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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: South East

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, South East, 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 Chris Russell, Regional Director, South East
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 Chris Russell 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 South East region

### Early years

* As in previous years, most children still get off to a great start in the early years. **The region has one of the highest proportions of good or outstanding providers in the country, at 93%.** Just over seven in 10 children reach a good level of development by the end of the Reception year in school.

### Primary

* **After a seven percentage point rise, nearly nine in 10 of the region’s primary pupils are in schools judged good or better**. This increase outstripped that seen nationally, although the region remains three percentage points behind the England figure. Surrey, Brighton and Hove and Buckinghamshire have the highest proportions of pupils attending good or better primary schools, while the Isle of Wight has seen some gains but still has the lowest.
* As we saw last year, the proportion of children at the expected standard in the phonics screening check rose by four percentage points to 81% in 2016. This maintains the region’s ranking as the third best performing, but means that South East pupils still lag slightly behind the strongest performance, which is seen in London.
* Pupils performed well in the new assessment measures at the age of seven, with three quarters meeting the expected standard in reading, second only to London. Pupils’ attainment was also strong in writing and mathematics and was the highest in science nationally in 2016.
* There is a positive overall picture by the end of primary, with 54% of pupils reaching the expected standard in reading, writing and mathematics (provisional), exceeding the national picture and making the South East the third-best performing region in 2016. Pupils did best in Wokingham, but performance was weakest in West Sussex.

### Secondary

* **Eighty-four per cent of pupils now attend a good or outstanding secondary school compared with 81% in England.** However, this masks wide variation: just 26% of pupils on the Isle of Wight attend a good school, whereas in Bracknell Forest, all inspected secondary schools are now good or outstanding.
* Provisional results show that secondary aged pupils’ attainment is above the national level and that the South East is the second highest performing region on the new Attainment 8 measure and the third best on the new Progress 8 measure in 2016. The region is the highest performing in relation to the proportion of pupils gaining at least five GCSEs at grades A\* to C, including English and mathematics.
* The Isle of Wight is the lowest performing area in the region and one of the 10 local authorities in England where less than 60% of pupils attend good or outstanding secondary schools and where overall standards at key stage 4 are lower than those nationally. Standards in Portsmouth are also a concern. Provisional 2016 results saw a slight rise in the proportion of pupils attaining five or more GCSEs at grades A\* to C, including English and mathematics, but they remain well below those nationally. An inspection of school improvement work in the city carried out in February identified significant work to be done. In Southampton, outcomes in the new Attainment 8 and Progress 8 measures were also among the lowest in the region.

### Further education and skills

* **For post-16 learners, the quality of provision is strong.** The proportion of sixth form colleges judged good or outstanding is 95%, compared to 89% nationally. General further education colleges also outperform, with 76% good or outstanding compared to 71% nationally.
* Most students do well. In 2015, the most recent information available, the proportion achieving a level 2 qualification with English or mathematics by age 19 was among the strongest in the country, and above national levels, at 69%. This was similar at level 3, where 59% achieved this level by 19, again among the strongest in England.
* However, it is a concern that in the same year, only 5% of students in the South East chose to take up an apprenticeship at 16 compared with 6% in England. It is also a concern that at 19, the proportion of students progressing from level 3 study to higher education was low, at 43%, compared with 48% nationally. In both Portsmouth and East Sussex, it was very low, at just 28% and 29%, respectively.
* It is also a concern that the activities of one in 10 16- to 18-year-olds are unknown to local authorities in the region, so that the authorities are not sure whether they are in education, employment or training. This is above the national ‘not known’ figure and includes wide variation, with the activities of only 2.2% not known in Brighton compared with 39.1% in Windsor and Maidenhead.

