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| |  | | --- | | Ofsted  Aviation House  125 Kingsway  London WC2B 6SE  [www.gov.uk/ofsted](http://www.gov.uk/ofsted)  [pressenquiries@ofsted.gov.uk](mailto:pressenquiries@ofsted.gov.uk)  T 03000 130415 |  Education and Skills Annual Report  regional information pack: East of England 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, East of England 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. a quote from Paul Brooker, Regional Director, East of England 2. breakdown of 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.   The Education and Skills Annual Report 2015/16 and press notice and a link to a video where Paul Brooker talks about the key issues for the region can be found [here](https://www.gov.uk/government/collections/ofsted-annual-report-201516). |

**Early years**

* **The quality of early years is an impressive, with 90% good or outstanding providers compared with England’s 91%.** However, there are still too few such providers in Thurrock (84%).
* Eighty-six per cent of two-year-olds in funded early years education are cared for by good or outstanding providers compared with 84% nationally.
* At 69.7%, the proportion of children achieving a ‘good level of development’ at the end of the early years foundation stage is similar with that of the rest of England. Since 2015, Norfolk, Luton and Central Bedfordshire have seen the greatest increase in outcomes at the end of this stage. Norfolk is now in line with the national level but Central Bedfordshire and Luton, despite improvement, remain below it. Children eligible for free school meals are still less likely to reach a ‘good level of development’ than other children, with just 50% attaining this level. Within the region, children eligible for free school meals are least likely to achieve a good level of development in Central Bedfordshire, where in 2015, only 40% reached the benchmark.

**Primary**

* There was strong improvement in inspection judgements over the year: 89% of pupils are now in good or outstanding schools compared with 90% nationally. **For the first time, eight out of 10 primary pupils in all of the region’s local authorities now attend a good or outstanding school.** However, the proportion of pupils in a good or outstanding primary school in Cambridgeshire or Luton is lowest in the region, at 8% below the national level.
* At 80%, the proportion of children achieving the required standard in phonics is broadly similar to the national level of 81%. At key stage 1, 75% of pupils attained the expected standard in reading compared with England’s 74%. The East of England ranks joint third of regions nationally. However, for these measures, at 68% and 70% respectively Peterborough and Luton are among the 25 poorest performing local authorities in England.
* At key stage 2, although provisional results for 2016 showed that the proportion of pupils meeting the expected standard in reading, writing and mathematics is in line with that for all state-funded schools nationally, only three of the 11 local authorities in the East of England perform above the national level. Hertfordshire (58%), Essex (55%) and Southend-on-Sea (55%) were the strongest performing authorities in the region for pupils reaching the new, more demanding, expected standard. Peterborough, Bedford and Luton were the weakest performing in the region, with only 39%, 42% and 43% respectively achieving the expected standard. All three were among the five poorest performing nationally.
* Despite the improvements in inspection judgements, the 2016 reading outcomes remain weak for pupils in key stage 1 who are eligible for free school meals. Cambridgeshire (49%) and Central Bedfordshire (51%) are the lowest performing authorities in the region, with the difference between the attainment of pupils eligible for free school meals and other pupils being too wide at 27 and 29 percentage points respectively. At key stage 2 in 2015, fewer pupils eligible for free school meals (60%) achieved the benchmark standard of level 4 in reading, writing and mathematics than in any other region. Bedford Borough (52%) and Cambridgeshire (53%) performed particularly poorly.

