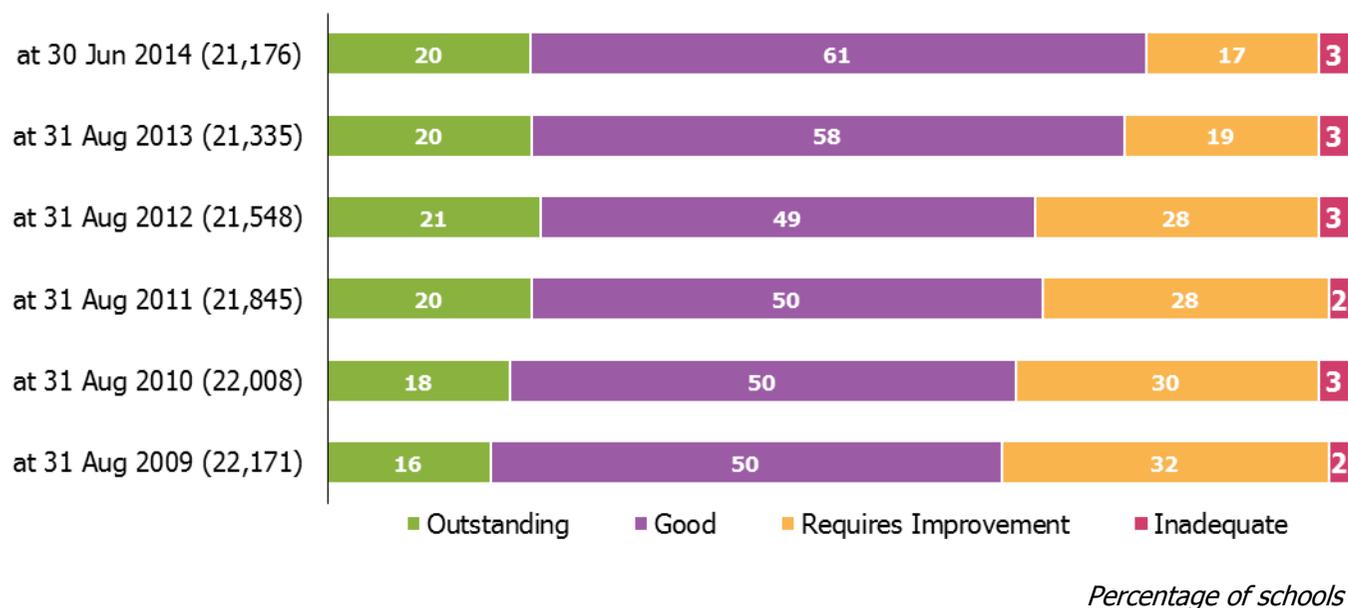
Chart 4: Most recent overall effectiveness of schools by 30 June 2014 (provisional) ^{1 2 3 4 5 6}



Percentage of schools

1. Percentages in the chart are rounded and may not add to 100.
2. Based on Edubase as at 2 July 2014.
3. Data include the most recent overall effectiveness judgements for predecessor schools of academy converters that have not been inspected since they opened as an academy.
4. Prior to 1 September 2012 schools graded 3 were judged as satisfactory. Since 1 September 2012 they are judged as 'requires improvement'.
5. The section 5 inspection framework was introduced on 1 September 2005. Subsequently revised frameworks have been introduced on 1 September 2009, 1 January 2012 and 1 September 2012.
6. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 30 June 2014. For these schools the previous inspection is included.

Chart 5: Most recent overall effectiveness of schools at 30 June 2014 and at the end of previous academic years (provisional) ^{1 2 3 4 5 6 7}



1. Percentages in the chart are rounded and may not add to 100.
2. Data from previous academic years based on Edubase at the end of each academic year (or as close as possible). Data from this academic year based on Edubase as at 2 July 2014.
3. Data include the most recent overall effectiveness judgements for predecessor schools of academy converters that have not been inspected since they opened as an academy.
4. Prior to 1 September 2012 schools graded 3 were judged as satisfactory. Since 1 September 2012 they are judged as 'requires improvement'.
5. The section 5 inspection framework was introduced on 1 September 2005. Subsequently revised frameworks have been introduced on 1 September 2009, 1 January 2012 and 1 September 2012. Within these periods, frameworks have been refined to reflect new statutory requirements and/or current priorities.
6. Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.
7. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 July 2014. For these schools the previous inspection is included.