### Free school meals

* As in previous years**, the region’s main concern is over outcomes for pupils and students who are eligible for free school meals**. The lag behind other pupils starts early, gets wider as they get older and shows too little sign of closing.
* Too few of the region’s two-year-olds benefit from free early education, so by the end of the Reception year in school, only half of children eligible for free school meals have reached a good level of development compared with almost three quarters of other pupils. The pattern continues in primary school, where the skills of pupils eligible for free school meals in key areas such as reading remain weak.
* These deficits are not being addressed well enough in secondary schools. As a result, the difference between disadvantaged pupils’ attainment and others is the widest in the country by 16. Too few of the most able pupils from deprived backgrounds achieve their full potential or are identified well enough by schools.
* The situation does not improve post-16. Just 38% of students previously eligible for free school meals achieved a level 2 qualification in English and mathematics by 19. In the higher level 3 qualifications such as A levels, the achievement of students previously eligible for free school meals lags well behind that of their peers.

## Quote from Chris Russell, Regional Director, South East

Commenting on the region’s education performance, Chris Russell, Regional Director, South East, said:

‘I am pleased that generally the South East region does a good job for its young people so that when most move on from each phase of education, they are well prepared. Strong skills in core areas such as reading are the foundation for good achievement elsewhere.

These achievements reflect much hard work by those in the region who care for and teach our young people. However, I am concerned about the poor outcomes for those from deprived backgrounds; something that has dogged us for too long.

Our region contains many affluent areas in which it is easy for the few children from poorer families to get lost in our early years settings and schools and at post-16. We also have concentrated pockets of deprivation that are often, but not always, around the coast. My inspectors have re-doubled their efforts to check the quality of work in education provision in both of these contexts to identify the most common barriers and find schools and other providers who are bucking the trend.

Whether it is early years, schools or post-16, for settings serving a more affluent area to be judged good or better, no matter how small the number of children or young people from disadvantaged backgrounds may be, the inspector needs to be satisfied that the difference between their attainment and others is diminishing through the work of those teaching them.

With changing school organisation and many areas now having more schools run by a range of multi-academy trusts, it is crucial that leaders do not lose sight of the needs of the local area. We are challenging schools to work more effectively together to bring about improvement. We also want to see local authorities do more in the areas where too few parents take advantage of free provision for young children.

My predecessor wrote to all school leaders in the region setting out our commitment to tackling disadvantage through challenge and support. I am more determined than ever that we continue our focus on reducing the inequality so that all children are able to improve their life chances.’

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

**Oxfordshire local authority**

In 2015, Oxfordshire identified early years outcomes as a cause for concern. While the proportion of children reaching a good level of development was almost in line with national averages, it was low compared with the South East region and children from disadvantaged families did not do well enough. We supported and challenged the local authority over its work.

The local authority responded to the challenge, developing a plan to make better use of information about children’s achievement and the quality of provision to target support where gaps were widest. There was a sharp focus on improving early reading and writing skills and mathematical development. The council focused on the individual child, carefully tracked children’s progress, had well-planned interventions and helped parents be involved. Case studies were used to share what worked best.

The work has made a positive difference to outcomes forall children in participating schools, notably in literacy and mathematics. Twenty-six of the 30 primary schools saw improved proportions of children achieving a good level of development in 2016. Thirteen schools saw improvements of over 10 percentage points between 2015 and 2016. Although the performance of disadvantaged children improved and the gap between them and their more affluent peers started to close, there is still more to do to minimise the inequality.

**Footprints Preschool, Addlestone, Surrey** **(**[**EY491302**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/CARE/EY491302)**)**Inspected 26 May 2016: good, not previously inspected.

The manager, through careful monitoring of progress, identified that a significant number of children supported by the early years pupil premium had delays in speech and language development. She targeted the funding to provide small group work and one-to-one support so that children gained confidence and skills to quickly catch up with their peers.

Overall planning of activities provided a clear focus on incorporating communication and language into everyday routines. Children gained the confidence to talk freely, for example through regular ‘show and tell’ sessions in which they brought in favourite photographs or toys and talked about them as a group. Staff asked children lots of open-ended questions in planned activities, providing opportunities to think and respond. They introduced lots of new words to children, who answered with confidence. Staff regularly reviewed and reflected on activities as a group to ensure that planning was effective and met children’s needs. The special educational needs coordinator for the setting worked well with families and other agencies to ensure that intervention to support children was timely and met their individual needs.

