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Introduction

This official statistics release reports on inspections and outcomes of maintained schools inspections that occurred between 1 July 2011 and 30 September 2011 under Section 5 and 8 of the Education Act 2005. These statistics are based on provisional data and are subject to change. Ofsted will release final statistics for this period on 6 March 2012.

This release also includes the most recent inspection outcomes for all maintained schools that have been inspected at 30 September 2011. This provides a 'state of the nation's schools' as indicated by inspection outcomes.

Many schools have recently been approved by the Secretary of State to convert to become an academy school. This involves the predecessor school closing and reopening as a new legal entity, in some cases merging with other schools or otherwise changing in the process. Very few of these new academies have been inspected by Ofsted subsequent to their conversion. For the purposes of these aggregated statistics, where an academy converter school has not been inspected, the inspection judgements of the predecessor school are included. However, it is important to recognise that the academy and the predecessor school are different legal entities

The term 'maintained schools' is used generically term to cover all maintained schools, state-funded independent schools, and certain non-maintained special schools in England that Ofsted is required to inspect under Section 5: the full list of schools required to be inspected is to be found in the Glossary.

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Key findings

- This quarter covered the final two months of the 2010/11 academic year and one month of the 2011/12 academic year. Outcomes of maintained schools inspected between 1 September 2010 and 31 August 2011 are reviewed in *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2010/11*, available on the Ofsted website: <http://www.ofsted.gov.uk/resources/annualreport1011>.
- The details of these inspections can be found in the Official statistics release 'Inspection judgements 2010/11 for maintained schools' via the following link: <http://www.ofsted.gov.uk/resources/inspection-judgements-201011-for-maintained-schools>

State of the nation's schools

- At 30 September 2011 there were 21,629 maintained schools that had been inspected. Of these, 20% (4,305) were judged to be outstanding for their overall effectiveness, 50% (10,808) were judged to be good, 28% (6,082) were judged to be satisfactory and 2% (434) judged to be inadequate; of these 1% (163) have been given a notice to improve and 1% (271) placed in special measures.
- Secondary schools (67%) have the lowest proportion of schools where overall effectiveness is judged good or outstanding and the lowest proportion of schools judged good or outstanding for the quality of teaching (68%).
- Regionally, the North West shows the highest proportion of schools judged good and outstanding for overall effectiveness at 74%, while the West Midlands has the lowest proportion judged good or outstanding at 65%.

Latest quarter

- Ofsted selects schools for inspection on a proportionate basis through a system of risk assessment. Those schools that Ofsted judge would benefit most are selected for more frequent inspection. Therefore those inspected during the quarter are not representative of all schools in England as a whole.
- For the 873 maintained schools in England inspected between 1 July 2011 and 30 September 2011, 13% (116) were judged outstanding for overall effectiveness, 52% (454) were judged good, 33% (284) were judged satisfactory and 2% (19) of schools were inadequate. Of those judged inadequate, 1% (12) were given a notice to improve and 1% (7) were placed in special measures.
- Currently, nursery schools and special schools are most likely to be judged outstanding, whilst pupil referral units and secondary schools are most likely to be inadequate.

- Of the 873 schools inspected, a judgement was made about the overall effectiveness of the Early Years Foundation Stage provision on 654 inspections. Thirteen per cent (82) were judged outstanding, 67% (438) good, 20% (133) satisfactory and one school was judged inadequate.
- A judgement was made about the overall effectiveness of the sixth form provision on 97 inspections during this period. Eighteen per cent (17) were judged outstanding, 52% (51) good, 29% (28) satisfactory and one school was judged inadequate.
- There is a strong relationship between the overall effectiveness judgement and the judgement on the quality of teaching, with the same judgement being made on 90% of inspections in this period.
- There is a strong relationship between the overall effectiveness judgement and the judgement on the achievement of pupils and the extent to which they enjoy their learning, with the same judgement being made on 94% of inspections in this period.
- Of schools inspected between 1 July 2011 and 30 September 2011 leadership and management is good or outstanding in 74%.
- There were 25 academies (16 converter academy schools and nine sponsor-led academies) inspected during the period. Of the nine sponsor-led academies inspected, one was judged outstanding, three were good, and five were judged satisfactory.
- Of those that had converted, seven were judged outstanding, seven were good and two were judged satisfactory. The two schools judged satisfactory were previously good in their overall effectiveness when inspected in their predecessor school inspections.
- Of the 227 schools that closed during the period, 8% (20) were judged outstanding for overall effectiveness in their most recent inspection, 39% (89) were good, 47% (107) were satisfactory and 5% (11) inadequate. This is considerably worse than the profile of all schools at 30 September 2011.