Table 1: Number of school inspections between 1 April and 30 June 2014, by inspection type (provisional)

Number of schools						
Inspection activity (section 5)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Section 5 inspection	1,262	12	982	175	66	27
Section 8 deemed section 5 inspection	151	2	103	39	7	0
Total	1,413	14	1,085	214	73	27
Inspection activity (section 8)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Special measures monitoring inspection	260	0	151	91	12	6
Serious weaknesses monitoring inspection	77	0	42	35	0	0
Requires Improvement monitoring inspection	426	1	335	78	10	2
Section 8 No formal designation inspection	27	1	16	10	0	0
Section 8 inspection due to complaint	4	0	4	0	0	0
Total	794	2	548	214	22	8

Source: Ofsted inspections

1. Each phase of education includes different types of establishment; a more comprehensive list can be found in the glossary section of the commentary accompanying this release.
2. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 July 2014.
3. Data based on Edubase as at 4 August 2014.
4. Notice to improve monitoring inspections have been discontinued. Please refer to the 'Key findings' methodology section for more information.
5. Ofsted may inspect a school under no formal designation procedures where information it holds or receives causes HMCI sufficient concern.

Table 2: School inspection outcomes between 1 April and 30 June 2014 (provisional) ^{1 2 3 4}

	Total number inspected ^{2 3}	Number of inspections				Percentage of inspections			
		Outstanding	Good	Requires Improvement	Inadequate	Outstanding	Good	Requires Improvement	Inadequate
Overall Effectiveness	1,413	122	825	409	57	9	58	29	4
Achievement of pupils at the school	1,413	123	828	411	51	9	59	29	4
Behaviour and safety of pupils	1,413	245	961	181	26	17	68	13	2
Quality of teaching	1,413	123	834	410	46	9	59	29	3
Leadership and management	1,413	172	876	324	41	12	62	23	3
Overall effectiveness of the residential or boarding provision	3	0	3	0	0	0	100	0	0
Outcomes for residential or boarding pupils	3	0	3	0	0	0	100	0	0
The quality of residential or boarding provision and care	3	0	3	0	0	0	100	0	0
Residential and boarding pupils' safety	3	0	3	0	0	0	100	0	0
Leadership and management of the residential or boarding provision	3	0	3	0	0	0	100	0	0

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. These data include all types of establishment subject to inspection under section 5, for example local authority maintained schools, academy converters and sponsor-led academies.
3. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 July 2014.
4. Data based on Edubase as at 4 August 2014.

Table 3: Selected inspection judgements of schools at their most recent inspection up to 30 June 2014 (provisional)
1 2 3 4