**Secondary**

* **As a result of improvement over the year, 85% of pupils are now attending good or outstanding schools compared with 81% in England.** However, this performance masks significant regional variation. While 95% of secondary pupils in Essex and Southend on Sea attend a good or outstanding school, only 71% in Suffolk do so. The proportion of pupils attending a good or better secondary school in Cambridgeshire has risen substantially to 63% since September 2015, but still lags behind the national figure.
* Better inspection outcomes reflect stronger performance in secondary schools. In 2016, provisional results showed that the average Attainment 8 score per pupil in the East of England was 50.2, 0.3 points above the national state-funded Attainment 8 score of 49.9. This was an increase of 1.3 points since 2015 and matched the improvement seen nationally.
* However, the average Attainment 8 score per pupil in seven of the 11 local authorities in the East of England was below the national state-funded level in 2016. It was lowest in Luton (47.3) and in Peterborough (46.5).
* In the East of England, provisional results for 2016 showed the overall Progress 8 score was 0.03, which is above the national state-funded score of -0.03. All but one local authority, Central Bedfordshire, were higher than the national level for their average overall Progress 8 score.
* In 2016, the proportion of pupils entering the English Baccalaureate (EBacc) was 38.4% in the East of England, 1.3 percentage points below the national (39.7%). The proportion of pupils achieving the English Baccalaureate in the East of England was 24.3: just below (0.3 percentage points) the national (24.6%).
* Attainment in GCSE English and mathematics at grades A\* to C was 63.6% in the East of England: 0.8 percentage points above the national figure (62.8%).
* In 2016, provisional data showed 57.6% of pupils achieved at least five GCSEs at grades A\* to C, including English and mathematics, in the East of England. This was 0.6 percentage points above the national (57%). The region saw a 0.3 percentage point increase since 2015: 0.4 percentage points lower than the national rate of improvement.

#### The strongest performing local authorities

* Three local authorities in the East of England performed above the national level in each of the new attainment measures:
* **Southend-on-Sea** achieved the strongest average Attainment 8 score regionally (53.3; 3.4 points above the national). Southend also had the strongest performance for the achievement of the EBacc, with over a third achieving it (33.7%). Locally, 68.5% achieved a GCSE in English and mathematics at grades A\* to C, the second highest rate for the region.
* **Hertfordshire** had the second highest Attainment 8 score of 52.9, and the highest proportion of pupils (69.3%) achieving a GCSE in English and mathematics at grades A\* to C.

**Cambridgeshire** saw the strongest improvement in Attainment 8 of these three authorities over the year.

There was a 16.1 percentage point difference between the highest and lowest performing local authorities in the achievement of the EBacc (Southend-on-Sea compared with Luton and Bedford respectively).

#### The weakest performing local authorities

* **Peterborough** achieved an average Attainment 8 score of 46.5. While it was the lowest in the region and 140th of 151 local authorities, it had the most improved score regionally since 2015. It also had the lowest proportion of pupils achieving a GCSE in English and mathematics at grades A\* to C in the East of England, at 54.3%.
* Both Luton and Bedford had the lowest proportions of pupils achieving the EBacc (17.6%).

**Suffolk** had the lowest proportion of pupils entered for the EBacc [30.2%], with only 17.9% of pupils achieving it.

Outcomes (2015) for students eligible for free school meals in Bedford (21.4%) and Cambridgeshire (23.4%) are a concern and, across the region, only 13.1% of children looked after achieved five or more GCSEs at grades A\* to C, including English and mathematics.

**Further education and skills**

* Judgements for the further education and skills sector overall have improved marginally over the year (by one percentage point) but remain poor, with only 71% judged good or outstanding compared with 81% in England. **General further education colleges are particularly weak, with only 57% good or outstanding compared with 71% nationally.**
* Learner outcomes at age 19 are broadly similar to those for England and, while the region has seen some improvements in recent years, in 2015 only 23% of learners who did not achieve grade C at GCSE in English and mathematics at age 16 had done so by age 19.
* At 4.2%, the level of 16- to 18-year-olds who are not in education, employment or training (NEET) is in line with the rest of England. Levels are highest in Bedford (5.4%), Peterborough (5.3%) and Suffolk (5.3%), and lower in Central Bedfordshire (3.1%) and Cambridgeshire (3.4%).
* In the region, the proportion of apprentices following apprenticeships with colleges, employers and independent learning providers who achieved their programmes was below the national level in 2012/13. However, in 2014/15, this had improved and was just 1% below the national rate. The achievement rate of young apprentices aged 16 to 18 studying on advanced programmes in the East of England has also increased more quickly than nationally.

## Quote from Paul Brooker, Regional Director, East of England

Commenting on the education performance in the region, Paul Brooker, Regional Director, East of England, said:

‘The headline for the East of England is a positive one. Overall standards are rising and, as a result of this improvement, we have seen an encouraging upturn in the proportion of schools judged good or outstanding over the last 12 months.

Compared with a year ago, children are getting a better education in the region and are more likely to attend a good or outstanding school. We have seen strong improvement in the proportion of good or outstanding primary and secondary schools and they are respectively in line with and above the national levels.