Methodology

1. Ofsted is required to inspect all schools subject to Section 5 of the Education Act 2005 within a specified period (see glossary). Ofsted selects schools for inspection on a proportionate basis through a system of risk assessment. Those schools that Ofsted judge would benefit most are selected for more frequent inspection. Therefore those inspected during the quarter may not be representative of all schools in England as a whole.
2. The data in this release are from inspections undertaken between 1 July 2011 and 30 September 2011 or latest inspections at 30 September 2011 under Section 5 and Section 8 of the Education Act 2005 where the inspection report was published by 31 October 2011.
3. The release contains key judgements and full details of published inspection outcomes which can be found in an underlying dataset in csv and excel formats.
4. The latest inspection framework for maintained schools was published in September 2009. Inspections undertaken during this quarter took place under this framework. Inspections taking place prior to September 2009 took place under a previous framework. Information about the current inspection framework and previous inspection frameworks and how Ofsted inspects maintained schools can be found on the Ofsted website at:

<http://www.ofsted.gov.uk/schools/for-schools/inspecting-schools>

5. Statistics relating to inspections undertaken in the most recent quarter are provisional and include inspections in the period where the inspection report was published within one month of the end of the quarter. If exceptionally, an inspection report is published later than one month after the end of the quarter in which the inspection took place, it will be included in the final release of the statistics.
6. Statistics relating to the most recent inspection outcome of schools include inspections reports up to the end of the period. This means that where the most recent inspection outcome of a school took place during the period, but the report was not published by the end of the period, it will be excluded from the analysis. Where this occurs, the outcome of the next most recent inspection will be included in the analysis instead.
7. There are no revisions in this release. In future, revisions will be published in line with Ofsted's revisions policy for official statistics. For more information about the policy please visit the Ofsted website:

www.ofsted.gov.uk/resources/statistical-notice-ofsted-revisions-policy-for-official-statistics

8. Maintained schools are allocated to local authority areas according to their postcode, using the National Statistics Postcode Directory.

9. A small proportion of early years registered providers are inspected concurrently with a school. The outcomes for these providers are reported through an integrated inspection report covering the requirements of Section 5 (for the school) and Section 49 & 50 of the Childcare Act 2006 (for the registered childcare provision). Integrated inspection reports may also cover the requirements of the Children Act 1989 and the Care Standards Act 2000 for boarding provision. The inspection outcomes from these providers are included in this release.
10. Early years registered childcare provision is inspected under Section 49 of the Childcare Act 2006. Where the provision is managed by the school, the Section 49 inspection may be carried out concurrently with the Section 5 inspection and the quality of the provision reported in a single inspection report. However, where registered provision on a school's site is managed by a private, voluntary and/or independent provider, it is inspected separately under the Childcare Act 2006; in these circumstances, the inspection may be scheduled to take place at the same time as the school's Section 5 inspection.
11. The welfare provision for boarding and residential special schools is inspected at the same time as the S5 inspection, if possible. The integrated inspection of the residential/boarding provision contains five major judgements. The Evaluation schedule for the inspection of boarding and residential provision in schools can be found at:

www.ofsted.gov.uk/resources/100096

Chart 1: The overall effectiveness of maintained schools inspected between 1 July 2011 and 30 September 2011 (provisional)

Number of schools

Phase	Overall effectiveness				Total
	Outstanding	Good	Satisfactory	Inadequate	
Nursery	13	9	0	0	22
Primary	67	356	229	15	667
Secondary	23	56	40	3	122
Special	12	20	10	0	42
Pupil referral unit	1	13	5	1	20
All schools	116	454	284	19	873

