

The Annual Report of Her Majesty's Chief Inspector of  
**Education, Children's Services and Skills 2014/15**



Education and Skills



# The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2014/15

Presented to Parliament pursuant to section 121  
of the Education and Inspections Act 2006.

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1 December 2015



Rt Hon. Nicky Morgan MP  
Secretary of State for Education  
Sanctuary Buildings  
Great Smith Street  
London  
SW1P 3BT

Dear Secretary of State

### **The Annual Report of Her Majesty's Chief Inspector 2014/15**

I have pleasure in presenting my annual report to Parliament as Chief Inspector, as required by the Education and Inspections Act 2006. The report is underpinned by the findings of over 5,000 inspections of schools, colleges and providers of further education and skills. These inspections provide a unique evidence base for the conclusions we draw.

In this report, I welcome the ongoing improvement in the standard of education offered in our primary and secondary schools, but I note that there is a troubling gap between the performance of secondary schools in the North and Midlands and secondary schools in the rest of the country. The lower standards in secondary schools in the North and Midlands have a direct impact on outcomes for the children and young people brought up in these regions.

My report also emphasises the importance of increasing the number of good leaders and teachers if we are to meet the challenge of securing further improvement in our schools, particularly since many schools and colleges are facing problems recruiting the skilled professionals they need.

My annual report is a single document that both comments and reports on our evidence and findings on schools and the further education and skills sector this year. Copies will be placed in the Libraries of both Houses. I have published reports on social care and early years during the past year.

As Chief Inspector, I remain absolutely committed to supporting improvement and raising standards for children and learners at the different stages of their education. I trust that this report will provide useful evidence to inform future policies aimed at securing the very best education for our children and learners.