The manager is closely monitoring how effective this use of funding is through regular tracking of the progress these children are making. The manager has also worked closely with the local authority, supporting and implementing initiatives aimed at improving communication and language in early years across the county.

**Belle Vue Infant School, Aldershot, Hampshire (**[**116234**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/116234)**)**Inspected 8 March 2016: outstanding, previously good.

Belle Vue has a below average proportion of pupils from disadvantaged families, most of whom are White British. In 2012, as part of federated arrangements with a junior school, Belle Vue launched the ‘Be the best you can be’ initiative. The aim was to raise the aspirations of all pupils with the support and engagement of families and the wider community. The key focus was developing strong language for learning.

Following the launch, leaders amended the curriculum to ensure that learning and good language development equipped pupils with the aspiration and skills to identify future goals and talk about their learning.

Leaders invested the pupil premium funding in interventions such as accelerated reading and initiatives to break down barriers between home and school. They helped parents use the language promoted at school to support learning at home. Parents regularly support learning in school, by hearing pupils read and attending events such as assemblies.

Leaders built on the initial success of the initiative through strong self-evaluation, refining the curriculum to support disadvantaged pupils. Of particular note is the rich language promoted in everyday situations and used by staff. This is particularly important for the many pupils starting without good language skills.

Pupils learn through carefully chosen topics that link to their interests and the school’s locality. This means that pupils learn about the world around them from first-hand experience and exploration.

The combination of language development and consistent messages at home and school about aspiration and learning means disadvantaged pupils make exceptional progress and rapidly close the gaps with their peers even from low starting points.

**Hartley Primary Academy, Hartley, Kent (**[**139615**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139615)**)**Inspected 9 March 2016: outstanding.

Hartley Primary Academy is a large school in a rural location with a small proportion of disadvantaged pupils. Leaders accurately identified the key issues that were preventing disadvantaged pupils from achieving well, including low attendance, the need to work more closely with parents, and pupils’ weak literacy skills. Leaders addressed these issues very effectively in a range of ways.

An emphasis is put on treating pupils and their families as individuals but being aware of similar issues occurring so that barriers can be overcome. Staff responses are imaginative. They include working with local health practitioners to enable routine medical appointments outside of school hours to avoid pupils missing school and supporting parents of disadvantaged pupils in attending parents’ evening.

Staff track disadvantaged pupils’ progress assiduously and any extra help they need is provided swiftly and its impact checked. Teachers have high expectations of these pupils and go the extra mile to make sure that they reach demanding targets. Extra support outside of lessons complements quality teaching in the classroom. Pupil premium funding is used very effectively and has a visible impact on pupils’ learning.

The attendance officer and other leaders work closely with pupils’ families to ensure that absence is low. Leaders make sure that all staff know what is expected of them and what they need to do to help these pupils shine within the exciting and engaging curriculum. As a result, disadvantaged pupils love coming to school, make great progress and reach high standards.

**Didcot Girls’ School, Didcot, Oxfordshire (**[**138490**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138490)**)**Inspected 24 November 2015: outstanding.

Didcot Girls’ School is a slightly larger than average school. It improved from satisfactory to outstanding in five years. While the proportion of disadvantaged pupils is slightly below average, the headteacher makes sure that these pupils are the top priority for the school. Her excellent leadership inspires staff to achieve the very best for disadvantaged pupils. Teachers and leaders put these pupils first in their thoughts and actions when teaching, liaising with parents and organising extra-curricular activities.

Disadvantaged pupils get the extra help they need in lessons without feeling singled out. Strong pastoral work means pupils get the support they need to flourish. The use of pupil premium funding is exemplary, led by the school’s ‘pupil premium champion’ and other leaders. Consequently, disadvantaged pupils achieve highly and thrive. Through her work as a local leader of education and a mentor for the Oxford Teaching Schools Alliance, the headteacher supports other schools in delivering high-quality education for disadvantaged pupils.