Source: Ofsted inspections

Overall effectiveness of maintained schools inspected by phase

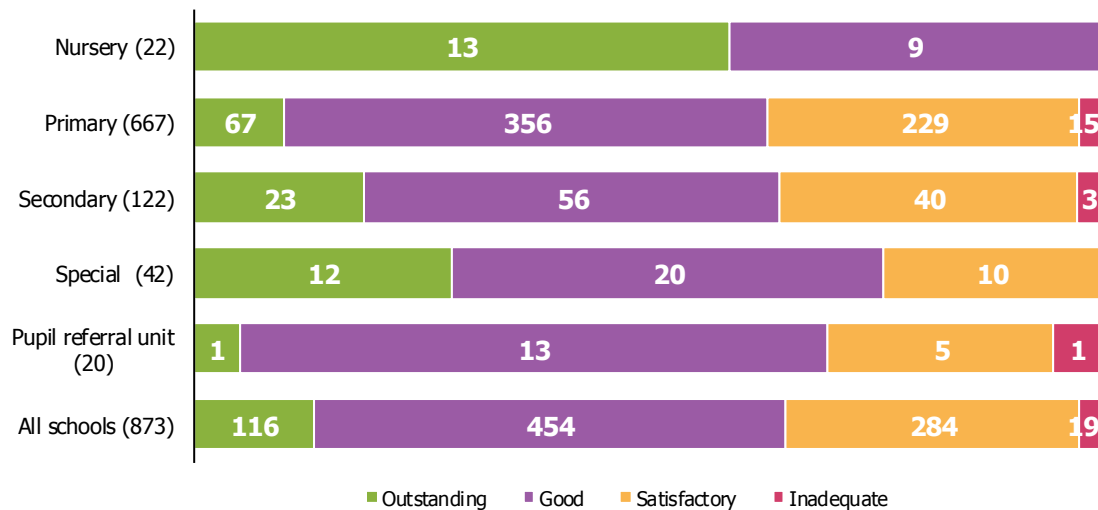


Chart 2: Key inspections judgements for maintained schools inspected between 1 July 2011 and 30 September 2011 (provisional)

Number of schools

Judgement	All schools				Total
	Outstanding	Good	Satisfactory	Inadequate	
Overall effectiveness: how good is the school	116	454	284	19	873
Pupils' achievement and the extent to which they enjoy their learning	114	461	284	14	873
Quality of teaching	71	521	276	5	873
Pupils' behaviour	201	602	69	1	873
The effectiveness of leadership and management in embedding ambition and driving improvement	153	494	218	8	873
Overall effectiveness of the sixth form	17	50	28	2	97
Overall effectiveness of the Early Years Foundation stage	82	438	133	1	654