Yours sincerely

**Sir Michael Wilshaw**



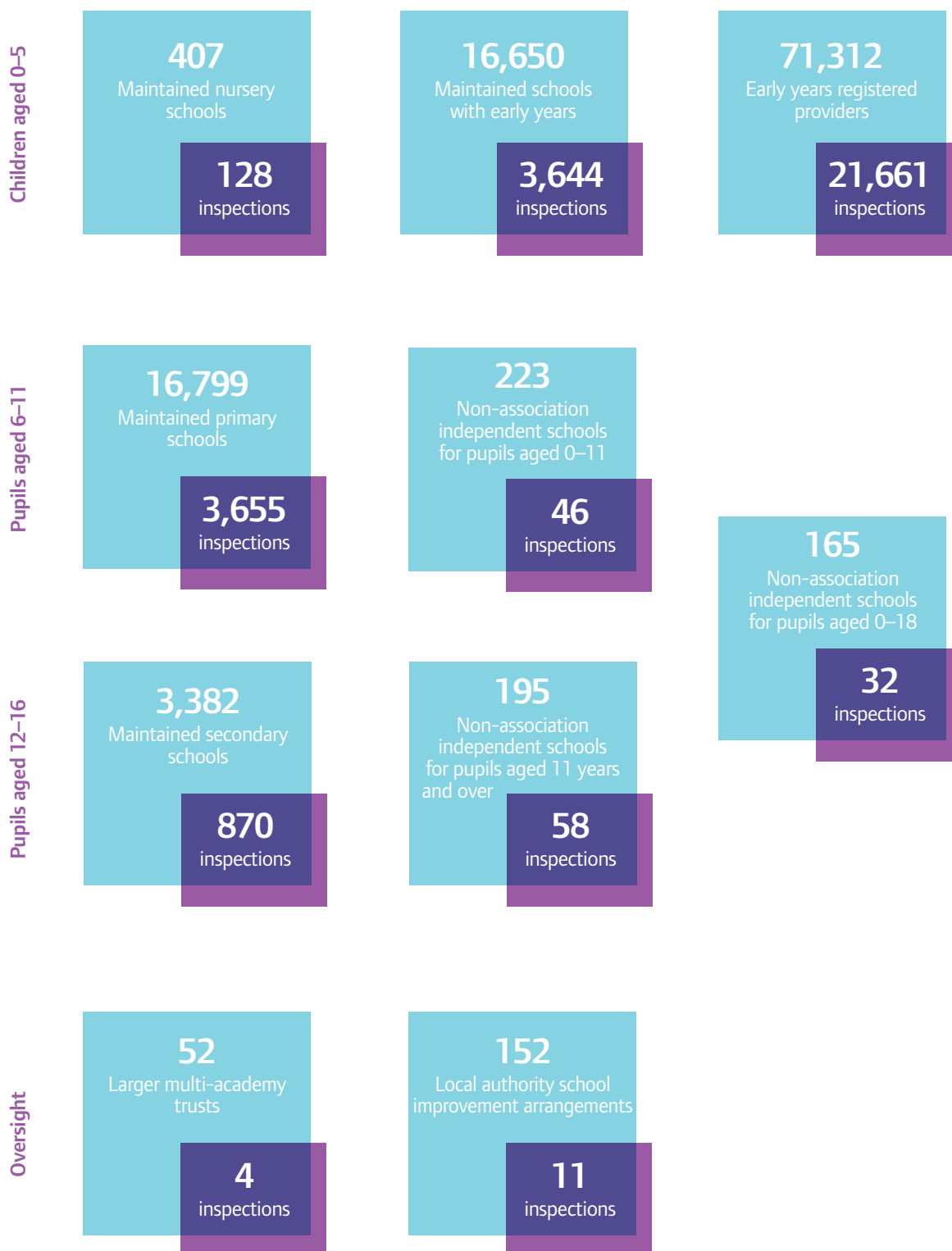




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**Figure 1: Number of education providers and inspections carried out in 2014/15**



Ofsted inspects all independent schools that are not part of one of the two associations with separate inspectorates approved to inspect affiliated members. These are described throughout as non-association independent schools.

The total number of maintained schools with early years and sixth form provision is based on the January 2015 census. These schools also appear in the number of maintained schools by phase and so are double counted.

The number of initial teacher education providers represents the total number of age phase partnerships, not providers.

Schools, 16 to 19 academy and multi-academy trust details based on Edubase as at 2 September 2015.

The number of multi-academy trusts is based on trusts with more than eight schools as at 2 September 2015.

There was one inspection of a local authority's arrangements for supporting school improvement that took place in 2014/15 but the report was not published by 5 October 2015. This is excluded from the above figures.



### Disabled pupils and learners and those with special educational needs



### Adult learners



There was one focused inspection of a multi-academy trust that took place in 2014/15 but the report was not published by 5 October 2015. This is excluded from the above figures.

The number of colleges, independent learning providers, higher education institutions and community learning and skills providers represent those that were open and funded at any point between 1 September 2014 and 31 August 2015, which had an inspection. The number of non-association independent schools/special schools represent those that were open on 31 August 2015.

The number of inspections given for prisons, young offender institutions and other jurisdiction inspections are for inspections published between 1 September 2014 and 31 August 2015.

The numbers for general further education colleges include specialist further education colleges.

The numbers for independent learning providers include employers.

We have not inspected any dance and drama colleges or National Careers Service contractors in 2014/15.

Source: Ofsted and Department for Education



# HMCI's commentary

## Introduction

This is my fourth Annual Report as Her Majesty's Chief Inspector.

There have been some **significant improvements over the last few years**. There are now around 1.4 million more children in good or outstanding schools than there were five years ago. Much of this improvement is as a result of better primary school performance across England.

Last year, I highlighted the fact that the overall performance of secondary schools lags behind that of primary schools. I am sorry to report that although secondary schools have improved this year, the gap between secondary schools and primary schools has not narrowed. Across England, 85% of primary schools are good or outstanding compared with 74% of secondary schools. Improvement in secondary schools has been disproportionately in the South of the country. Just under 700,000 children in England attend secondary schools that are less than good, of these, 143,000 are in failing schools.

The extent to which underperforming secondary schools are concentrated in particular parts of the country is deeply troubling. This amounts to more than a postcode lottery. **What we are seeing is nothing short of a divided nation after the age of 11. Children in the North and Midlands are much less likely to attend a good or outstanding secondary school than those in the rest of the country.** Of the 173 failing secondary schools in the country, 130 are in the North and Midlands and 43 are in the South. Structural solutions alone will not be enough to address this gap in quality. We need better oversight, more good leaders and teachers, and a greater focus on the most disadvantaged, particularly in isolated areas of the country.