Outcome	Number of schools						Percentage of schools						
	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit	
Overall effectiveness ⁶	Outstanding	4,137	236	2,811	677	362	51	20	57	17	22	36	15
	Good	12,840	160	10,357	1,542	542	239	61	39	64	49	54	68
	Requires improvement ⁵	3,612	15	2,745	717	91	44	17	4	17	23	9	13
	Inadequate	587	2	348	204	18	15	3	0	2	6	2	4
	Total	21,176	413	16,261	3,140	1,013	349	100	100	100	100	100	100
Achievement of pupils ⁶ ⁷	Outstanding	2,670	229	1,613	474	320	34	14	55	11	16	32	10
	Good	12,863	168	10,329	1,531	581	254	65	41	69	53	58	73
	Requires Improvement ⁵	3,615	15	2,752	714	88	46	18	4	18	25	9	13
	Inadequate	552	1	328	195	15	13	3	0	2	7	1	4
	Total	19,700	413	15,022	2,914	1,004	347	100	100	100	100	100	100
How well do learners achieve? ^{7 8}	Outstanding	1,384	0	1,166	207	9	2	94	0	94	92	100	100
	Good	92	0	73	19	0	0	6	0	6	8	0	0
	Satisfactory	0	0	0	0	0	0	0	0	0	0	0	0
	Inadequate	0	0	0	0	0	0	0	0	0	0	0	0
	Total	0	0	0	0	0	0	100	0	100	100	100	100
Aggregate achievement	Outstanding	4,054	229	2,779	681	329	36	21	55	18	23	33	10
	Good	12,955	168	10,402	1,550	581	254	66	41	69	53	58	73
	Requires Improvement ⁵	3,615	15	2,752	714	88	46	18	4	18	25	9	13
	Inadequate	552	1	328	195	15	13	3	0	2	7	1	4
	Total	19,700	413	15,022	2,914	1,004	347	100	100	100	100	100	100

Outcome		Number of schools						Percentage of schools					
		All phases	Nursery	Primary	Secondary	Special	Pupil referral unit	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Quality of teaching ⁶	<i>Outstanding</i>	3,596	234	2,468	521	329	44	17	57	15	17	32	13
	<i>Good</i>	13,450	163	10,736	1,726	580	245	64	39	66	55	57	70
	<i>Requires Improvement</i> ⁵	3,625	15	2,748	724	91	47	17	4	17	23	9	13
	<i>Inadequate</i>	505	1	309	169	13	13	2	0	2	5	1	4
	Total	21,176	413	16,261	3,140	1,013	349	100	100	100	100	100	100
Behaviour and safety of pupils 6-9	<i>Outstanding</i>	7,045	311	5,208	908	534	84	33	75	32	29	53	24
	<i>Good</i>	12,502	94	10,028	1,747	413	220	59	23	62	56	41	63
	<i>Requires Improvement</i> ⁵	1,450	7	943	413	53	34	7	2	6	13	5	10
	<i>Inadequate</i>	170	1	75	70	13	11	1	0	0	2	1	3
	Total	21,167	413	16,254	3,138	1,013	349	100	100	100	100	100	100
Leadership and management ⁶	<i>Outstanding</i>	4,824	237	3,281	862	378	66	23	57	20	27	37	19
	<i>Good</i>	12,804	159	10,319	1,552	543	231	60	38	63	49	54	66
	<i>Requires Improvement</i> ⁵	3,100	15	2,390	579	76	40	15	4	15	18	8	11
	<i>Inadequate</i>	448	2	271	147	16	12	2	0	2	5	2	3
	Total	21,176	413	16,261	3,140	1,013	349	100	100	100	100	100	100

Source: Ofsted

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

2. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 July 2014.

3. Data based on Edubase as at 2 July 2014.

4. Data include the most recent judgements for predecessor schools of academy converters that have not yet been inspected since they opened as an academy. For these schools the previous inspection is included.

5. Prior to 1 September 2012 schools graded 3 were judged as satisfactory. Since 1 September 2012 they are judged as 'requires improvement'.

6. Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.

7. Pupils' achievement and the extent to which they enjoy their learning judgement was introduced on 1 September 2009. Prior to this a different judgement, 'How well do learners achieve?', was made. While these judgements are not the same, they have been aggregated in the table to present the state of the nation.

8. As a result of a proportionate inspection process, inspections of weaker schools are brought forward. These weaker schools will no longer have the 2005 achievement judgement and will instead have the 2009 judgement: 'Pupils' achievement and the extent to which they enjoy their learning'. 'How well do learners achieve?' judgement is therefore more positive.