Source: Ofsted inspections

Key inspection judgements for inspected maintained schools

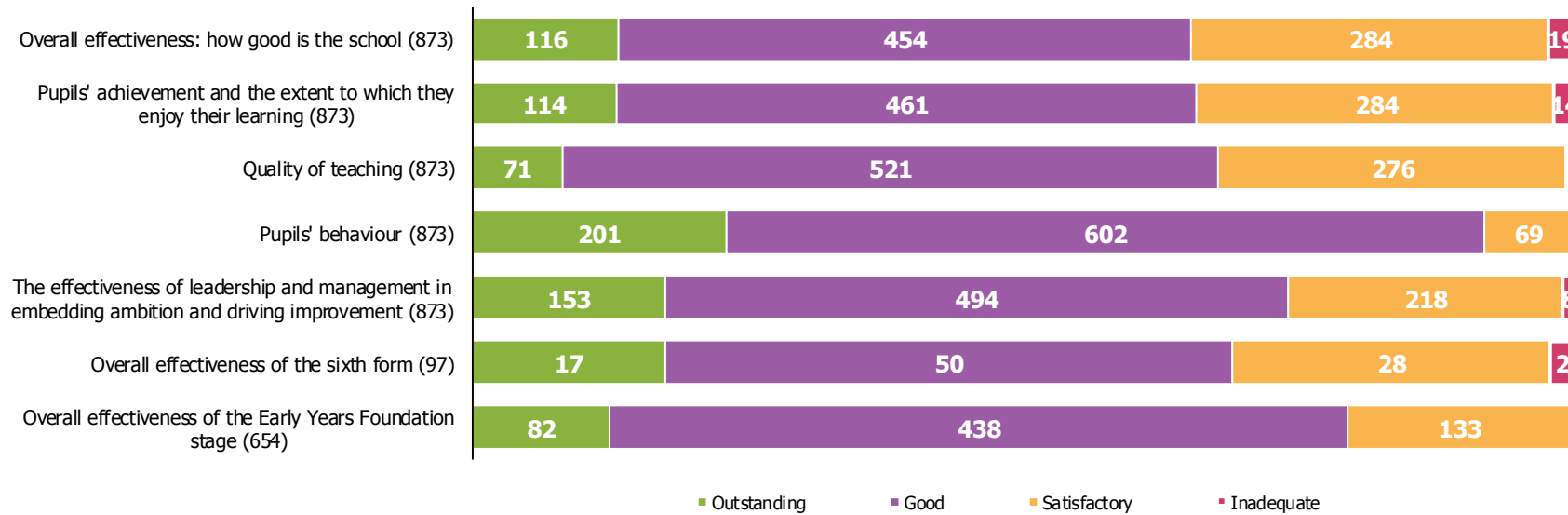


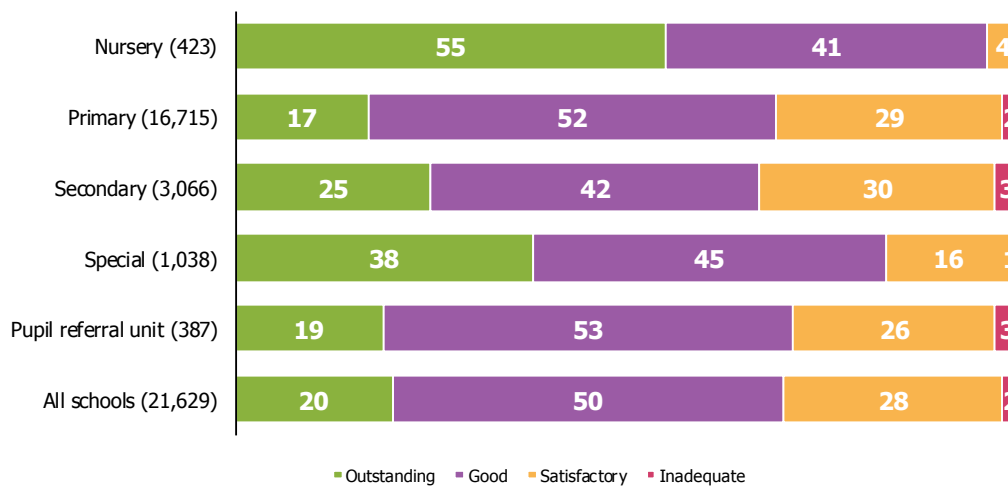
Chart 3: Most recent overall effectiveness of schools inspected at 30 September 2011 (provisional)^{1 2 3}

Number of schools

Phase	Overall effectiveness				Total
	Outstanding	Good	Satisfactory	Inadequate	
Nursery	232	173	16	2	423
Primary	2,837	8,675	4,882	321	16,715
Secondary	770	1,292	918	86	3,066
Special	393	464	166	15	1,038
Pupil referral unit	73	204	100	10	387
All schools	4,305	10,808	6,082	434	21,629

Source: Ofsted inspections

Most recent overall effectiveness of schools inspected



1. Percentages in the chart are rounded and may not add to 100.

2. Based on Edubase as at 3 October 2011.

3. Data includes the most recent judgements for predecessor schools of academy converters that has not been inspected as an academy converter.

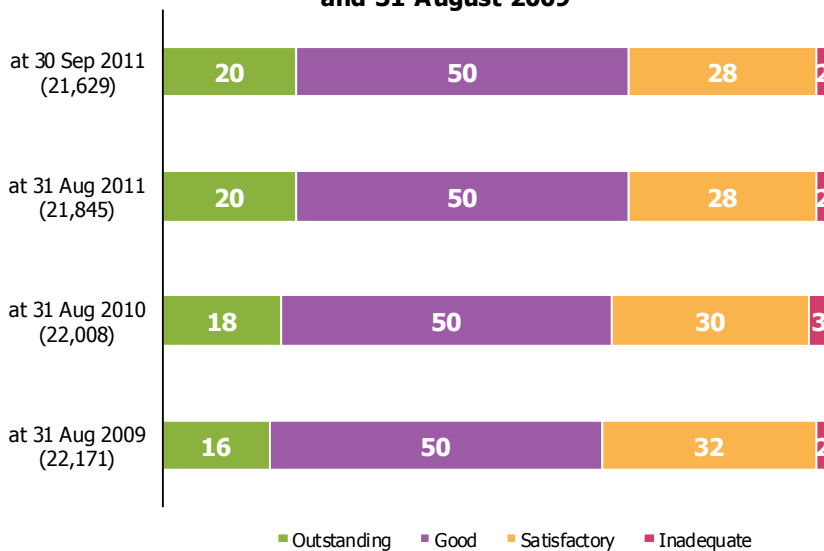
Chart 4: Most recent overall effectiveness of schools at 30 September 2011 compared to the most recent overall effectiveness at 31 August 2011, 31 August 2010 and 31 August 2009 (provisional)^{1 2 3}