**In the further education (FE) and skills sector, we have seen the pace of improvement slow, and in general FE colleges in particular, performance has declined.** While there is no clear divide in the quality of FE and skills across England, the sector as a whole faces many of the same capacity issues as the wider education system.

## A divided nation after the age of 11

If you draw a line across the country to divide England's secondary schools into roughly half:<sup>1</sup>

- 79% of secondary schools in the South of England are good or outstanding compared with
- 68% of secondary schools in the North and Midlands.

Of course, there are some excellent schools in the North and Midlands that are achieving outstanding results in challenging circumstances. There are also areas of the South that are not well served by local secondary schools, particularly in more isolated and coastal areas. However, overall, 410,000 children in the North and Midlands attend a secondary school that is less than good. If schools in these regions were performing as well as those in the South, 160,000 more children would attend good schools.

---

1. The North and Midlands refers to the North West, North East, Yorkshire and the Humber, East Midlands and West Midlands. The South refers to the South West, South East, East of England, and London. There are 1,666 secondary schools in the North and Midlands and 1,716 secondary schools in the South.

The lower standards in secondary schools in the North and Midlands have a direct impact on outcomes for children and young people. Compared with children and young people in the rest of the country, those living in the North and Midlands:

- make five percentage points less progress from Key Stage 2 to 4 in English and six points less progress in mathematics
- are four percentage points behind in achieving five GCSEs grades A\* to C, including English and mathematics
- are five percentage points behind for entries into the English Baccalaureate (EBacc), and four percentage points behind in achievement of the EBacc.<sup>2</sup>

As recent studies from the Organisation for Economic Co-operation and Development (OECD) have shown, individuals with high educational attainment generally have better health, are more socially engaged, have higher employment rates and have higher relative earnings. We will fail these children and their communities if we do not equip them to share in the prosperity a well-educated population creates.<sup>3</sup>

**The divide in the quality of secondary school standards across England is not simply a product of greater numbers of disadvantaged children in the North and Midlands.** If you just look at the figures for young people who are not disadvantaged, there is still a four percentage point gap between the North and Midlands, and the South, in terms of attainment of five GCSEs grades A\* to C, including English and mathematics.

It is, however, the case that where schools are not good enough, the disadvantaged suffer most. When you compare outcomes for young people eligible for free school meals across England, those in the North and Midlands are:

- six percentage points behind pupils eligible for free school meals in the South who achieve five GCSEs grades A\* to C, including English and mathematics and
- six percentage points behind pupils eligible for free school meals in the South who progress to university.

This difference is largely driven by the remarkable success of secondary schools in London – the region with the highest levels of disadvantage in the country but the best performing secondary schools. Areas of London like Haringey, Islington and Lambeth now have nothing but good and outstanding secondary schools.

Some will say London is exceptional and that this is not a fair comparison. However, if this is just about income, **why is there so little difference in the quality of primary schools across the country?**

If you divide the country's primary schools into roughly half:<sup>4</sup>

- 85% of primary schools in the South are good or outstanding compared with
- 84% of primary schools in the North and Midlands.

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2. The English Baccalaureate (EBacc) is a school performance measure. It allows people to see how many pupils get a grade C or above in the core academic subjects at key stage 4 in any government-funded school; [www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc](http://www.gov.uk/government/publications/english-baccalaureate-ebacc/english-baccalaureate-ebacc).

3. *Education at a Glance Interim Report: Update of Employment and Educational Attainment Indicators*, OECD, January 2015; [www.oecd.org/edu/EAG-Interim-report.pdf](http://www.oecd.org/edu/EAG-Interim-report.pdf)

4. There are 8,514 primary schools in the North and Midlands and 8,285 in the South.

Outcomes are similarly consistent across the country and that is despite young children in the North and Midlands starting primary school with a lower level of development than their peers in the rest of the country.

Across England, the proportion of seven-year-olds reaching the expected standards in reading and mathematics at the end of Key Stage 1 has improved over the last three years and now stands at 90% and 93% respectively.