Table 4: Number of schools placed into, removed from, and closing while in a category of concern between 1 April and 30 June 2014 (provisional) ^{1 2 3 4}

i. Schools placed in, removed from and closing while in special measures between 1 April 2014 and 30 June 2014

Phase of Education	Total subject to special measures at 1 April 2014 ³	Number made subject to special measures ²	Number removed from special measures	Number closed while subject to special measures	Total subject to special measures at 30 June 2014
Nursery	4	0	2	0	2
Primary	312	26	25	43	270
Secondary	139	12	3	1	147
Special	20	2	5	1	16
Pupil Referral Unit	14	1	1	2	12
Total	489	41	36	47	447

ii. Schools placed in, removed from and closing while having serious weaknesses between 1 April 2014 and 30 June 2014

Phase of Education	Total having serious weaknesses at 1 April 2014 ³	Number identified with serious weaknesses ²	Number removed from serious weaknesses	Number closed while having serious weaknesses	Total having serious weaknesses at 30 June 2014
Nursery	0	0	0	0	0
Primary	84	10	11	5	78
Secondary	67	4	13	1	57
Special	2	0	0	0	2
Pupil Referral Unit	2	1	0	0	3
Total	155	15	24	6	140

Source: Ofsted inspections

1. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 July 2014.

2. One school previously in 'serious weaknesses' was found to require 'special measures' after re-inspection. A further school remained in 'serious weaknesses' after re-inspection.

3. Data on schools based on Edubase as at 2 July 2014.

Table 5: Most recent overall effectiveness for schools inspected up to 30 June 2014 by region (provisional) ^{1 2 3}

	Total number inspected ⁴	Number of schools				Percentage of schools			
		Outstanding	Good	Requires Improvement ⁵	Inadequate	Outstanding	Good	Requires Improvement ⁵	Inadequate
North East	1,152	249	744	140	19	22	65	12	2
North West	3,149	686	1,957	419	87	22	62	13	3
Yorkshire and the Humber	2,166	338	1,269	487	72	16	59	22	3
East Midlands	1,982	330	1,230	360	62	17	62	18	3
West Midlands	2,313	404	1,415	407	87	17	61	18	4
East of England	2,481	424	1,461	513	83	17	59	21	3
London	2,426	675	1,381	333	37	28	57	14	2
South East	3,262	619	1,925	608	110	19	59	19	3
South West	2,245	412	1,458	345	30	18	65	15	1
ENGLAND	21,176	4,137	12,840	3,612	587	20	61	17	3

Source: Ofsted inspections

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

2. Data based on Edubase as at 2 July 2014.

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

4. These statistics exclude schools inspected during the quarter but where the inspection report had not been published by 31 July 2014. For these schools the previous inspection is included.

5. Prior to 1 September 2012 schools graded 3 were judged as satisfactory. Since 1 September 2012 they are judged as 'requires improvement'.

Impact of revisions

Final data covering the period 1 January 2014 to 31 March 2014 have been released and can be found on the [Ofsted website](#). These data are an update to the provisional information published in June 2014, for inspections published by 30 April 2014. The final data include inspections for which a report was published by 31 July, increasing the number of section 5 inspections in the quarter from 1,953 to 2,045. This changed the profile of inspections between 1 January and 31 March, increasing the proportion of schools judged inadequate from 5% to 6%, and decreasing the proportion of schools judged good from 56% to 55%. In total, this meant that there were 489 schools in special measures as at 31 March 2014, up from 467 in the provisional release.