Number of schools

Latest inspection at:	Overall effectiveness				Total
	Outstanding	Good	Satisfactory	Inadequate	
30 Sep 2011 ⁴	4,305	10,808	6,082	434	21,629
31 Aug 2011 ⁴	4,282	10,901	6,207	455	21,845
31 Aug 2010	3,863	11,034	6,538	573	22,008
31 Aug 2009	3,593	11,143	7,058	377	22,171

Source: Ofsted inspections

Most recent overall effectiveness of schools inspected at 30 September 2011 compared to the most recent overall effectiveness at 31 August 2011, 31 August 2010 and 31 August 2009



1. Figures in 2010/11 include pilot inspection outcomes.

2. Percentages in the chart are rounded and may not add to 100.

3. Data based on Edubase as at the end (or as close to) the end of each academic year.

4. Data includes the most recent judgements for predecessor schools of academy converters that has not been inspected as an academy converter.

Table 1: Number of maintained schools inspected between 1 July 2011 and 30 September 2011, by inspection type (provisional)^{1 2}

Inspection activity (section 5)	All phases	Nursery	Primary	Secondary ²	Special	Pupil referral unit
Section 5 inspection	848	22	646	119	41	20
Section 8 deemed section 5 inspection	25	0	21	3	1	0
Inspection activity (section 8)	All phases	Nursery	Primary	Secondary ²	Special	Pupil referral unit
Special measures monitoring inspection	85	0	62	17	5	1
Notice to improve monitoring inspection	31	0	26	5	0	0
Grade 3 monitoring inspection	138	0	102	33	0	3
Academy monitoring inspection	11	0	0	11	0	0

Source: Ofsted inspections

1. Primary, secondary and special academy converters included with primary, secondary and special phases respectively.

2. Secondary includes sponsor-led academies and city technology colleges.

Table 2: Inspection outcomes of maintained schools inspected between 1 July 2011 and 30 September 2011 (provisional)^{1 2 3 4}

	Total number inspected	Outstanding		Good		Satisfactory		Inadequate	
		Number	%	Number	%	Number	%	Number	%
Overall effectiveness: how good is the school	873	116	13	454	52	284	33	19	2
Outcomes for individuals and groups of pupils/children	873	148	17	424	49	287	33	14	2
The school's capacity for sustained improvement	873	124	14	521	60	219	25	9	1
Pupils' achievement and the extent to which they enjoy their learning	873	114	13	461	53	284	33	14	2
Pupils' attainment ^{2 3 4}	839	95	11	220	26	450	54	74	9
The quality of pupils' learning and their progress	873	83	10	500	57	279	32	11	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	873	96	11	515	59	253	29	9	1
The extent to which pupils feel safe	873	317	36	530	61	25	3	1	0
Pupils' behaviour	873	201	23	602	69	69	8	1	0
The extent to which pupils adopt healthy lifestyles	873	239	27	576	66	58	7	0	0
The extent to which pupils contribute to the school and wider community	873	242	28	507	58	124	14	0	0
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	873	116	13	408	47	338	39	11	1
Pupils' attendance ²	873	179	21	328	38	332	38	34	4
The extent of pupils' spiritual, moral, social and cultural development	873	191	22	575	66	106	12	1	0
The quality of teaching	873	71	8	521	60	276	32	5	1
The use of assessment to support learning	873	72	8	471	54	322	37	8	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	873	142	16	519	59	206	24	6	1
The effectiveness of care, guidance and support	873	340	39	474	54	54	6	5	1
The effectiveness of leadership and management in embedding ambition and driving improvement	873	153	18	494	57	218	25	8	1
The leadership and management of teaching and learning	873	121	14	500	57	244	28	8	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	873	86	10	455	52	321	37	11	1
The effectiveness of the school's engagement with parents and carers	873	220	25	525	60	124	14	4	0
The effectiveness of partnerships in promoting learning and well-being	873	241	28	512	59	117	13	3	0
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	873	127	15	492	56	246	28	8	1
The effectiveness of safeguarding procedures	873	141	16	571	65	157	18	4	0
The effectiveness with which the school promotes community cohesion	873	106	12	474	54	288	33	5	1
The effectiveness with which the school deploys resources to achieve value for money	873	134	15	437	50	286	33	16	2
Overall effectiveness of the Early Years Foundation stage	654	82	13	438	67	133	20	1	0
Outcomes for children in the Early Years Foundation Stage	654	77	12	450	69	126	19	1	0
The quality of provision in the Early Years Foundation Stage	654	83	13	445	68	125	19	1	0
The effectiveness of leadership and management of the Early Years Foundation Stage	654	89	14	442	68	122	19	1	0
Overall effectiveness of the sixth form	97	17	18	50	52	28	29	2	2
Outcomes for students in the sixth form	96	18	19	48	50	28	29	2	2
The quality of provision in the sixth form	96	17	18	51	53	27	28	1	1
The effectiveness of leadership and management of the sixth form	96	19	20	46	48	30	31	1	1
The effectiveness of the boarding provision	3	1	33	2	67	0	0	0	0