Despite this rosy picture, we face significant challenges in sustaining improvement and securing a good education for all. The headlines mask wide disparities, geographically and socially, in the quality of education and the outcomes achieved across our region. Our youngest school children get off to a sound start in the early years and in key stage 1, but standards falter by the end of primary school. In eight of the 11 local authorities in the East of England, 2016 provisional data shows that the proportion of pupils meeting the new expected standard in reading, writing and mathematics was below the national level. Three of our local authorities – Luton, Peterborough and Bedford Borough – are in the bottom five nationally for attainment at the age of 11. The performance of too many primary or middle schools in these three localities has been woeful.

Secondary schools continue to perform well, with standards and progress at key stage 4 above the national average. As with primary schools, however, this strong performance hides worrying variability. Standards are highest in Southend, Hertfordshire and in Cambridgeshire, which has seen impressive improvement in the last year. By contrast, standards in Peterborough, despite improvement, remain well below the national figure.

At age 19, although learner outcomes are broadly in line with national figures, we have not seen rapid enough improvement in the sector. The proportion of colleges judged good or better, at 65%, lags 12 percentage points below the national figure.

The underachievement of pupils from disadvantaged backgrounds, including children looked after, remains an ongoing concern. The very best providers have shown that economic disadvantage need not affect children’s educational achievement or their life chances, but in too many schools, disparities in outcomes are far too wide. At secondary level, the gap in attainment between disadvantaged pupils and other pupils is particularly large in our three highest performing local authorities, Cambridgeshire, Hertfordshire, and Southend-on-Sea.

As regional director, I am committed to securing high-quality inspection across the East of England and ensuring that rigorous inspection supports the best efforts and highest aspirations of leaders and staff in our schools and colleges.’

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

**Beehive Lane Primary School, Chelmsford (**[**114996**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/114996)**)**Inspected March 2016: outstanding, previously good.

The headteacher provides outstanding leadership. His exceptionally clear vision ensures an unrelenting focus on improving the quality of teaching and raising standards in this continually improving school.

Leadership throughout the school is highly developed. Teachers lead their individual subjects and areas of responsibility very effectively and ensure that pupils achieve well. One of the particular strengths of leadership is that all leaders share responsibility for ensuring that pupils’ basic skills (reading, writing and numeracy) are taught through their individual subjects as well as in English and mathematics lessons. This has helped to produce outstanding outcomes for pupils.

The continual improvement of the quality of teaching and learning is a key feature of the school. Staff receive high-quality professional development opportunities and respond appropriately to them. Coaching is used very effectively to improve teaching on an individual basis.

Disadvantaged pupils achieve very well and make extremely good progress. Leaders’ unrelenting focus and high expectations for this group ensure that pupils are extremely successful. In 2015, all disadvantaged pupils reached the expected level at the end of key stage 2 and half of them reached the higher levels.

Children make an excellent start to their education in outstanding early years provision, where additional funding is used most effectively to ensure that disadvantaged children make the same excellent progress as their peers.

The governing body has a specific committee for disadvantaged and vulnerable pupils. This enables governors to monitor the progress that disadvantaged pupils make very carefully and to ensure that the pupil premium funding is spent effectively.

The most able pupils also attain well and make good progress. The proportion of pupils who reached the higher levels in 2015 was well above the national average.

**Colchester Institute, Essex (**[**130674**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130674)**)**Inspected February 2016: good, previously requires improvement.

Following the publication of the former requires improvement inspection report, the new principal agreed to the offer of a series of support and challenge visits by one of Her Majesty’s Inspectors (HMI). The principal and her team embraced this. They implemented rigorous quality monitoring and performance management to improve teachers’ practice and established of a team of specialist teachers to improve English and mathematics provision.

Less than two years after the previous inspection, Ofsted judged Colchester Institute to be good for its overall effectiveness and in all key judgements. Inspectors found that the large majority of learners make good progress and benefit from high standards of teaching, learning and assessment. Most learners produced high standards of written and practical work and the large majority achieve their qualifications. The proportion of learners gaining higher grades has increased. Progression into higher learning and purposeful employment is high. Leaders and managers were judged by inspectors to have taken robust and decisive actions to raise standards and rapidly improve the quality of provision across the college through focusing explicitly on raising the quality of teachers’ practice. Teachers feel confident to introduce new approaches in lessons with innovative techniques that enthuse their learners and in turn inspire them to excel.