Methodology

1. Data in this release are from inspections undertaken between 1 April 2014 and 30 June 2014 or most recent inspections of open schools at 30 June 2014 under sections 5 and 8 of the Education Act 2005 where the inspection report was published by 31 July 2014. Under exceptional circumstances Ofsted may withhold publication of an inspection report. If the report was withheld on the 31 July 2014 it will not be reported on.
2. The overall effectiveness profile of schools inspected in this quarter is likely to change in the data covering 1 September 2013 - 31 August 2014. This is due for publication alongside the Ofsted annual report. Reasons for this difference include:
 - Approximately 40 reports from inspections which took place between 1 April 2014 and 30 June 2014 were not published by 31 July 2014.
 - Inspection reports may take longer to be published if a school has been judged as 'requires improvement' or found to be inadequate. This is because the inspection reports for such schools go through more lengthy quality assurance processes or may be subject to moderation. Therefore proportions of schools judged as 'requires improvement'/inadequate amongst unpublished inspection reports are higher than nationally.
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 quarter are not representative of schools as a whole. More information about the selection of schools is found in the 'frequency of inspection' section of the glossary.
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 csv (comma separated value) and 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:
www.ofsted.gov.uk/resources/120100
8. Information about the previous inspection frameworks and how Ofsted inspects maintained schools can be found on the Ofsted website at:
www.ofsted.gov.uk/resources/maintained-schools-inspection-documents-archive
9. Ofsted undertakes moderation of all inspection reports where a school is judged to require special measures or have serious weaknesses. This results in an extended publication timeline; therefore, provisional statistics are likely to underrepresent schools being placed in a category of concern, particularly in figures for inspections during the latest quarter.
10. If an inspection report is not published by 31 July 2014 then the previous inspection will be reported as a school's most recent inspection.
11. Revisions are published in line with Ofsted's revisions policy for official statistics. For more information about the policy please visit the Ofsted website:
www.ofsted.gov.uk/resources/20110014
12. Early years provision within state funded 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.
www.ofsted.gov.uk/resources/20110015
13. The welfare provision for boarding and residential special schools is inspected at the same time as the section 5 inspection, where possible. Inspections of this type are referred to as integrated inspections. The evaluation schedule for the inspection of boarding and residential provision in schools can be found at:
www.ofsted.gov.uk/resources/110096

14. 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.
15. The programme of grade 3 monitoring inspections (schools judged as satisfactory) came to a conclusion at the end of the academic year 2011/12. All schools which were judged as satisfactory before September 2012 are due to be re-inspected under section 5 by the end of the academic year 2013/14, with some exceptions.
16. The programme of academy monitoring inspections was also concluded at the end of academic year 2011/12. This monitoring programme applied to sponsor-led academies which opened before 1 September 2011.
17. 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.
18. 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.
19. Warning notice data are added for any maintained school receiving a [warning notice from a local authority](#)¹ and for any academy receiving a [warning notice from the Department for Education](#)².
20. Data in this release will be used to update Ofsted's [DataView tool](#)³. This is scheduled to happen by the end of September 2014.

¹ For further details, see <https://www.gov.uk/government/publications/schools-causing-concern--2>

² For further details, see <https://www.gov.uk/government/publications/list-of-letters-to-academy-trusts-about-poor-performance>

³ See <http://dataview.ofsted.gov.uk/>

Glossary and further information

Section 5 Inspection

From 1 January 2012 inspections of maintained schools have taken place under a new framework, in accordance with sections 5 and 8 of the Education Act 2005 (as amended). This framework was revised on 1 September 2012 and under the revised framework, schools can be judged as outstanding, good, 'requires improvement' or inadequate.

The schools subject to section 5 inspection are:

- community, foundation and voluntary schools
- community and foundation special schools
- pupil referral units
- maintained nursery schools
- academies⁴
- city technology colleges
- city technology colleges for the technology of the arts
- certain non-maintained special schools approved by the Secretary of State under section 342 of the Education Act 1996.

Under section 5 Ofsted is required to report on the quality of the education provided in the school and must, in particular, cover:

- the achievement of pupils at the school
- the quality of teaching in the school
- the behaviour and safety of pupils at the school
- the quality of leadership in, and management of, the school.

In reporting, inspectors must also consider:

⁴ This includes the following academy family schools: sponsor-led academies, academy converter schools, academy special converter schools, academy alternative provision, free schools, special free schools, university technical colleges, and studio schools.

- the spiritual, moral, social and cultural development of pupils at the school
- the extent to which the education provided by the school meets the needs of the range of pupils at the school, and in particular the needs of disabled pupils⁵ and those who have special educational needs.