Source: Ofsted inspections

1. Percentages are rounded and may not add to 100.
2. The judgements for pupils' attainment and pupils' attendance are high, above average, average and low.
3. One school did not receive an attainment judgement.
4. Pupils' attainment judgement may not be made for all schools.

Table 3: Inspection outcomes for selected judgements of maintained schools inspected at their most recent inspection at 30 September 2011 (provisional)^{1 2 3}

	Outcome	All phases		Nursery		Primary		Secondary		Special		Pupil referral unit	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
Overall effectiveness: how good is the school	Outstanding	4,305	20	232	55	2,837	17	770	25	393	38	73	19
	Good	10,808	50	173	41	8,675	52	1,292	42	464	45	204	53
	Satisfactory	6,082	28	16	4	4,882	29	918	30	166	16	100	26
	Inadequate	434	2	2	0	321	2	86	3	15	1	10	3
	Total	21,629	100	423	100	16,715	100	3,066	100	1,038	100	387	100
<i>Pupils' achievement and the extent to which they enjoy their learning^{4 5}</i>	<i>Outstanding</i>	<i>1,268</i>	<i>10</i>	<i>128</i>	<i>43</i>	<i>738</i>	<i>8</i>	<i>239</i>	<i>14</i>	<i>156</i>	<i>22</i>	<i>7</i>	<i>3</i>
	<i>Good</i>	<i>5,904</i>	<i>49</i>	<i>158</i>	<i>52</i>	<i>4,430</i>	<i>49</i>	<i>751</i>	<i>43</i>	<i>405</i>	<i>58</i>	<i>160</i>	<i>63</i>
	<i>Satisfactory</i>	<i>4,534</i>	<i>37</i>	<i>13</i>	<i>4</i>	<i>3,620</i>	<i>40</i>	<i>690</i>	<i>39</i>	<i>129</i>	<i>18</i>	<i>82</i>	<i>32</i>
	<i>Inadequate</i>	<i>391</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>293</i>	<i>3</i>	<i>77</i>	<i>4</i>	<i>12</i>	<i>2</i>	<i>7</i>	<i>3</i>
	Total	12,097	100	301	100	9,081	100	1,757	100	702	100	256	100
<i>How well do learners achieve?⁴</i>	<i>Outstanding</i>	<i>2,626</i>	<i>28</i>	<i>70</i>	<i>59</i>	<i>1,934</i>	<i>26</i>	<i>440</i>	<i>35</i>	<i>156</i>	<i>48</i>	<i>26</i>	<i>21</i>
	<i>Good</i>	<i>5,277</i>	<i>56</i>	<i>48</i>	<i>40</i>	<i>4,390</i>	<i>58</i>	<i>626</i>	<i>49</i>	<i>137</i>	<i>42</i>	<i>76</i>	<i>61</i>
	<i>Satisfactory</i>	<i>1,483</i>	<i>16</i>	<i>1</i>	<i>1</i>	<i>1,219</i>	<i>16</i>	<i>208</i>	<i>16</i>	<i>32</i>	<i>10</i>	<i>23</i>	<i>18</i>
	<i>Inadequate</i>	<i>2</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>1</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>	<i>0</i>
	Total	9,388	100	119	100	7,544	100	1,275	100	325	100	125	100
Aggregate achievement ^{4 5}	Outstanding	3,894	18	198	47	2,672	16	679	22	312	30	33	9
	Good	11,181	52	206	49	8,820	53	1,377	45	542	53	236	62
	Satisfactory	6,017	28	14	3	4,839	29	898	30	161	16	105	28
	Inadequate	393	2	2	0	294	2	78	3	12	1	7	2
	Total	21,485	100	420	100	16,625	100	3,032	100	1,027	100	381	100
The quality of teaching ⁵	Outstanding	3,232	15	218	52	2,284	14	374	12	303	30	53	14
	Good	12,190	57	185	44	9,509	57	1,707	56	548	53	241	63
	Satisfactory	5,797	27	15	4	4,620	28	911	30	168	16	83	22
	Inadequate	266	1	2	0	212	1	40	1	8	1	4	1
	Total	21,485	100	420	100	16,625	100	3,032	100	1,027	100	381	100
Pupils' behaviour ⁵	Outstanding	7,934	37	303	72	6,161	37	839	28	533	52	98	26
	Good	11,927	56	115	27	9,461	57	1,707	56	421	41	223	59
	Satisfactory	1,545	7	2	0	959	6	460	15	67	7	57	15
	Inadequate	57	0	0	0	27	0	21	1	6	1	3	1
	Total	21,463	100	420	100	16,608	100	3,027	100	1,027	100	381	100
The effectiveness of leadership and management in embedding ambition and driving improvement ⁵	Outstanding	4,808	22	236	56	3,178	19	898	30	414	40	82	22
	Good	11,559	54	167	40	9,187	55	1,521	50	469	46	215	56
	Satisfactory	4,837	23	15	4	4,043	24	569	19	133	13	77	20
	Inadequate	281	1	2	0	217	1	44	1	11	1	7	2
	Total	21,485	100	420	100	16,625	100	3,032	100	1,027	100	381	100

