

Official Statistics Release

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Introduction

This official statistics release reports on the outcomes of school inspections that were conducted between 1 October 2014 and 31 December 2014. This release also includes the most recent inspection outcomes for all schools that have been inspected, as at 31 December 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. For details of future changes to inspection methodology from September 2015 please see the 'Better inspection for all: a report on the response to the consultation'¹. The changes being introduced later this year are likely to affect the content of official statistics releases from spring 2016. Details of changes will be confirmed later this year.

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.

¹ <https://www.gov.uk/government/consultations/better-inspection-for-all>

Key findings

- Overall, 72% of schools inspected between 1 October 2014 and 31 December 2014 were judged good or outstanding. This is nine percentage points higher than the previous full academic year, when 63% were good or outstanding. This higher grade profile is likely to be partly due to the mix of schools inspected in the period being quite different from last year (please see the next section).
- On 31 December 2014 the proportion of all schools judged good or outstanding at their most recent inspection was 81%. This is the same as the position as at the 31 August 2014, as reported in Ofsted's Annual Report and the last Official Statistics publication.
- The high grade profile seen this year has not had an impact on the percentage of schools judged good and better at their most recent inspection. This is because over three-quarters of the schools inspected this year had been good or outstanding at their last inspection, and remained good or outstanding.

Inspections between 1 October and 31 December 2014

- These statistics summarise the judgements made on 1,491 section 5² inspections conducted between 1 October 2014 and 31 December 2014 where the inspection report was published by 9 February 2015³.
- Overall, 72% of schools inspected in the period were judged good or outstanding. This compares with 63% in the 2013/14 academic year.
- Nearly three-quarters (74%) of primary schools inspected between October and December were judged good or outstanding. This is far higher than secondary schools, where 50% were judged good or outstanding. This difference is likely to be partly due to the mix of schools inspected; nearly a quarter (23%) of primary schools inspected had been less than good at their last inspection, compared to half of secondary schools.

² Including section 8 deemed section 5. During the period, Ofsted also conducted consultative short inspections of maintained schools and academies that were judged good at their last full inspection. These pilots formed part of the qualitative evidence base for the 'Better inspection for all' consultation. The pilots were consultative and were not live inspections, and therefore are not included in the official statistics.

³ On 9 February one report was withheld from publication. This is excluded from this report.



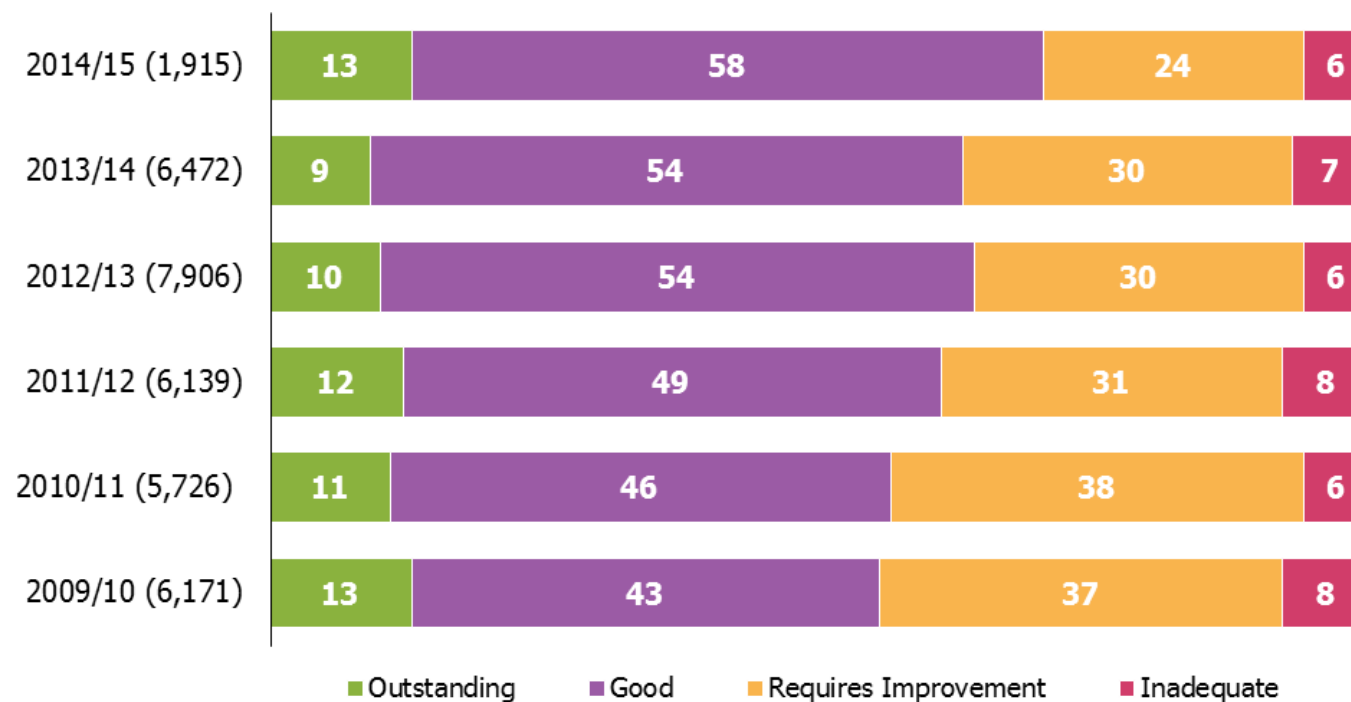
- Judgements on the effectiveness of early years and sixth form provision were introduced in inspections from September 2014. In the period from October to December 2014 86% of early years provision and 72% of sixth form provision were judged good or outstanding.
- Five per cent of schools inspected during the period were judged inadequate.