In September 2012 the inspection framework for schools was revised, with the following key changes:

- schools cannot be judged as outstanding for overall effectiveness unless they have outstanding teaching
- an acceptable standard of education is defined as a good standard of education
- a school that is not yet good, but that is not judged inadequate, is a school judged as 'requires improvement'
- a school that is inadequate overall and that requires significant improvement, but where leadership and management are not inadequate, is a school with serious weaknesses
- a school that is inadequate overall, and where leadership and management are also inadequate, is a school requiring special measures

Since September 2012 there are two categories of schools causing concern:

1. Serious weaknesses⁶ – where one or more of the key areas are 'inadequate' and/or there are serious weaknesses in the provision for pupils' spiritual, moral, social and cultural development. Normally, however, leaders, managers and governors are judged to be capable of securing improvement (this means that leadership and management are normally judged as 'requires improvement' or better). Prior to September 2012, schools in this category were given a 'notice to improve'. However, all schools which were previously in this category have since been re-inspected under the current framework or closed, so no more schools remain with notice to improve.

2. Special measures⁷ – where a school is failing to give its pupils an acceptable standard of education, and the leaders, managers or governors are not demonstrating the capacity to secure the necessary improvement in the school.

5 For the purposes of the Equality Act 2010

6 Under section 44(2) of the Education Act 2005 (as amended), a school judged to have serious weaknesses requires significant improvement because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform. Prior to September 2012 schools in this category were given a notice to improve.

7 Under section 44(1) of the Education Act 2005 (as amended).

Frequency of Inspection

The frequency of school inspections depends on the outcomes and overall effectiveness judgement of the previous inspection.

Outstanding: regulations provide for certain types of outstanding schools to be exempt from routine inspection under section 5. However, Ofsted may decide to inspect exempt schools if it has concerns about them.

Good: a school judged to be good at its last inspection will be inspected within five academic years from the end of the academic year in which it was last inspected under section 5, although it may be inspected earlier. Both good and outstanding schools are subject to a risk assessment process⁸.

Requires Improvement: schools that are judged as 'requires improvement' will be re-inspected within a period of two years. Ofsted conducts a range of support and challenge activities in these schools. Those 'requires improvement' schools where leadership and management is also judged as 'requires improvement' may receive up to three monitoring inspections under section 8 of the Education Act 2005 until they are re-inspected under section 5.

Inadequate: inadequate schools will normally be inspected under section 5 between 18 and 24 months of their last section 5 inspection. They will also receive monitoring inspections under section 8 of the Education Act.

Section 8 inspection

Under section 8(2) of the Education Act 2005, Her Majesty's Chief Inspector (HMCI) has the discretionary power to inspect any school in England in circumstances where he is not required to do so by section 5 of the Act⁹. A section 8 inspection of a school may be for a variety of reasons, such as: to gather evidence for reports and advice on curriculum subjects; to assess specific themes and initiatives, for example, literacy and numeracy in primary schools; to monitor improvement in schools causing concern and schools judged as 'requires improvement', or to investigate particular concerns about the safety of pupils, behaviour or leadership or other aspects of the school. Monitoring inspections under section 8 are conducted in

⁸ For further information about the risk assessment process, see:
www.ofsted.gov.uk/resources/110153

⁹ Under section 8(1) of the Education Act 2005, the Chief Inspector must inspect a school, to which section 5 applies, if requested by the Secretary of State for Education.

accordance with [The framework for school inspection](#)¹⁰ and the [School inspection handbook](#)¹¹. However, they are selective in their focus and in how much of the evaluation schedule they report on. Section 8 inspections do not make a judgement on the overall effectiveness of the school. However, where the evidence indicates the need for an overall effectiveness judgement, the lead inspector may use the Chief Inspector's discretionary power under section 9 of the Education Act 2005 and elect to treat such inspection as if it were an inspection under section 5. In such cases the full evaluation schedule will be reported on, as required by section 5, and a section 5 report published.

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¹⁰ <http://www.ofsted.gov.uk/resources/framework-for-school-inspection-january-2012>

¹¹ <http://www.ofsted.gov.uk/resources/school-inspection-handbook>