[**Oxford Teaching School Alliance**](http://www.otsa.org.uk/)

Schools in Oxford have proved that belonging to different organisations need not be a barrier to joint working. Under the Oxfordshire Teaching Schools Alliance (OTSA) banner, diverse academy trusts and maintained schools have collaborated on school improvement to tackle weak teaching in some schools and subjects, and also problems with staff recruitment and training to ensure strong leadership development.

Starting with strategies to improve teacher recruitment and training, OTSA has steadily expanded its repertoire of work. Its leaders include representatives from academies, the local authority and the diocese, who plan together and check the impact of what they do. The variety of school improvement work OTSA initiates includes reviewing areas of work such as special educational needs support across all the schools to find and share what works best. It also involves shared staff training with an emphasis on leadership development to ensure that all schools in the partnership are able to appoint high-quality senior leaders.

National and local leaders of education at schools within the partnership are able to be deployed across schools so as to have maximum impact. As an example, the work of a national leader of education to improve the quality of mathematics and English teaching in a city secondary school in special measures led to a sharp rise in the school’s GCSE results and the removal of special measures in just one year.

Increased enjoyment of reading was widely reported and performance information, over a two-year period, indicates improving literacy skills.

**‘Hastings Thrives’**

Since its launch last year, ‘Hastings Thrives’ has been working to reverse the pattern of low outcomes in this coastal locality. This collaborative project across maintained and academy schools in Hastings has seen tangible gains.

Significant impact can be identified in the primary phase, where there has been a strong rise in the proportion of children achieving good levels of development – now above the national average. Substantial improvement in the proportions of children who receive free schools meals making good progress at key stage 2 in writing and mathematics is also evident. Additional funding has been secured for projects to raise attainment, share good practice and develop agreed approaches to teaching.

While there has been some success in the secondary phase, notably with disadvantaged pupils making better progress in mathematics, overall outcomes have remained static. Leaders acknowledge that more still needs to be done across both phases. However, a sharper focus on the achievement of disadvantaged pupils and improved parental engagement is starting to have an impact. The significant emphasis on developing leadership skills and on increasing recruitment and retention is improving the sufficiency and skill of staff. Recent inspections reflect this improving picture.

**Barton Peveril Sixth Form College, Eastleigh, Hampshire (**[**130701**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130701)**)**Inspected 27 April 2016: good, previously good.

Barton Peveril Sixth Form College attracts a significant proportion of students from deprived areas. Staff identify these students, along with others who are deemed potentially at risk of underachievement, through close collaboration with schools.

They support these students very well to make progress and succeed. All students, regardless of their backgrounds, make equally good progress. Leaders have been particularly adept at raising the aspirations of disadvantaged students, for example by ensuring that they consider applying to more prestigious universities that are in line with their target grades, rather than being content with other institutions.

Staff training has a focus on supporting all students to fulfil their potential, such as by challenging staff pre-conceptions of what particular groups of students can achieve. Leaders track students’ progress very carefully and ensure that support is targeted where it is most effective and where any students are falling behind. In particular, they track students from low-income families who choose to work for a year before applying to university.

Innovations such as the highly effective digital learning strategy ensure that students from all backgrounds have access to emerging technologies and are skilled in using them to enhance their learning.

**West Berkshire Council Adult and Community Learning (**[**55307**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/55307)**)**Inspected 25 November 2015: good, previously good.

Leaders at West Berkshire Council Adult and Community Learning have placed an emphasis on all learners being able to access appropriate learning and training, regardless of their background. They have identified accurately the needs of the local communities and employers they serve. They have also developed very effective partnerships with a diverse range of organisations, for example those that conduct learning in children’s homes or care centres.

Learners from identified priority groups such as the unemployed, homeless, those with low previous attainment and those who have a learning difficulty and/or disabilities participate in learning and achieve and progress equally as well as their peers.

