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| OfstedAviation House125 KingswayLondon WC2B 6SE[www.gov.uk/ofsted](http://www.gov.uk/ofsted) pressenquiries@ofsted.gov.ukT 03000 130415 |

# Education and Skills Annual Report regional information pack: North East, Yorkshire and Humber

Ofsted today launches its Annual Report for 2015/16, which gives a state of the nation picture of the performance of early years, schools, colleges and further education and skills providers in England.

This year’s Annual Report has found that:

* England’s education system is not yet world class but there have been significant improvements.
* For the sixth year in a row, the proportion of good and outstanding nurseries, pre-schools and childminders has risen and is now at 91%. The proportion of good and outstanding nurseries is now almost the same in the most deprived areas of the country as in the least deprived.
* The proportion of good and outstanding primary schools has risen from 69% to 90% in five years. The reading ability of pupils eligible for free school meals at age seven in 2015 was six percentage points closer to the level of their peers than five years ago.
* Secondary schools have improved and 78% are now good or outstanding. However, secondary schools in the North and Midlands are still behind the rest of the country. The proportion of pupils who achieved highly by the end of primary school who then went on to achieve A/A\* in their GCSEs in the North and Midlands was six percentage points lower than in the rest of the country.
* The proportion of good or outstanding general further education colleges has declined from 77% in 2015 to 71% this year.
* There are some signs of improvement in the quality of apprenticeships. However, the supply of high-quality apprenticeships at level 3 is not yet meeting demand.

Ofsted’s Regional Director, North East, Yorkshire and Humber, is available for interview to talk about the education performance in the region from 10 am. Please contact the press office on 03000 130415 or 03000 131134 to arrange an interview.

The key findings and headline facts for education performance in the region are below, along with:

1. quote from Cathryn Kirby, Regional Director, North East, Yorkshire and Humber
2. breakdown of early years, primary and secondary school performance for the region
3. case studies of providers in the region that can be contacted
4. a list of outstanding providers in the region
5. a regional attainment and progress table.

The Education and Skills Annual Report 2015/16 and press notice and a link to a video where Cathryn Kirkby talks about the key issues for the region can be found [here](https://www.gov.uk/government/collections/ofsted-annual-report-201516).

## Key findings and headline facts for the North East, Yorkshire and Humber

* At key stage 4, provisional data for 2016 shows that the overall average Progress 8 score in the North East is below the national state-funded schools level and the lowest of the nine regions. No local authority is above the national state-funded average score and only North Tyneside is broadly in line with England. Darlington has one of the lowest overall average Progress 8 scores in the country. Yorkshire and the Humber compares more favourably on this measure, being broadly in line with the national state-funded average score.
* For both sub-regions, the average Attainment 8 score at key stage 4 is below the national state-funded average score. The North East, Yorkshire and Humber (NEYH) performs poorly against this measure. However, the average Attainment 8 score improved for both sub-regions compared with 2015.
* Inspection judgements for early years providers have improved more quickly than nationally since 2012.
* In the primary sector, 88% of children now attend a good or better school regionally, compared with just 66% in 2012.
* In the secondary sector, 75% of pupils are now in good or better schools compared with just 58% in 2012.
* Further education colleges in the North East, Yorkshire and Humber are among the best in the country. Ninety-two per cent were judged good or outstanding as of August 2016 compared with 77% nationally.
* The NEYH’s independent learning providers are also very strong, with 87% judged good or better as of August 2016. This is the highest proportion nationally.
* The extent of variation between the best and worst performing areas in the region remains a concern. For example, this year, the North East has the second highest key stage 2 provisional results nationally after London. However, Yorkshire and the Humber remains the joint poorest performing region nationally.

### Early years

* **At 91%, the proportion of good or outstanding registered early years providers is impressive and is in line with the national level. Middlesbrough, East Riding of Yorkshire and Hartlepool were all ranked in the top 20 local authorities in England.**
* In 2016, the proportion of children achieving a good level of development improved by 5.3 percentage points on the previous year. This was the largest improvement by any region and as a result, the North East is no longer the weakest performing region nationally. Middlesbrough is ranked in the bottom 10 local authorities in England. Children eligible for free school meals achieve particularly poorly in the North East, Yorkshire and Humber.
* In the North East, 92% of two-year-olds benefit from funded early education in good or outstanding providers. Yorkshire and Humber (86%) also has a higher proportion than England’s 84%.