Inspectors reported that leaders have successfully increased the capacity of the college to sustain further improvement and build on the gains made in the two years between inspections. Continued improvements in the quality of provision can only serve to improve the life chances of current and future learners attending the college even further.

**Cromwell Community College, Cambridgeshire (**[**138177**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138177)**)**Inspected September 2016: good, previously requires improvement.

The inspirational and determined principal and her team of senior leaders have changed the culture of the school. Under-achievement, inconsistencies in teaching and lack of accountability are not tolerated. Decisive action has been taken to ensure that all staff contribute fully to securing improvement. Despite its rural location and the associated challenges of recruiting good staff, new teachers have been appointed and turnover in staffing reduced.

The assistant principal responsible for teaching and learning has designed strong systems for monitoring teaching and its impact on pupils’ progress. The most highly effective teaching is shared to promote best practice and is rewarded through the academy’s rigorous procedures to manage the performance of staff.

Senior leaders meet on a regular basis to discuss pupils identified as at risk of underachieving. This is to determine both in-school and external agency intervention and support that can be put in place. Pupils at risk of not being in school are very well supported to overcome the challenges that they face and are reintegrated successfully.

The latest inspection found that outcomes had improved significantly since the last inspection. From often low starting points, pupils make good progress. This reflects the unrelenting focus of senior leaders on enabling an increasing number of pupils to gain good qualifications in English and mathematics. Intensive support and regular intervention sessions for pupils at risk of falling behind have boosted their confidence and understanding.

Attainment in a wide range of subjects is equally high. Pupils are suitably prepared for the next stage of their education, training or workplace. Outcomes in vocational engineering studied by a small proportion of pupils off-site are particularly strong.

**Greensted Junior School, Basildon (**[**138604**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138604)**)**Inspected July 2016: outstanding previously requires improvement.

‘Excellence for all’ is an expectation at Greensted Junior School rather than merely an aim. Staff work remarkably well as a strong and cohesive team to achieve this. The headteacher’s exceptional leadership has steered the school’s rapid and sustained improvement since the last inspection.

Leaders at all levels are relentless in their drive for improvement and are tireless in securing the best possible outcomes for all pupils. The governing body is highly effective and very well led.

The headteacher expects a lot from her staff and holds them to account effectively, while also trusting them to take risks with their teaching and try new things.

The inspection in 2016 reported that strong achievement is the result of consistently high-quality teaching, excellent use of assessment and outstanding pastoral care. Pupils make sustained progress, including pupils who have special educational needs and/or disabilities. The most able pupils achieve well because they are stretched by the challenging curriculum and by teachers’ high expectations. Disadvantaged pupils achieve well because the school ensures that there are no barriers to their participating fully and achieving their potential.

Pupils’ excellent attitudes and exemplary behaviour have a strong positive impact on their progress and achievement. They are self-assured learners who are proud of their achievements and of their school.

**Lionwood Infant and Nursery School, Norfolk (**[**134956**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/134956)**)**Inspected March 2016: outstanding, previously good.

The executive headteacher’s inspirational leadership has created a culture of high ambition. Central to the school’s success is her drive, vision and innovative approach to making the school the best it can be. This includes a commitment to do things differently so that pupils gain the maximum benefit from what is on offer. Nothing is done for the sake of convention. The challenge from the governing body makes a significant contribution to the work of the senior leadership team. The difference that the staff in this school make to the lives of the pupils is remarkable. The influence of senior leaders extends beyond Lionwood. They support school improvement across Norfolk.

Leaders and managers have a highly detailed understanding of the quality of teaching, learning and assessment. They have a relentless focus on ensuring that the quality of teaching is never less than good and often it is better. Staff have an excellent understanding of how pupils learn and what works best to help them achieve highly. Teachers skilfully plan learning to interest and challenge individuals of all abilities and backgrounds. Pupils are very well prepared for entry to the junior school because they make rapid progress from individual starting points that are often very low. However, staff’s aspiration for pupils is not only to do well when they go to the junior school but also in their education beyond it.

Pupils’ personal development and welfare are exceptionally well provided for. As a consequence, they have extremely mature and positive attitudes to learning. The outstanding early years provision sets the tone for high-quality, creative and memorable learning that continues into Years 1   
and 2.