Tutors at the learning centres are very skilled at motivating and inspiring learners to raise their aspirations and be successful. As a result, those with often significant barriers to learning, such as mental health issues, re-engage with learning, enjoy it and make good progress.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Primary schools1** | | | | | |
| **Rank2** | **Local authority** | **% of pupils in good or outstanding schools 2016** | **Change from 2015 (%pts)** | **Change from 2012 (%pts)** | **% of pupils in academies 2016** |
| 56 | Surrey | 93 | 8 | 25 | 22 |
| 61 | Buckinghamshire | 92 | 3 | 15 | 11 |
| 62 | Brighton and Hove | 92 | 3 | 20 | 3 |
| 81 | Hampshire | 91 | 7 | 16 | 3 |
| 87 | Windsor and Maidenhead | 91 | 14 | 6 | 23 |
| 94 | Slough | 90 | 14 | 27 | 57 |
| 101 | Kent | 88 | 7 | 33 | 29 |
| 104 | East Sussex | 88 | 15 | 18 | 21 |
| 106 | Reading | 87 | 15 | 34 | 19 |
| 111 | Milton Keynes | 87 | 5 | 20 | 20 |
| 117 | Wokingham | 86 | 6 | 17 | 2 |
| 118 | Southampton | 86 | 3 | 23 | 32 |
| 123 | Portsmouth | 86 | 3 | 32 | 26 |
| 126 | Medway | 84 | 23 | 30 | 35 |
| 127 | Oxfordshire | 84 | -1 | 25 | 31 |
| 135 | West Berkshire | 82 | 13 | 3 | 4 |
| 141 | West Sussex | 79 | 3 | 9 | 23 |
| 148 | Bracknell Forest | 72 | 8 | -3 | 2 |
| 150 | Isle of Wight | 69 | 5 | 4 | 7 |

*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** | | | | | |
| **Rank2** | **Local authority** | **% of pupils in good or outstanding schools 2016** | **Change from 2015 (%pts)** | **Change from 2012 (%pts)** | **% of pupils in academies 2016** |
| 1 | Bracknell Forest | 100 | 26 | 45 | 17 |
| 22 | Surrey | 95 | 1 | 27 | 65 |
| 35 | Slough | 92 | 7 | 19 | 70 |
| 45 | Medway | 90 | 1 | 13 | 96 |
| 48 | West Berkshire | 90 | 17 | 22 | 63 |
| 51 | Wokingham | 89 | -9 | 12 | 70 |
| 63 | Kent | 86 | 2 | 17 | 74 |
| 67 | Oxfordshire | 85 | -3 | 11 | 89 |
| 69 | West Sussex | 84 | 5 | 18 | 41 |
| 76 | Hampshire | 83 | 1 | 5 | 48 |
| 86 | Buckinghamshire | 80 | 6 | 2 | 80 |
| 88 | East Sussex | 80 | -2 | 1 | 57 |
| 89 | Milton Keynes | 79 | 4 | 11 | 65 |
| 105 | Southampton | 74 | -8 | 6 | 31 |
| 121 | Windsor and Maidenhead | 67 | 6 | -10 | 87 |
| 129 | Brighton and Hove | 63 | -18 | 4 | 13 |
| 135 | Portsmouth | 60 | -11 | 28 | 56 |
| 136 | Reading | 59 | -9 | -14 | 79 |
| 149 | Isle of Wight | 26 | 3 | -74 | 49 |