### Primary

* **Nine out of 10 pupils attend a good or outstanding primary school in the North East: the joint highest proportion in England.** North Tyneside (99%) and Newcastle upon Tyne (97%) are ranked in the top 15 of all local authorities. In comparison, Yorkshire and the Humber has the lowest proportion of pupils in good or outstanding primary schools in the country (86% compared with 90% nationally). Doncaster, Bradford and North East Lincolnshire are all among the 10 local authorities with the lowest proportions of pupils attending a good or outstanding primary school.
* In 2016, the North East was one percentage point above England for the proportion of pupils meeting the expected standard in phonics (82%) and key stage 1 reading (75%). However, Yorkshire and Humber were the worst performing areas, at 78% and 71% respectively.
* At key stage 2, provisional results for 2016 show the North East was the second strongest performing region, with 56% of pupils reaching the expected standard in reading, writing and mathematics, four percentage points above the national state-funded schools figure of 52%. Gateshead was in the top 10 local authorities nationally with 61% of pupils reaching the expected standard.
* In comparison, Yorkshire and the Humber were the joint weakest performing regions, with only 49% of pupils reaching the expected standard. In Yorkshire and the Humber, 11 of 15 local authorities were below the national figure. Bradford, Calderdale and Doncasterwere the weakest local authorities regionally, with only 46% of pupils reaching the expected standard.
* In 2015, the performance of pupils eligible for free school meals in the North East was similar to their peers nationally (67% achieved level 4 or above in reading, writing and mathematics compared with 66% nationally). At 62%, the performance of pupils eligible for free school meals in Yorkshire and Humber was less strong.

### Secondary

* **There is a notable disparity between the quality of primary schools and the quality of secondary schools in the region, with one in four pupils attending a secondary school that is less than good.** In Bradford, only 44% of pupils attend a good or outstanding secondary school.
* In 2016, there are 10 local authority areas in England where less than 60% of pupils attend secondary schools that are good or better, and pupils achieve below the national figure for state-funded schools on each of key stage 4 headline measures. Three of these areas are in the North East Yorkshire and Humber: Bradford, Doncaster and Northumberland.
* No local authority in the North East performed above the national level in terms of progress made by pupils (Progress 8), with Darlington (-0.4) and Hartlepool
(-0.33) the weakest areas. In Yorkshire and the Humber there is a mix of stronger and weaker authorities. East Riding of Yorkshire (0.10) and North Lincolnshire (0.09) are the strongest performers but pupil progress is far weaker in Barnsley and Doncaster (both -0.21).
* For the attainment of pupils (Attainment 8), the strongest performers are York (52.9), East Riding of Yorkshire (51.9) and North Yorkshire (51.6). In contrast, Bradford (45.4) and Middlesbrough (45.6) are both among the 10 poorest local authorities nationally.
* The North East and Yorkshire and Humber are the weakest regions for the proportion of pupils entering and achieving the English Baccalaureate (EBacc).
* Achievement in GCSE English and mathematics (at grades A\* to C) was 61.2% in the North East, which was below the national state-funded schools level (62.8%). Yorkshire and Humber was the second weakest region (60.4%).

### Further education and skills

* **Colleges perform well, with the second highest proportion of good or outstanding provision nationally.** Both general further education colleges (88%) and sixth form colleges (100%) have higher proportions judged good or outstanding than was seen nationally (71% and 89% respectively).
* The percentage of students progressing to higher education in 2015 was 49% in Yorkshire and Humber and 48% in the North East, which was in line with England. In the same year, 5.7% of 16- to 18-year-olds in the North East were not in education, employment or training (NEET). In Yorkshire and Humber, the proportion was lower, at 4.8%.
* The effectiveness of 16 to 19 study programmes is stronger in sixth form colleges than in school sixth forms.

## Quote from Cathryn Kirby, Regional Director, North East, Yorkshire and Humber

Commenting on the region’s education performance, Cathryn Kirby, Regional Director, North East Yorkshire and Humber, said:

‘I am cautiously optimistic about the performance of schools in the area. But I know there are still significant challenges ahead.

Most young children get off to a good start: more than nine out of 10 early years providers are at least good. That means that young children typically have a good early education.