Over the last few years, there has also been a steady rise in the achievement of pupils at the end of Key Stage 2. The proportion of pupils who achieved the expected level in reading, writing and mathematics in their Key Stage 2 tests increased from 74% in 2012 to 80% this year.

As a result of these improvements, thousands of children leave primary school each year with a competency in reading, writing, and mathematics that will set them up confidently for secondary school. These children are ready and eager to learn. It is a terrible waste that so many are subsequently failed by their local secondary schools and their progress after the age of 11 stalls. As our report this year on the quality of Key Stage 3 demonstrated, all too often, pupils are not sufficiently supported and challenged in the first years of secondary school. As a consequence, the gains made at primary are lost.<sup>5</sup>

The North East illustrates this concern more clearly than any other region. **Ninety per cent of primary schools in the North East are good or outstanding.** Nine of the 12 local authority areas in the North East can this year boast higher than average proportions of pupils gaining Level 4 or above at Key Stage 2 in reading, writing and mathematics combined. **However, although there are some high performing areas in the region, including Newcastle and North and South Tyneside, overall, almost a third of secondary schools in the North East, attended by around 40,000 pupils, are less than good.** In some local authorities in the North East, the figure is as high as a half.

In the worst cases, secondary school leaders have allowed a culture that not only has low expectations of pupils but also tolerates poor behaviour and low-level disruption. **Three quarters of the secondary schools in England that are inadequate for behaviour and safety are in the North and Midlands. It is no coincidence that the achievement of five GCSEs grades A\* to C, including English and mathematics, at these schools is 21 percentage points below schools in the North and Midlands with good or outstanding behaviour.** More than 51,000 pupils attend schools in the North and Midlands that have inadequate behaviour and safety. Over 7,000 are in Bradford and Doncaster alone.

It would be defeatist to think that children living in these areas are somehow pre-destined to behave worse and achieve less than their peers in other parts of England after the age of 11. There are excellent secondary schools in some of the most challenging parts of the North and Midlands that buck these trends, particularly in the larger cities. As a nation, our focus must be on how we can increase their number.

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5. *Key Stage 3: the wasted years?*, Ofsted, September 2015; [www.gov.uk/government/publications/key-stage-3-the-wasted-years](http://www.gov.uk/government/publications/key-stage-3-the-wasted-years).



## The importance of political will and local action

Ofsted's Regional Directors in the North and Midlands tell me that a common factor holding back improvement in the worst performing areas of the country is a lack of political will.

I know from personal experience, working as a headteacher in London, that there was nothing inevitable about the improvements we saw from the late 1990s onwards in what were some very tough areas and significantly underperforming schools. What changed was the collective decision by headteachers, local politicians, chief executives and MPs to no longer tolerate underperformance.

We now urgently need the same collective action to raise standards in secondary schools across the country and in towns across the North and Midlands in particular. **There are 16 local authority areas in England where less than 60% of the children attend good or outstanding secondary schools, have lower than national GCSE attainment and make less than national levels of expected progress. All but three of these are in the North and Midlands:** Middlesbrough; Hartlepool; Blackpool; Oldham; Doncaster; Bradford; Barnsley; Stoke-on-Trent; Derbyshire; Liverpool; Knowsley; St Helens; and Salford.<sup>6</sup>

These local authority areas contain a mix of school types. The proportion of secondary schools that are academies ranges from Doncaster, where all of its 18 secondary schools are academies, to St Helens, where only two of its nine secondaries are academies. In Bradford, just over half the secondary schools are academies. Of the six secondary schools in Knowsley, three are academies and three are local authority schools. Not one of them is good.<sup>7</sup>

We have to ask whether this level of failure is being effectively challenged by local politicians and school leaders and whether the relatively successful big cities in the North and Midlands are playing their part in supporting their neighbouring towns.

If Liverpool, Manchester, Leeds, Sheffield, and Newcastle are to be engine rooms of a Northern powerhouse, one of their priorities must be working with the towns on their borders to raise attainment and close skills gaps across a wider area. There is obviously a particular cause for concern in the Liverpool city region given the underperformance of its secondary schools.