*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**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/114680) | 114680 | Downs View Special School | Community Special School | Special | Brighton and Hove |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136845) | 136845 | Sir Henry Floyd Grammar School | Academy Converter | Secondary | Buckinghamshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/114693) | 114693 | The Lindfield School | Community Special School | Special | East Sussex |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/114640) | 114640 | Claremont School | Independent school | Schools | East Sussex |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/116141) | 116141 | Cove Infant School | Community School | Primary | Hampshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/115980) | 115980 | Hiltingbury Infant School | Community School | Primary | Hampshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/116234) | 116234 | Belle Vue Infant School | Community School | Primary | Hampshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/115976) | 115976 | Church Crookham Junior School | Community School | Primary | Hampshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/116486) | 116486 | Hordle CofE Primary School | Voluntary Aided School | Primary | Hampshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/116586) | 116586 | Coxlease School | Independent special school | Schools | Hampshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137250) | 137250 | Wilmington Grammar School for Girls | Academy Converter | Secondary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118777) | 118777 | St Thomas' Catholic Primary School, Canterbury | Voluntary Aided School | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118690) | 118690 | Kingsdown and Ringwould CofE Primary School | Voluntary Controlled School | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118405) | 118405 | St Mildred's Primary Infant School | Community School | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118356) | 118356 | Blean Primary School | Community School | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118735) | 118735 | Tunstall Church of England (Aided) Primary School | Voluntary Aided School | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139615) | 139615 | Hartley Primary Academy | Academy Converter | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118484) | 118484 | Brookfield Infant School | Community School | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118375) | 118375 | Great Chart Primary School | Community School | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138480) | 138480 | The Harvey Grammar School | Academy Converter | Secondary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137883) | 137883 | Milestone Academy | Academy Special Converter | Special | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118736) | 118736 | Herne Church of England Junior School | Voluntary Aided School | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118849) | 118849 | Roseacre Junior School | Foundation School | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135888) | 135888 | Skinners' Kent Academy | Academy Sponsor Led | Secondary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118548) | 118548 | Sandwich Junior School | Community School | Primary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118883) | 118883 | Dartford Grammar School for Girls | Foundation School | Secondary | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131567) | 131567 | St Helens Montessori | Independent school | Schools | Kent |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118419) | 118419 | Barnsole Primary School | Community School | Primary | Medway |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/118442) | 118442 | Horsted Infant School | Community School | Primary | Medway |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110367) | 110367 | Greenleys Junior School | Community School | Primary | Milton Keynes |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110230) | 110230 | Hanslope Primary School | Community School | Primary | Milton Keynes |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/130953) | 130953 | Heronshaw School | Community School | Primary | Milton Keynes |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110365) | 110365 | Stanton School | Foundation School | Primary | Milton Keynes |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/53771) | 53771 | The Oxford School of Drama Limited | Dance and drama college | Dance and drama colleges | Oxfordshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138490) | 138490 | Didcot Girls' School | Academy Converter | Secondary | Oxfordshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138643) | 138643 | Northern House School | Academy Special Converter | Special | Oxfordshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/122970) | 122970 | Slade Nursery School | LA Nursery School | Nursery | Oxfordshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/116505) | 116505 | St Edmund's Catholic School | Voluntary Aided School | Secondary | Portsmouth |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137435) | 137435 | The Avenue Special School | Academy Special Converter | Special | Reading |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109763) | 109763 | Lea Nursery School | LA Nursery School | Nursery | Slough |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138476) | 138476 | St Anne's Catholic School | Academy Converter | Secondary | Southampton |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/116089) | 116089 | Bitterne Manor Primary School | Community School | Primary | Southampton |
| [**Report**](http://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/50012) | 50012 | Laine Theatre Arts Limited | Dance and drama college | Dance and drama colleges | Surrey |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125194) | 125194 | St Mary's CofE Junior School | Voluntary Aided School | Primary | Surrey |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125190) | 125190 | St Giles' CofE (Aided) Infant School | Voluntary Aided School | Primary | Surrey |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125452) | 125452 | Gosden House School | Community Special School | Special | Surrey |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125478) | 125478 | Meath School | Non-Maintained Special School | Special | Surrey |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/125476) | 125476 | The Abbey School | Community Special School | Special | Surrey |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/124916) | 124916 | Fordway Centre | Pupil Referral Unit | PRU | Surrey |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/110186) | 110186 | Brookfields Special School | Community Special School | Special | West Berkshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136647) | 136647 | Kennet School | Academy Converter | Secondary | West Berkshire |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/126010) | 126010 | Turners Hill CofE Primary School | Voluntary Controlled School | Primary | West Sussex |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/126102) | 126102 | The St Philip Howard Catholic High School | Voluntary Aided School | Secondary | West Sussex |
| [**Report**](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/109961) | 109961 | Holy Trinity CofE Primary School, Cookham | Voluntary Controlled School | Primary | Windsor and Maidenhead |

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| **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>.