When they progress to primary school, the vast majority of young people attend a good or outstanding school. That is, 89% of primary schools in the North East, Yorkshire and Humber were judged to be good or better at their last inspection. That’s a bigger proportion than was the case four years ago.

Looking across the North East, credit must be given to the teachers and school leaders because the region’s primary schools maintained their strong performance, with the most recent outcomes for 11-year-olds second only to London.

However, many children attend a good primary school only to go on to a secondary school that could be better. Around 30% of the region’s secondary schools either require improvement or are inadequate. In all, a quarter of 11- to 16-year-olds still do not attend a good school. They deserve better.

It is clear that within the context of a mixed picture, there is much to celebrate in the North East, Yorkshire and Humber. Many school leaders and teachers can be rightly proud of their hard work and professionalism. But I am well aware, as we approach 2017, that much has still to be done. In the year ahead, I want to see sustained improvement in secondary schools, in particular for the most able and disadvantaged pupils.’

## Case studies of providers in the region that can be contacted

**Newcomen Primary School, Redcar and Cleveland (**[**111638**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/111638)**);
Old Earth Primary School, Calderdale (**[**137398**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137398)**); Clifton Primary School, Hull (**[**117722**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/117722)**); Thoresby Primary School, Hull, (**[**139886**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139886)**).**

These four schools, all previously judged good, were inspected during the 2015/16 academic year and judged to be outstanding.

We found some key features of leadership that are common to all four schools and were instrumental in moving the provision from good to outstanding.

* Leaders are tenacious, with an unrelenting drive and ambition to secure improvement despite challenging circumstances.
* Headteachers are ably supported by skilled senior and middle leaders who share the headteacher’s vision and determination.
* Developing pupils’ behaviours for learning is a priority so that pupils have the tools to be more resilient and independent learners.
* Professional development for all staff is bespoke to individual teacher’s needs and well targeted to support whole school priorities.
* Governors are skilful and able to challenge rigorously. They are visible in school and hold leaders to account well.
* Pupil premium funding is used very effectively, so disadvantaged pupils make rapid progress.
* The curriculum challenges the most able pupils to think deeply and broaden their understanding.
* Leaders have focused on developing an approach to teaching that has maximised the rate of progress for their school’s pupils.
* Leaders have created a strong community ethos and sense of family. They have established extremely strong links with parents to aid the development of pupils’ learning.

**All Saints RC School, York (**[**121720**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/121720)**)**

Inspected June 2016: Outstanding, previously good.

After many years as a ‘good’ school, All Saints RC School in York was judged ‘outstanding’ at its most recent inspection in June 2016.

The features of leadership and management inspectors identified that have been fundamental to the school’s improvement include:

* Exceptional leadership by the headteacher that has created a vision of high achievement and scholastic excellence for all.
* Middle leaders’ impact in securing improvements in the quality of teaching, learning and assessment.
* Highly effective performance management, well-targeted professional development for staff and the encouragement of ‘risk taking’ to successfully improve the quality of teaching, learning and assessment.
* The rich curriculum which provides pupils with tremendous experiences that broadens their horizons and raises their aspirations.
* Equal value given to both the promotion of pupils’ personal development and well-being, including their emotional and mental health, and to securing the best academic outcomes. This contributes strongly to pupils’ success.
* High quality careers information, advice and guidance for pupils, including those in the sixth form, coupled with the high expectations of leaders and staff, ensures pupils’ progression onto the their next stage of education, training or employment is exceptionally well supported.
* Governors’ exemplary strategic leadership combined with the wealth of expertise they bring to role.

**St Cuthbert’s Catholic High School, Newcastle upon Tyne (**[**137900**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137900)**)**

Inspected April 2016: Outstanding, not previously inspected.

St Cuthbert’s opened as an academy in March 2012. Its predecessor school was judged to be a ‘good’ school in 2011. The current headteacher took up post in September 2013. The features of leadership and management inspectors identified that have been fundamental to the school’s improvement over the last few years include:

* The headteacher’s uncompromising approach and distinct moral purpose have ensured weaknesses in performance and barriers to achievement have been systematically tackled.
* Clearly understood responsibilities are underpinned by a strong culture of accountability.
* Arrangements to check the quality of teaching and pupils’ achievement are extremely rigorous. Underperformance is promptly and decisively tackled.
* Additional funding is targeted very effectively to ensure disadvantaged pupils achieve high standards and enjoy equal access to all the school provides.
* The curriculum meets pupils’ needs, including those of the most able, extremely well.
* Leaders have ensured high standards of conduct and mutual respect run through all aspects of the school’s work.
* Governors are forthright and ambitious in their pursuit of excellence. The governing body has the range of expertise needed to challenge leaders and support the school’s improvement extremely well.