Impact of revisions

- The provisional 2013/14 academic year publication⁴ indicated that 406 inspections took place in July 2014 and were published by 6 October. Revised data show that an additional two inspections took place in July. Both of these inspections were published after 6 October 2014 and were therefore not included in the provisional release. Furthermore, one inspection report which was withheld from publication at the time of the provisional release has now been published. The overall effectiveness of schools inspected in the 2013/14 academic year, as shown in chart 1, has not been affected by these revisions. The number of inspections has increased by three schools.

⁴ <https://www.gov.uk/government/statistics/maintained-schools-and-academies-inspections-and-outcomes-sep-2013-to-aug-2014>

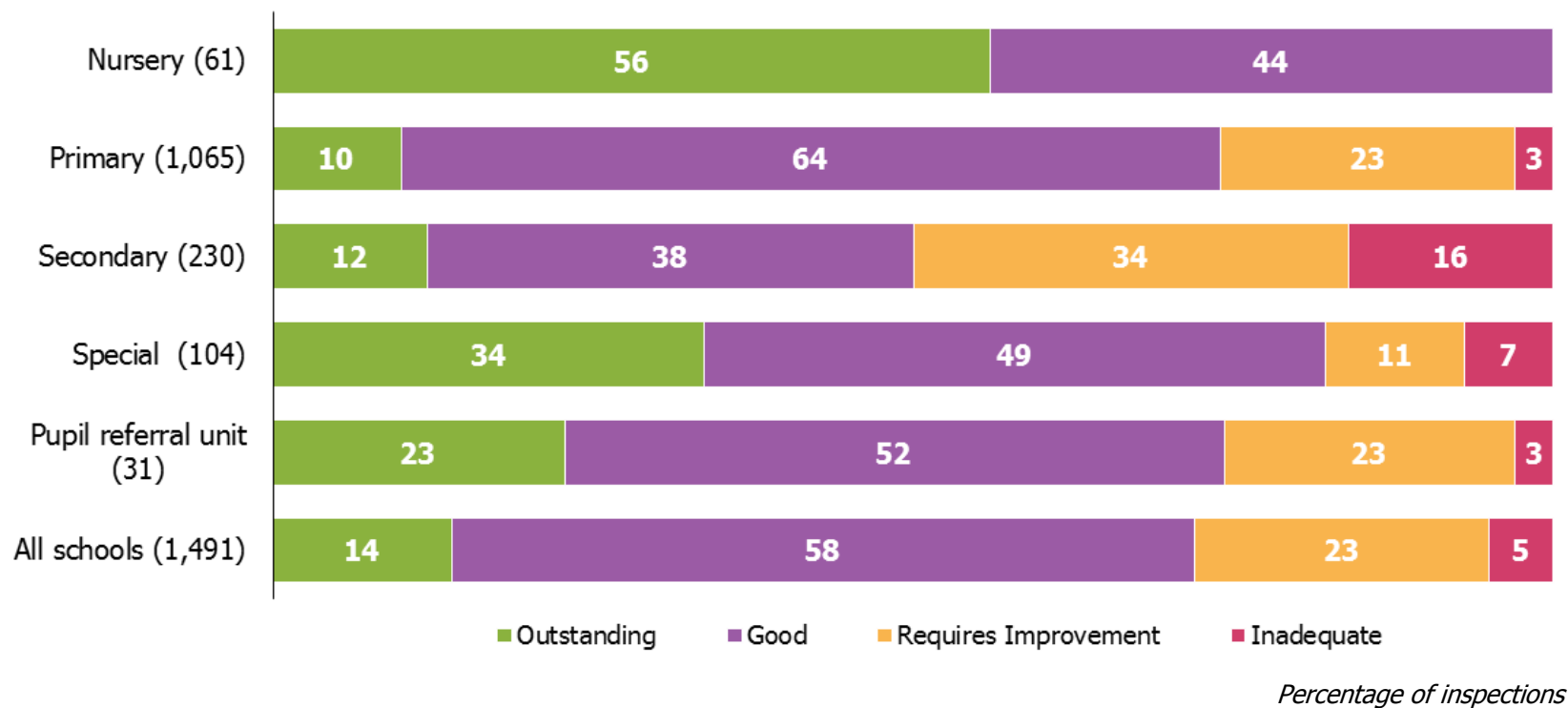
Chart 1: Overall effectiveness of schools inspected between 1 September 2009 and 31 December 2014 (provisional) ^{1 2 3}