**Lonsdale School, Stevenage (**[**117679**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/117679)**)**Inspected January 2016: good, previously inadequate.

The exceptional leadership of the headteacher and members of the senior team has led to improvements in all aspects of the school’s work.

Leaders are ambitious about the future of their pupils and are constantly striving to prepare them to play an active role in all aspects of society. Individual liberty and tolerance are apparent in all aspects of school life. Staff emphasise the importance of equality for everyone and disability is not a limiting factor to access and excellence. As a result, dignity and respect are common values seen in and out of the classroom. Pupils actively care for one another and for the staff around them.

An important factor in the rapid improvement of provision is the exemplary leadership of the new system for tracking the progress pupils make. Pupils’ and parents’ aspirations are included as measures of success as well as the key elements of learning that matter to pupils.

The school’s most recent inspection found that teachers have a very clear understanding of pupils’ individual needs. These needs are often complex. They make effective use of the new accurate and detailed information about pupils’ achievement. Time is rarely, if ever, wasted. As a result, pupils make, at minimum, expected progress and sometimes make very rapid progress in specific areas of their learning. The patience of all staff ensures that all pupils have the opportunity to voice their opinions and make decisions about the next steps in their learning.

Teaching assistants have exceptional knowledge and skills relating to the needs of their pupils. They are almost always well informed about the learning activities and understand how to adapt these to meet the needs of the pupils they work with. As a result, the complex physical needs of pupils are seamlessly addressed during lessons.

**Mayflower High School, Billericay (**[**137048**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137048)**)**Inspected March 2016: outstanding, previously good.

The school’s culture and ethos is one of aspiration and hard work. The headteacher, other senior leaders and teachers have ensured that the school’s high expectations for pupils are well known and that pupils meet them.

The headteacher delegates responsibility for key aspects of the school’s work to able senior leaders and they, in turn, lead and coordinate the work of teams of staff very well. The monitoring of pupil progress and the subsequent support for groups and individuals are focused sharply on the pupils’ needs. This work has real impact and is evidenced in the outstanding progress made by all groups of pupils.

The key stage 3 curriculum builds on the pupils’ experiences at primary school, with a solid grounding in the core subjects of English, mathematics and science. It extends these experiences by offering wider opportunities to learn, for example Spanish as well as French.

The key stage 4 curriculum is thoughtfully constructed to provide alternative pathways for pupils, all of which have a sharp focus on the core subjects but provide different amounts of time for their study, depending on the needs of the individual pupil. The curriculum pathways also allow for different opportunities to study vocational and technical subjects. The excellent advice and guidance provided to the pupils on which pathway to choose is built around the school’s sound knowledge of the individual. Specific careers and guidance interviews are offered to pupils from Year 9 onwards.

In its most recent inspection, inspectors found that the school has, year on year, consistently improved standards since the previous inspection in January 2012.

The school’s sixth form provides a good range of academic and vocational subjects. Learners are successful in securing high-quality apprenticeships and university places that are right for them.

The school plays a full part in local teacher training partnerships and in turn benefits from this by regularly attracting enthusiastic newly qualified teachers.