Source: Ofsted inspections

1. Data based on Edubase as at the end (or as close to) the end of each reporting month and the data may differ from that stated in the other tables of this release.

2. Data includes the most recent judgements for predecessor schools of academy converters that has not been inspected as an academy converter.

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

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

5. In the 2010/11 academic year, 145 pilot school inspections took place for the new schools inspection framework starting January 2012. While the overall effectiveness maps across frameworks, the other judgements do not. These have been excluded.

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

Table 4: Most recent overall effectiveness outcome of maintained schools that closed between 1 July 2011 and 30 September 2011 (provisional)^{1 2 3}

		All closed schools inspected	Nursery Number	Primary Number	Secondary Number	Special Number	Pupil referral unit Number
Overall effectiveness	Outstanding	20	1	10	3	0	6
	Good	89	1	49	30	2	7
	Satisfactory	107	0	40	60	2	5
	Inadequate	11	0	3	6	1	1
	Total	227	2	102	99	5	19

Source: Ofsted inspections

1. School closing information based on Edubase as at 3 October 2011
2. Excludes schools that have converted to academies

Table 5: Number of maintained schools placed into and coming out of a category of concern between 1 July 2011 and 30 September 2011 (provisional)^{1 2 3 4}

Maintained schools placed into and coming out of special measures between 1 July 2011 and 30 September 2011

Phase of Education	Total subject to special measures at 1 July 2011 ²	Number made subject to special measures	Number removed from special measures	Number closed while subject to special measures	Total subject to special measures at 30 September 2011
Nursery	2	0	0	0	2
Primary	230	6	24	1	211
Secondary	50	1	3	5	43
Special	11	0	1	0	10
Pupil Referral Unit	6	0	0	1	5
Total	299	7	28	7	271

Maintained schools placed into and coming out of notice to improve between 1 July 2011 and 30 September 2011

Phase of Education	Total requiring significant improvement 1 July 2011 ³	Number given a notice to improve	Number removed from notice to improve	Number closed while subject to notice to improve	Total requiring significant improvement at 30 September 2011
Nursery	0	0	0	0	0
Primary	129	9	26	2	110
Secondary	50	2	8	1	43
Special	8	0	2	1	5
Pupil Referral Unit	4	1	0	0	5
Total	191	12	36	4	163

1. The lists of schools show the schools in each 'causing concern' category at each month and quarter. These lists of schools may have changed by the time of publication because inspections conducted may have resulted in schools being placed in other categories, or removed from the previous categories.