Percentage of inspection

1. Percentages in the chart are rounded and may not add to 100.
2. Data based on Edubase as at 3 February 2015.
3. Prior to 1 September 2012 schools graded 3 were judged as satisfactory. Since 1 September 2012 they are judged as 'requires improvement'.

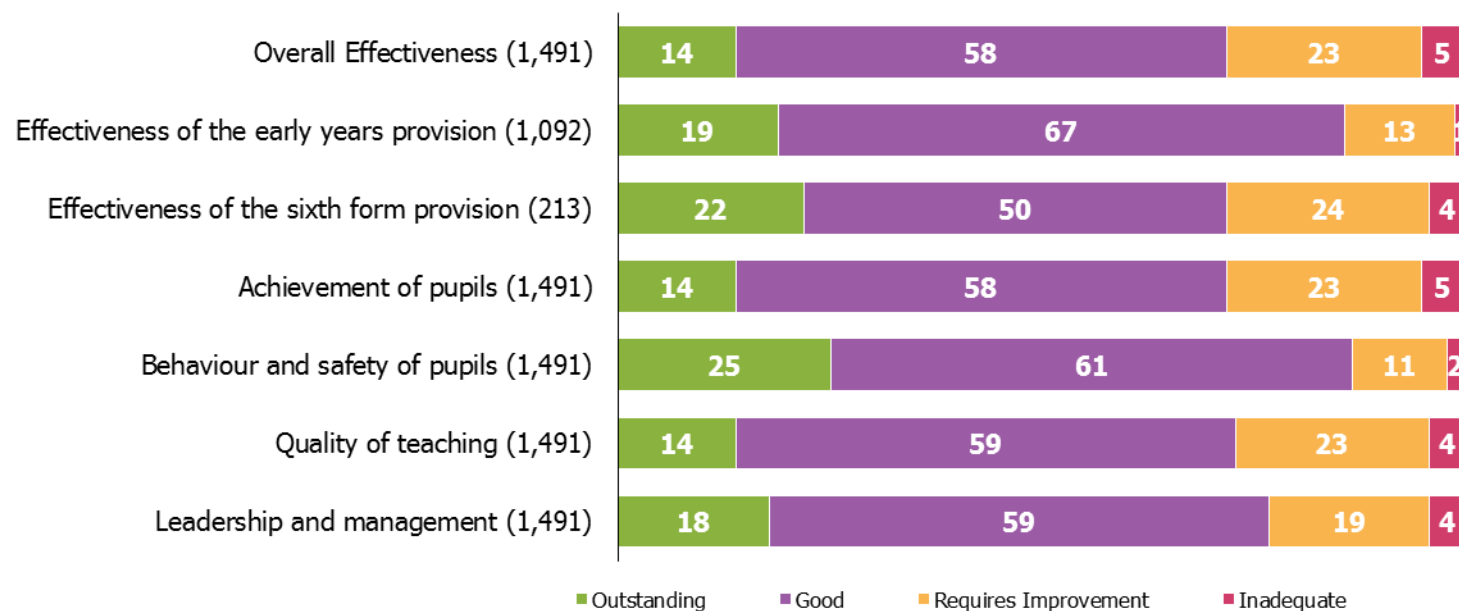
Chart 2: Overall effectiveness of schools inspected between 1 October 2014 and 31 December 2014, by phase (provisional) ^{1 2}



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. Data based on Edubase as at 3 February 2015.