**Siemens PLC (**[**58736**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/58736)**)** and **Huddersfield New College** **(**[**130539**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130539)**)**
Previously judged good, both improved to outstanding at their inspections in 2016.

In both providers, leaders were instrumental in moving the provision from good to outstanding. Leaders have:

* established an aspirational culture and ethos that pervades throughout the organisation
* an unrelenting focus on providing a high-quality learning experience for all learners
* invested in high-quality resources that support learning inside and outside the classroom
* created outstanding opportunities for learners to develop and progress their skills and careers
* set and achieved challenging targets for progress and improvement throughout the organisation.

**Siemens PLC, Newcastle upon Tyne (**[**58736**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/58736)**)**Inspected August 2016: Outstanding, previously good.

Siemens PLC trains apprentices in a variety of engineering specialisms that meet local and regional demand. Siemens has extremely high expectations of apprentices and expects them very quickly to lead teams, manage projects and engage in high-level problem solving. Leaders and managers have overseen the development of well-structured programmes that go above and beyond the minimum requirements. In rail engineering for example, apprentices work to achieve licenses from the Institute of Rail Service Engineers. They gain a broad range of engineering skills and go on to make well-informed choices about their specialist pathways and begin careers with Siemens in the UK and Germany.

Through the strong focus on problem-solving and analytical skills, apprentices deliver well-honed and precise reports and presentations. All apprentices, including the most able, take part in activities that extend their mathematics, computing, vocational and technical skills exceptionally well. Siemens’s strong company values foster a lively, engaging and caring working atmosphere in which staff flourish and show great pride in their products and the large-scale refurbishing projects they carry out. Apprentices are very confident and well prepared for higher-level study.

**Huddersfield New College, West Yorkshire (**[**130539**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130539)**)**Inspected April 2016: Outstanding, previously good.

The principal, college leaders and governors make a genuine investment in transforming the lives of the young people and have created a culture and environment where they can flourish and grow. Learners make excellent progress from below average starting points. Very well-planned care and support arrangements have a strong beneficial impact on learners’ progress and achievements. Care leavers, those known to have been eligible for free school meals, learners with high needs, those in the care of the local authority and young carers achieve well because of the highly specialised support arrangements.

A rich and varied curriculum provides learners with subjects that prepare them well for further or higher education or employment. Learners acquire good employability skills. Work experience overseas, enrichment activities, additional qualifications and community work helps broaden their horizons. Teachers access training that enhances their skills to provide high-quality teaching that motivates and challenge learners. The large majority of learners on most courses make excellent progress from their starting points.

## Breakdown of primary and secondary school performance for the region

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| **Primary schools1** |
| **Rank**2 | **Local authority** | **% of pupils in good or outstanding schools 2016** | **Change from 2015 (%pts)** | **Change from 2012 (%pts)** | **% of pupils in academies 2016** |
| 6 | North Tyneside | 99 | -1 | 27 | 1 |
| 13 | Newcastle upon Tyne | 97 | 0 | 29 | 8 |
| 26 | Redcar and Cleveland | 95 | 11 | 27 | 27 |
| 28 | Leeds | 95 | 5 | 27 | 11 |
| 37 | Durham | 94 | 3 | 24 | 7 |
| 39 | South Tyneside | 94 | 2 | 33 | 10 |
| 53 | Gateshead | 93 | 2 | 18 | 4 |
| 58 | Sunderland | 93 | 4 | 32 | 25 |
| 68 | Stockton-on-Tees | 92 | 0 | 21 | 25 |
| 70 | North Yorkshire | 92 | 8 | 24 | 9 |
| 74 | York | 91 | 4 | 28 | 23 |
| 82 | Darlington | 91 | 2 | 11 | 69 |
| 92 | Calderdale | 90 | 4 | 21 | 28 |
| 93 | North Lincolnshire | 90 | 12 | 25 | 25 |
| 99 | Kirklees | 89 | 5 | 18 | 11 |
| 100 | Hartlepool | 89 | 1 | 10 | 24 |
| 105 | Kingston upon Hull | 88 | 4 | 22 | 66 |
| 109 | Wakefield | 87 | 4 | 34 | 45 |
| 114 | Middlesbrough | 87 | 5 | 5 | 47 |
| 122 | Barnsley | 86 | 5 | 24 | 41 |
| 124 | Northumberland | 85 | -3 | 3 | 10 |
| 129 | East Riding of Yorkshire | 84 | 7 | 28 | 7 |
| 133 | Rotherham | 82 | 7 | 19 | 41 |
| 140 | Sheffield | 80 | 8 | 15 | 31 |
| 144 | Doncaster | 77 | 13 | 17 | 22 |
| 146 | Bradford | 76 | 9 | 11 | 16 |
| 149 | North East Lincolnshire | 71 | 4 | 15 | 81 |
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|  |  |  |  |  | *Source: Ofsted and Department for Education* |
| 1. Inspections conducted by 31 August 2016 where the inspection report was published by 30 September 2016 |  |  |
| 2. Isles of Scilly and City of London excluded from analysis due to small numbers |  |  |