2. Schools subject to special measures are those that, when inspected, were failing to give their pupils an acceptable standard of education and in which the persons responsible for leading, managing or governing the school were not demonstrating the capacity to secure the necessary improvement in the school.

3. Schools requiring significant improvement are those that, when inspected, although not requiring special measures, were performing significantly less well than they might in all the circumstances reasonably be expected to perform. Ofsted issues such schools with a notice to improve.

4. Two primary schools and one secondary school that were previously in notice to improve were found to require special measures after reinspection this quarter.

Glossary

Section 5 Inspection

1. Under Section 5 of the Education Act 2005, Ofsted is required to inspect all schools to which Section 5 applies at prescribed intervals. Since 1 September 2009, Regulations¹ require all maintained schools to be inspected within five school years² of the end of the school year in which they were last inspected.
2. The schools subject to Section 5 inspection are:
 - community, foundation and voluntary schools
 - community and foundation special schools
 - maintained nursery schools
 - academies³
 - city technology colleges
 - city technology colleges for the technology of the arts
 - certain non-maintained special schools approved by the Secretary of State under Section 342 of the Education Act 1996.
3. When conducting an inspection under Section 5 Ofsted is required to report on:
 - the quality of the education provided in the school
 - how far the education meets the needs of the range of pupils at the school
 - the educational standards achieved in the school
 - the quality of the leadership in and management of the school, including whether the financial resources made available to the school are managed effectively
 - the spiritual, moral, social and cultural development of the pupils at the school
 - the contribution made by the school to the well-being⁴ of those pupils
 - the contribution made by the school to community cohesion.

¹ Education (School Inspection (England) Regulations 2005 as amended

² A school year begins on 1 August for these purposes.

³ This includes all academy family schools: sponsor-led academies, academy converter schools, academy special schools, free schools, university technical colleges, 16-19 academy schools & studio schools.

⁴ The term 'well-being' is set out in the Children Act 2004 as relating to: pupils' physical and mental health and emotional well-being; protection from harm and neglect; education, training and recreation; the contribution made by pupils to society; the [pupils'] social and economic well-being (the five Every Child Matters outcomes).

Categories of concern

The Education Act 2005 defines categories of schools causing concern. The two statutory categories of concern are:

- where a school is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school, the school will be made subject to **special measures**.⁵
- where a school requires **significant improvement**, Ofsted will make the school subject to a 'notice to improve' because either:
 - it is failing to provide an acceptable standard of education but is demonstrating the capacity to improve

or:

- it is not failing to provide an acceptable standard of education but is performing significantly less well than it might, in all the circumstances, reasonably be expected to perform⁶.

Interim assessment

From September 2009 Ofsted has varied the frequency of schools' inspections. We now inspect most schools judged to be good or outstanding⁷ at their most recent inspection at approximately five-year intervals unless concerns are identified about a school's performance. If Ofsted's risk assessment confirms that a school has maintained its performance for three years after its most recent inspection, the school may be issued with an interim assessment. This confirms that Ofsted is not intending to inspect a school for one year from the date of the assessment.

A school judged to be Satisfactory at its most recent inspection will be normally be inspected in the third school year after the end of the school year in which it was last inspected. Satisfactory schools may also receive a monitoring inspection.

Common terminology used by inspectors

Achievement: the progress and success of a pupil in their learning and development taking account of their attainment.

Attainment: the standard of the pupils' work shown by test and

⁵ Section 44(1) of the Education Act 2005

⁶ Section 44(2) of the Education Act 2005

⁷ The Education Act 2011 makes provision for amendment of the Education Act 2005. Current proposals are that regulations are to exempt certain schools judged to be outstanding at their most recent Section 5 inspection from future inspection under Section 5.

examination results and in lessons.

Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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