Chart 3: Key inspection judgements for schools inspected between 1 October 2014 and 31 December 2014 (provisional)^{1 2}



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. Data based on Edubase as at 3 February 2015.

Schools at their most recent inspection

- On 31 December 2014 the proportion of schools judged good or outstanding at their most recent inspection was 81%, equal to that seen in August 2014 but higher than the 70% in August 2012 and 78% at 31 August 2013.
- The proportion of primary schools judged good or outstanding at their most recent inspection has remained at 82%. Nearly three-quarters (72%) of primary schools inspected since August 2014 were judged good or outstanding at their previous inspection. Seventy-seven per cent of these remained good or outstanding. As such, there has been no overall impact on the percentage of primary schools judged good and better at their most recent inspection.
- Conversely, nearly half (44%) of all secondary schools inspected since August 2014 were previously judged to be less than good. Approximately one-third (32%) of these schools improved their grade. This has increased the proportion of secondary schools that are good or better at their most recent inspection, from 71% in August 2014 to 72% in December 2014.
- The 'requires improvement' judgement was introduced in September 2012. By 31 December 2014, there had been 1,113 re-inspections of schools which were previously judged as 'requires improvement'. Of these, 65% improved to good or outstanding and 7% declined to inadequate. The rate of improvement varies by phase of education: 70% of primary schools previously judged to require improvement improved to good or outstanding, whereas only 41% of secondary schools did so.⁵
- Three-quarters of London schools that were previously judged to require improvement, improved to good or outstanding at their subsequent inspection. In Yorkshire and the Humber this figure is far lower; just over half of schools (54%) that were previously judged to require improvement improved. Four in ten continued to require improvement.
- The gap in inspection outcomes between local authority maintained secondary schools and secondary academies⁶ has narrowed slightly. The proportion of good or outstanding local authority maintained secondary

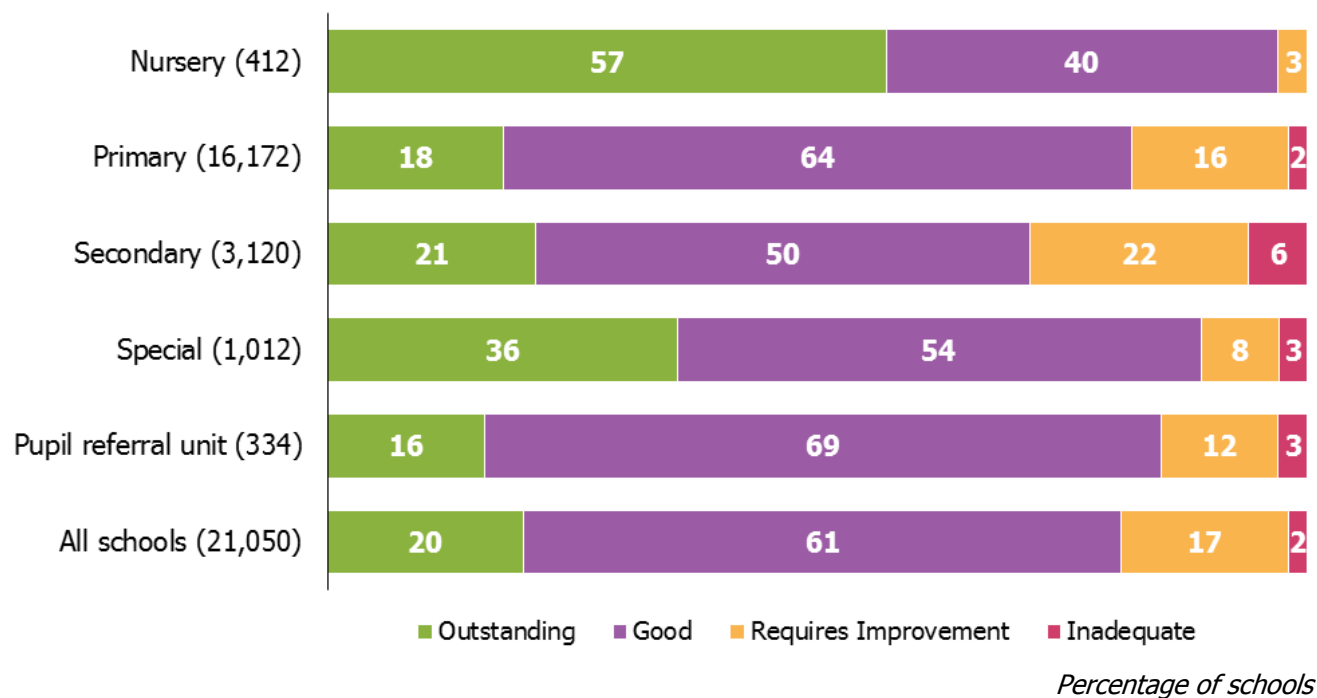
⁵ Data includes both schools which are part of the improvement programme and receiving challenge and support from Ofsted, and those which are not part of the programme.