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| **Secondary schools1** |
| **Rank**2 | **Local authority** | **% of pupils in good or outstanding schools 2016** | **Change from 2015 (%pts)** | **Change from 2012 (%pts)** | **% of pupils in academies 2016** |
| 18 | Newcastle upon Tyne | 97 | 11 | 26 | 60 |
| 28 | York | 95 | 1 | 18 | 32 |
| 33 | South Tyneside | 93 | 1 | 31 | 41 |
| 36 | North Lincolnshire | 92 | 7 | 49 | 71 |
| 41 | Rotherham | 91 | 0 | 24 | 77 |
| 42 | North Tyneside | 91 | 4 | 26 | 22 |
| 55 | North Yorkshire | 88 | 8 | 19 | 32 |
| 61 | Kirklees | 87 | 15 | 14 | 58 |
| 66 | North East Lincolnshire | 86 | 9 | 44 | 100 |
| 70 | Hartlepool | 84 | 37 | 39 | 70 |
| 83 | Leeds | 81 | 2 | 16 | 53 |
| 90 | Sheffield | 79 | 0 | 16 | 79 |
| 91 | Redcar and Cleveland | 79 | 1 | 11 | 68 |
| 94 | Durham | 77 | -1 | -1 | 50 |
| 102 | Calderdale | 75 | -2 | 20 | 80 |
| 107 | Middlesbrough | 73 | 18 | 39 | 82 |
| 111 | Wakefield | 71 | 0 | 8 | 92 |
| 114 | Darlington | 70 | 1 | -3 | 100 |
| 116 | Stockton-on-Tees | 69 | 17 | 11 | 82 |
| 118 | Gateshead | 68 | -16 | -6 | 74 |
| 124 | Barnsley | 66 | 7 | 48 | 27 |
| 126 | Sunderland | 64 | -6 | 21 | 78 |
| 127 | East Riding of Yorkshire | 64 | -4 | 23 | 37 |
| 133 | Kingston upon Hull | 61 | -4 | 17 | 63 |
| 138 | Northumberland | 58 | 3 | -1 | 48 |
| 143 | Doncaster | 52 | 15 | 9 | 100 |
| 147 | Bradford | 44 | 2 | 16 | 53 |
|  |  |  |  |  |  |
|  |  |  |  |  | *Source: Ofsted and Department for Education* |
| 1. Inspections conducted by 31 August 2016 where the inspection report was published by 30 September 2016 |  |
| 2. Isles of Scilly and City of London excluded from analysis due to small numbers |  |  |  |