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

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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** |
| 1 | | Southend-on-Sea | 100 | | | 15 | 34 | 15 |
| 11 | | Bedford | 97 | | | 3 | 12 | 23 |
| 72 | | Central Bedfordshire | 91 | | | 3 | 8 | 30 |
| 77 | | Peterborough | 91 | | | 6 | 31 | 22 |
| 83 | | Hertfordshire | 91 | | | 6 | 18 | 9 |
| 84 | | Essex | 91 | | | 9 | 29 | 28 |
| 96 | | Thurrock | 89 | | | 17 | 40 | 72 |
| 121 | | Norfolk | 86 | | | 7 | 27 | 23 |
| 125 | | Suffolk | 84 | | | 9 | 23 | 28 |
| 134 | | Cambridgeshire | 82 | | | 4 | 16 | 21 |
| 138 | | Luton | 82 | | | 3 | 19 | 15 |
|  | |  |  | | |  |  |  |
|  | |  |  | | |  |  | *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 | | | | | | | |  |  | |
|  | | | | | | | |  |  | |
| **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** |
| 23 | Southend-on-Sea | | | 95 | 9 | | 19 | 96 |
| 27 | Essex | | | 95 | 9 | | 35 | 92 |
| 37 | Luton | | | 92 | 0 | | 6 | 57 |
| 39 | Peterborough | | | 92 | 8 | | 9 | 76 |
| 49 | Thurrock | | | 89 | 0 | | 7 | 94 |
| 52 | Hertfordshire | | | 89 | 4 | | 21 | 78 |
| 58 | Bedford | | | 87 | 7 | | 17 | 88 |
| 73 | Central Bedfordshire | | | 83 | 7 | | 27 | 83 |
| 95 | Norfolk | | | 77 | 10 | | 32 | 75 |
| 112 | Suffolk | | | 71 | 1 | | -2 | 75 |
| 128 | Cambridgeshire | | | 63 | 17 | | -7 | 100 |
|  |  | | |  |  | |  |  |
|  |  | | |  |  | |  | *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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Report** | **URN** | **Name** | **Provider type** | **Provision type** | **Local authority** |
| **Report** | 110594 | Homerton Children's Centre | LA Nursery School | Nursery | Cambridgeshire |
| **Report** | 110949 | Meadowgate School | Community Special School | Special | Cambridgeshire |
| **Report** | 109422 | Westfield Nursery School | LA Nursery School | Nursery | Central Bedfordshire |
| **Report** | 114996 | Beehive Lane Community Primary School | Community School | Primary | Essex |
| **Report** | 114736 | Great Bentley Primary School | Community School | Primary | Essex |
| **Report** | 138604 | Greensted Junior School | Academy Sponsor Led | Primary | Essex |
| **Report** | 114769 | Highfields Primary School | Community School | Primary | Essex |
| **Report** | 115287 | Hockley Primary School | Foundation School | Primary | Essex |
| **Report** | 114752 | Home Farm Primary School | Community School | Primary | Essex |
| **Report** | 139360 | Kelvedon St Mary's Church of England Primary Academy | Academy Converter | Primary | Essex |
| **Report** | 137048 | Mayflower High School | Academy Converter | Secondary | Essex |
| **Report** | 115471 | Shorefields School | Community Special School | Special | Essex |
| **Report** | 115157 | St Michael's Church of England Voluntary Aided Primary School | Voluntary Aided School | Primary | Essex |
| **Report** | 137757 | Bishop's Hatfield Girls' School | Academy Converter | Secondary | Hertfordshire |
| **Report** | 139154 | Hitchin Boys' School | Academy Converter | Secondary | Hertfordshire |
| **Report** | 117236 | Redbourn Infants' and Nursery School | Community School | Primary | Hertfordshire |
| **Report** | 50525 | Tring Park School for the Performing Arts | Dance and drama college | Dance and drama colleges | Hertfordshire |
| **Report** | 121025 | Alburgh with Denton Church of England Primary School | Voluntary Controlled School | Primary | Norfolk |
| **Report** | 121264 | Harford Manor School, Norwich | Foundation Special School | Special | Norfolk |
| **Report** | 139491 | Heartsease Primary Academy | Academy Converter | Primary | Norfolk |
| **Report** | 140188 | Hethersett Academy | Academy Sponsor Led | Secondary | Norfolk |
| **Report** | 134956 | Lionwood Infant and Nursery School | Community School | Primary | Norfolk |
| **Report** | 121261 | The Clare School | Foundation Special School | Special | Norfolk |
| **Report** | 121262 | The Parkside School, Norwich | Foundation Special School | Special | Norfolk |
| **Report** | 134272 | The Phoenix School | Community Special School | Special | Peterborough |
| **Report** | 124776 | All Saints Church of England Voluntary Aided Primary School, Laxfield | Voluntary Aided School | Primary | Suffolk |
| **Report** | 139149 | Elveden Church of England Primary Academy | Academy Converter | Primary | Suffolk |
| **Report** | 133715 | First Base, Ipswich | Pupil Referral Unit | PRU | Suffolk |
| **Report** | 124750 | Worlingworth Church of England Voluntary Controlled Primary School | Voluntary Controlled School | Primary | Suffolk |
| **Report** | 138736 | Beacon Hill Academy | Academy Special Converter | Special | Thurrock |
| **Report** | 50067 | Performers College | Dance and drama college | Dance and drama colleges | Thurrock |
| **Report** | 139576 | Quarry Hill Academy | Academy Sponsor Led | Primary | Thurrock |

**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>.