⁶ Includes converter and sponsor-led academies, free schools, university technical colleges and studio schools.

schools now stands at 65%, an increase of two percentage points since August 2014. Over the same period, the proportion of good or outstanding secondary academies (77%) has not changed. However, this narrowing may be partly due to the selection of schools inspected in the period, as a higher proportion of local authority maintained secondary schools were less than good at their previous inspection.

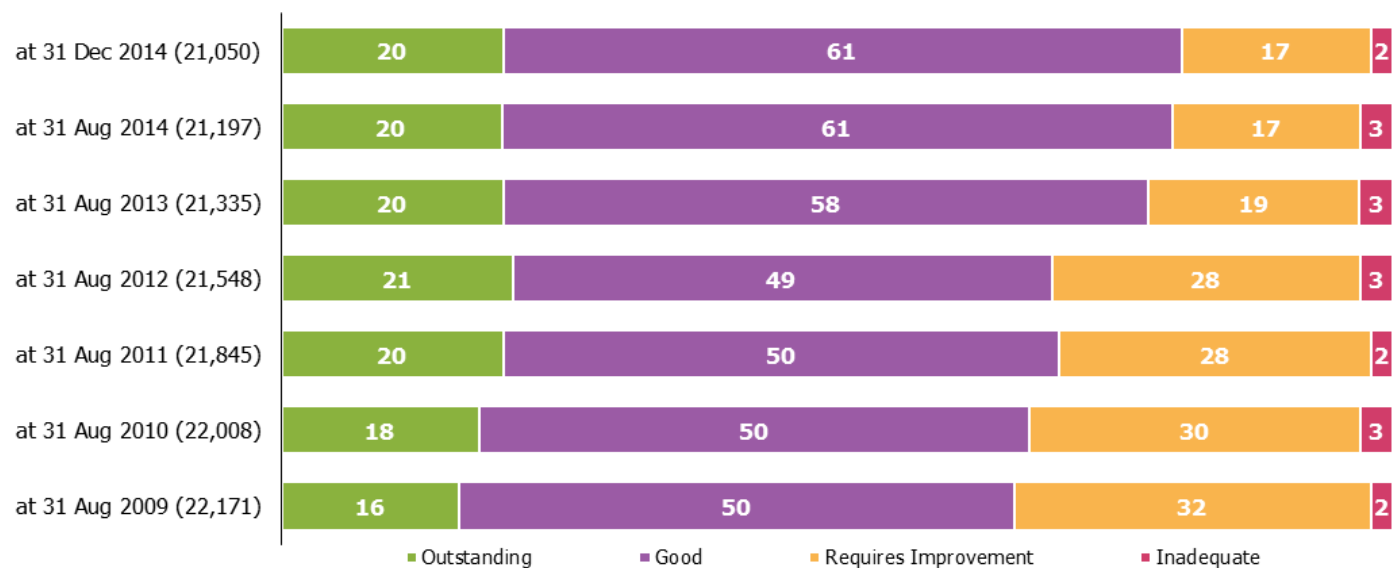
- The gap is also narrowing for the primary sector; the proportion of primary academies that were judged good or outstanding at their most recent inspection is 84%, compared with 82% for local authority maintained schools. This represents a one percentage point rise for local authority maintained schools and a one percentage point decrease for primary academies since August 2014.
- Most regions have seen small improvements since August 2014 with a one percentage point rise in the proportion of good or outstanding schools for all regions except the East Midlands, West Midlands and the South West; none of these regions have seen a change.
- Yorkshire and the Humber remains the poorest performing region with only 76% of schools judged good or outstanding. This region continues to have the largest proportion of schools that require improvement with more than one in five schools (21%).
- As at 31 August 2014, the West Midlands had the highest proportion of inadequate schools, at 4%. However, this figure has improved slightly and now only 3% of schools in the West Midlands are inadequate.