## List of education and skills providers judged outstanding in 2015/16

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| --- | --- | --- | --- | --- | --- |
| Report | URN | Name | Provider type | Provision type | Local authority |
| Report | 106588 | Thurlstone Primary School | Community School | Primary | Barnsley |
| Report | 107248 | Bankfoot Primary School | Community School | Primary | Bradford |
| Report | 132815 | Canterbury Nursery School and Centre for Children and Families | LA Nursery School | Nursery | Bradford |
| Report | 138252 | Dixons Music Primary | Free School | Primary | Bradford |
| Report | 107294 | Farnham Primary School | Community School | Primary | Bradford |
| Report | 137337 | Beech Hill Junior and Infant School | Academy Converter | Primary | Calderdale |
| Report | 137699 | Luddendenfoot Academy | Academy Converter | Primary | Calderdale |
| Report | 107486 | Northowram Primary School | Community School | Primary | Calderdale |
| Report | 137398 | Old Earth Primary School | Academy Converter | Primary | Calderdale |
| Report | 141954 | Oakwood Learning Centre | Independent special school | Schools | Darlington |
| Report | 135963 | Outwood Academy Adwick | Academy Sponsor Led | Secondary | Doncaster |
| Report | 70150 | High Force Education SCITT | Initial teacher education | Primary QTS | Durham |
| Report | 70215 | Shotton Hall SCITT | Initial teacher education | Primary and Secondary QTS | Durham |
| Report | 118127 | Hessle Mount School | Independent school | Schools | East Riding of Yorkshire |
| Report | 118044 | Pollington-Balne Church of England Primary School | Voluntary Aided School | Primary | East Riding of Yorkshire |
| Report | 108359 | Brandling Primary School | Community School | Primary | Gateshead |
| Report | 108376 | Roman Road Primary School | Community School | Primary | Gateshead |
| Report | 140638 | Sacred Heart Catholic Primary School | Academy Converter | Primary | Gateshead |
| Report | 111522 | Hart Primary School | Community School | Primary | Hartlepool |
| Report | 117722 | Clifton Primary School | Community School | Primary | Kingston upon Hull |
| Report | 139886 | Thoresby Primary School | Academy Converter | Primary | Kingston upon Hull |
| Report | 139628 | Tweendykes School | Academy Special Converter | Special | Kingston upon Hull |
| Report | 130539 | Huddersfield New College | Sixth form college | Colleges | Kirklees |
| Report | 50070 | SLP College Leeds | Dance and drama college | Dance and drama colleges | Leeds |
| Report | 70344 | Teach First Yorkshire and the Humber Local Area Office | Initial teacher education | Secondary QTS | Leeds |
| Report | 58736 | Siemens Public Limited Company | Employer provider | Independent learning providers (including employer providers) | Newcastle upon Tyne |
| Report | 137900 | St Cuthbert's High School | Academy Converter | Secondary | Newcastle upon Tyne |
| Report | 70339 | Teach First North East Local Area Office | Initial teacher education | Primary and Secondary QTS | Newcastle upon Tyne |
| Report | 139981 | Eastfield Primary Academy | Academy Converter | Primary | North East Lincolnshire |
| Report | 118018 | West Butterwick C of E Primary School | Voluntary Controlled School | Primary | North Lincolnshire |
| Report | 117753 | Winteringham Primary School | Community School | Primary | North Lincolnshire |
| Report | 108642 | Monkseaton High School | Foundation School | Secondary | North Tyneside |
| Report | 70162 | North Tyneside SCITT | Initial teacher education | Primary QTS | North Tyneside |
| Report | 121757 | Brackenfield School | Independent school | Schools | North Yorkshire |
| Report | 121332 | Dishforth Airfield Community Primary School | Community School | Primary | North Yorkshire |
| Report | 137412 | Outwood Academy Ripon | Academy Converter | Secondary | North Yorkshire |
| Report | 111638 | Newcomen Primary School | Community School | Primary | Redcar and Cleveland |
| Report | 70244 | Redcar and Cleveland Teacher Training Partnership | Initial teacher education | Primary and Secondary QTS | Redcar and Cleveland |
| Report | 107156 | Totley All Saints Church of England Voluntary Aided Primary School | Voluntary Aided School | Primary | Sheffield |
| Report | 108719 | St Aloysius' RC Voluntary Aided Junior School | Voluntary Aided School | Primary | South Tyneside |
| Report | 134184 | Columbia Grange School | Community Special School | Special | Sunderland |
| Report | 121720 | All Saints RC School | Voluntary Aided School | Secondary | York |

**Notes:**

Except where noted, inspections must have taken place between 1 September 2015 and 31 August 2016.

### Explore Ofsted inspection outcomes with Data View

Data View gives users the ability to view inspection outcomes over time by remit, phase and provider type/group at regional, local authority and constituency level. Selected areas of the country can be viewed alongside the England level as well as in direct comparison with up to 10 statistical neighbours. Users are also able to identify individual providers by their overall effectiveness and to link directly to the provider page on the Ofsted reports website.

<https://public.tableau.com/views/Dataview/Viewregionalperformanceovertime>.