Chart 4: Most recent overall effectiveness of schools as at 31 December 2014 (provisional) ^{1 2 3 4}



1. Percentages in the chart are rounded and may not add to 100.
 2. Data based on Edubase as at 5 January 2015.
 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 judged grade 3 were judged as satisfactory. Since 1 September 2012 they are now judged as 'requires improvement'.

Chart 5: Most recent overall effectiveness of schools as at 31 December 2014 and at the end of previous academic years (provisional) ^{1 2 3 4 5}



Percentage of schools

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 5 January 2015.
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. Inspections include pilot inspection outcomes occurring in the 2010/11 academic year.
5. Prior to 1 September 2012 schools judged grade 3 were judged as satisfactory. Since 1 September 2012 they are now judged as 'requires improvement'.

Table 1: Number of school inspections between 1 October 2014 and 31 December 2014, by inspection type (provisional) ^{1 2}

Inspection activity (section 5)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Section 5 inspection	1,326	60	955	179	102	30
Section 8 deemed section 5 inspection	165	1	110	51	2	1
Total	1,491	61	1,065	230	104	31

Inspection activity (section 8)	All phases	Nursery	Primary	Secondary	Special	Pupil referral unit
Special measures monitoring inspection	243	1	140	80	16	6
Serious weaknesses monitoring inspection	58	0	32	24	0	2
Requires Improvement monitoring inspection	354	2	283	56	10	3
Section 8 No formal designation visit	25	0	7	13	4	1
Section 8 Due to complaint	2	0	1	1	0	0
Total	682	3	463	174	30	12

Source: Ofsted inspections

1. Data based on Edubase as at 3 February 2015.

2. Fourteen of the inspections reported on were integrated inspections; 13 were section 5 inspections, one was section 8 deemed section 5.

Table 2: School inspection outcomes between 1 October 2014 and 31 December 2014 (provisional) ^{1 2}

	Total number inspected	Number of inspections				Percentage of inspections			
		Outstanding	Good	Requires Improvement	Inadequate	Outstanding	Good	Requires Improvement	Inadequate
Overall Effectiveness	1,491	208	865	339	79	14	58	23	5
Effectiveness of the early years provision	1,092	203	737	143	9	19	67	13	1
Effectiveness of the sixth form provision	213	47	107	51	8	22	50	24	4
Achievement of pupils at the school	1,491	211	871	339	70	14	58	23	5
Behaviour and safety of pupils	1,491	379	911	168	33	25	61	11	2
Quality of teaching	1,491	209	879	339	64	14	59	23	4
Leadership and management	1,491	266	877	282	66	18	59	19	4
Overall effectiveness of the residential or boarding provision	14	6	4	1	3	43	29	7	21
Outcomes for residential or boarding pupils	14	9	3	2	0	64	21	14	0
The quality of residential or boarding provision and care	14	7	5	0	2	50	36	0	14
Residential and boarding pupils' safety	14	6	4	1	3	43	29	7	21
Leadership and management of the residential or boarding provision	14	6	4	1	3	43	29	7	21

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. Data based on Edubase as at 3 February 2015.

Table 3: Selected inspection judgements of schools at their most recent inspection as at 31 December 2014 (provisional) ^{1 2 3 4 5}

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	Outstanding	4,160	235	2,843	670	360	52	20	57	18	21	36	16
	Good	12,923	164	10,412	1,571	544	232	61	40	64	50	54	69
	Requires improvement	3,474	12	2,649	692	82	39	17	3	16	22	8	12
	Inadequate	493	1	268	187	26	11	2	-	2	6	3	3
	Total	21,050	412	16,172	3,120	1,012	334	100	100	100	100	100	100
<i>Achievement of pupils</i>	<i>Outstanding</i>	2,821	235	1,721	485	337	43	14	57	11	17	33	13
	<i>Good</i>	12,971	165	10,427	1,566	573	240	66	40	69	54	57	72
	<i>Requires Improvement</i>	3,463	11	2,644	691	77	40	18	3	18	24	8	12
	<i>Inadequate</i>	462	1	252	176	23	10	2	-	2	6	2	3
	Total	19,717	412	15,044	2,918	1,010	333	100	100	100	100	100	100
<i>How well do learners achieve?</i>	<i>Outstanding</i>	1,275	-	1,085	187	2	1	96	-	96	93	100	100
	<i>Good</i>	58	-	43	15	-	-	4	-	4	7	-	-
	<i>Satisfactory</i>	-	-	-	-	-	-	-	-	-	-	-	-
	<i>Inadequate</i>	-	-	-	-	-	-	-	-	-	-	-	-
	Total	1,333	-	1,128	202	2	1	100	-	100	100	100	100
Aggregate achievement	<i>Outstanding</i>	4,096	235	2,806	672	339	44	19	57	17	22	33	13
	<i>Good</i>	13,029	165	10,470	1,581	573	240	62	40	65	51	57	72
	<i>Requires Improvement</i>	3,463	11	2,644	691	77	40	16	3	16	22	8	12
	<i>Inadequate</i>	462	1	252	176	23	10	2	-	2	6	2	3
	Total	21,050	412	16,172	3,120	1,012	334	100	100	100	100	100	100

Source: Ofsted inspections

Outcome		Number of schools					Pupil referral unit	Percentage of schools					Pupil referral unit
		All phases	Nursery	Primary	Secondary	Special		All phases	Nursery	Primary	Secondary	Special	
Quality of teaching	<i>Outstanding</i>	3,681	235	2,527	533	339	47	17	57	16	17	33	14
	<i>Good</i>	13,485	165	10,773	1,737	572	238	64	40	67	56	57	71
	<i>Requires Improvement</i>	3,464	11	2,635	699	80	39	16	3	16	22	8	12
	<i>Inadequate</i>	420	1	237	151	21	10	2	-	1	5	2	3
	Total	21,050	412	16,172	3,120	1,012	334	100	100	100	100	100	100
Behaviour and safety of pupils	<i>Outstanding</i>	6,969	309	5,136	919	523	82	33	75	32	29	52	25
	<i>Good</i>	12,496	97	10,033	1,737	416	213	59	24	62	56	41	64
	<i>Requires Improvement</i>	1,406	6	932	383	53	32	7	1	6	12	5	10
	<i>Inadequate</i>	171	-	65	79	20	7	1	-	-	3	2	2
	Total	21,042	412	16,166	3,118	1,012	334	100	100	100	100	100	100
Leadership and management	<i>Outstanding</i>	4,849	238	3,311	854	379	67	23	58	20	27	37	20
	<i>Good</i>	12,906	162	10,394	1,588	540	222	61	39	64	51	53	66
	<i>Requires Improvement</i>	2,908	11	2,255	538	67	37	14	3	14	17	7	11
	<i>Inadequate</i>	387	1	212	140	26	8	2	-	1	4	3	2
	Total	21,050	412	16,172	3,120	1,012	334	100	100	100	100	100	100

Source: Ofsted inspections

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

2. Data based on Edubase as at 5 January 2015.

3. 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.

4. 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.

5. In May and June of the 2006/07 academic year Ofsted completed a number of Phase 2 Reduced Tariff inspections which had no comparable behaviour judgement.

Table 4: Number of schools placed into, removed from, and closing while in a category of concern between 1 October 2014 and 31 December 2014 (provisional) ¹

i. Schools placed in, removed from and closing while in special measures between 1 October to 31 December 2014

Phase of Education	Total subject to special measures at 1 October 2014	Number made subject to special measures	Number removed from special measures	Number closed while subject to special measures	Total subject to special measures at 31 December 2014
Nursery	2	0	1	0	1
Primary	225	28	30	13	210
Secondary	136	27	20	3	140
Special	20	7	1	0	26
Pupil Referral Unit	9	1	1	1	8
Total	392	63	53	17	385

ii. Schools placed in, removed from and closing while having serious weaknesses between 1 October to 31 December 2014

Phase of Education	Total having serious weaknesses at 1 October 2014	Number identified with serious weaknesses	Number removed from serious weaknesses	Number closed while having serious weaknesses	Total having serious weaknesses at 31 December 2014
Nursery	0	0	0	0	0
Primary	66	5	6	7	58
Secondary	50	9	10	2	47
Special	0	0	0	0	0
Pupil Referral Unit	3	0	0	0	3
Total	119	14	16	9	108

Source: Ofsted inspections

1. Information on closed schools based on Edubase at 5 January 2015.

Table 5: Most recent overall effectiveness of schools as at 31 December 2014 by region (provisional) ^{1 2 3 4}

	Total number inspected ⁴	Number of schools				Percentage of schools			
		Outstanding	Good	Requires Improvement	Inadequate	Outstanding	Good	Requires Improvement	Inadequate
ENGLAND	21,050	4,160	12,923	3,474	493	20	61	17	2
NORTH EAST	1,144	245	748	130	21	21	65	11	2
NORTH WEST	3,128	706	1,948	398	76	23	62	13	2
YORKSHIRE AND THE HUMBER	2,145	347	1,283	453	62	16	60	21	3
EAST MIDLANDS	1,988	333	1,245	360	50	17	63	18	3
WEST MIDLANDS	2,306	419	1,401	410	76	18	61	18	3
EAST OF ENGLAND	2,448	419	1,481	487	61	17	60	20	2
LONDON	2,413	666	1,420	304	23	28	59	13	1
SOUTH EAST	3,233	612	1,940	589	92	19	60	18	3
SOUTH WEST	2,245	413	1,457	343	32	18	65	15	1

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. Data based on Edubase as at 5 January 2015.
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. Prior to 1 September 2012 schools judged grade 3 were judged as satisfactory. Since 1 September 2012 they are now judged as 'requires improvement'.

Methodology

1. Data in this release are from inspections undertaken between 1 October 2014 and 31 December 2014 or most recent inspections of open schools at 5 February 2015 under sections 5 and 8 of the Education Act 2005 where the inspection report was published by 9 February 2015. Under exceptional circumstances Ofsted may withhold publication of an inspection report. On 9 February 2015, one report was withheld. This is excluded from this report.
2. 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.
3. The impact of risk assessment is that a smaller proportion of previously good schools are inspected than the proportion of good schools nationally. Certain types of school previously judged to be outstanding are exempt from inspection under regulations and will not be inspected unless Ofsted has concerns about them; for example, concerns identified through risk assessment, a complaint, a serious safeguarding incident, or breakdown in discipline and leadership and management. Therefore, school inspections in the year are not representative of schools as a whole. More information about the selection of schools is found in the 'frequency of inspection' section of the glossary.
4. 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.
5. 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.
 6. 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
 7. Information about the previous inspection frameworks and how Ofsted inspects maintained schools can be found on the Ofsted website at:
<https://www.gov.uk/government/collections/ofsted-inspections-of-maintained-schools>
 8. If an inspection report is not published by 9 February 2015 then the previous inspection will be reported as a school's most recent inspection.
 9. Revisions are published in line with Ofsted's revisions policy for official statistics. For more information about the policy please visit the Ofsted website:
www.ofsted.gov.uk/resources/20110014
 10. 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
 11. 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

12. 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.
13. 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.
14. 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.
15. Warning notice data are included in the school level data for any maintained school receiving a [warning notice from a local authority](#)⁷ and for any academy receiving a [warning notice from the Secretary of State for Education](#)⁸.
16. Data in this release will be used to update Ofsted's [DataView tool](#)⁹.

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

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

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

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
- academies¹⁰
- 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:

¹⁰ 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 pupils¹¹ and those who have special educational needs.

Inspectors also consider and report on, where relevant, the overall effectiveness of:

- the early years provision
- the sixth form provision.

Under this framework:

- 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

There are two categories of schools causing concern:

1. Serious weaknesses¹² – 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).

2. Special measures¹³ – 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.

11 For the purposes of the Equality Act 2010

12 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.

13 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 process.

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 Act¹⁴. 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 concerns about the safety of pupils, behaviour or leadership or other aspects of the school. Monitoring inspections under section 8 are conducted in accordance with [the framework for school inspection](#)¹⁵ and the [School inspection handbook](#)¹⁶. 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

¹⁴ 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.

¹⁵ <https://www.gov.uk/government/publications/the-framework-for-school-inspection>

¹⁶ <https://www.gov.uk/government/publications/school-inspection-handbook>

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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