Bradford stands out in this list of local authority areas as a city where standards have been far too low, for many years, across both primary and secondary schools. This large city has over 200 schools and around 95,000 pupils. Since 2012/13, the proportion of pupils in good and outstanding primary schools has decreased by 15 percentage points and is now at 67%. The proportion of pupils in good and outstanding secondary schools stands at just 42%. There are almost 40,000 pupils in Bradford who attend schools that are less than good. **As a result, pupils in Bradford underperform compared with national levels on almost every major measure of progress and attainment at ages five, seven, 11 and 16.**

Our inspection of the local authority's school improvement arrangements found that its support for schools has simply not been good enough and although secondary schools are starting to work more effectively together, there is insufficient high-quality leadership to build capacity within the school sector. Local politicians have been ineffective in Bradford for far too long. Until this changes and standards improve, parents and pupils in Bradford will continue to be sold short.

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6. The three local authority areas in the South are: Isle of Wight, Swindon and South Gloucestershire.

7. One school has not been inspected – this is a sponsor-led academy that opened in February 2014. The school that it replaced was inadequate.



## Structural reform can only do so much

Of the 3,300 secondary schools in England, 2,000 are now academies, outside local authority control and formally accountable to the Department for Education. The first sponsor-led academies were created around a decade ago to take over failing schools where aspirations and achievement were too low. Many of these schools were turned around by a combination of new investment, new leaders and a relentless focus on raising standards.

Sponsored academies no longer account for the largest proportion of schools with academy status. In the last five years, almost 1,400 secondary schools, many of which were previously good or outstanding local authority schools, converted to academy status under the Academies Act 2010.

As last year's Annual Report showed, most of the sponsored academies had the greatest impact on standards in the first few years after opening. Many of these continue to perform well because their leaders have worked hard to maintain their high standards but some have declined. Overall, the best performing sponsor-led academies are those that have been open for five years or more. Fifty-three per cent of secondary sponsor-led academies, many of which were previously failing schools, are now good or outstanding, three percentage points higher than last year.

Secondary converter academies overall continue to perform well. In 2010/11, the attainment levels in the good and outstanding secondary schools that chose to convert to academy status was higher than in the good and outstanding schools that chose to remain with their local authorities. In 2014/15, the gap is more or less the same. It is encouraging that the majority have maintained their standards and are increasingly working with weaker schools in their local areas, either through becoming sponsors or through more informal arrangements. That said, becoming a converter academy does not insulate you from decline. In 2014/15, there were 99 converter academies that declined from good or outstanding to less than good.

Free schools are an important new development. To date, we have inspected 158 free schools and inspection outcomes are broadly in line with those for all schools. Overall, the percentage of primary free schools judged good or outstanding at their latest inspection is 80% compared with 85% for all primary schools. The proportion of secondary free schools judged good or outstanding is currently 76% compared with 74% for all secondary schools.

Undoubtedly, academisation injected more vigour and competition into the system. This drove greater improvement in some parts of the country and in some schools that had languished in serious underperformance for years. **Academisation can create the conditions for remarkable improvements but structural reform can only do so much.**

I believe it is right to give more autonomy to the front line but we must ensure that schools have the capacity to use their freedoms effectively. Without enough good leaders and teachers, effective oversight and governance, and a concerted effort to support the most disadvantaged, we will not bring about the improvements needed.

## Further education and skills: common concerns across the country

While there is no clear divide in the quality of FE and skills across England, **the sector as a whole faces many of the same challenges as secondary schools**. For the last two years, we have reported improvements in the FE sector while questioning whether that improvement could be sustained. This year, we have seen these improvements slow down and in the case of general FE colleges, there has been an overall decline in standards. With the financial pressures on the sector and the structural uncertainty brought about by the area-based reviews, it is imperative that the underlying weaknesses are tackled to prevent further falls in quality.

Across England, 77% of all general FE colleges are good or outstanding compared with 79% last year. This decline is because **one in three of the 48 general FE colleges inspected this year dropped at least one grade and a further 16 failed to improve from their previous grade of requires improvement or inadequate**. Worryingly, just 34% of 16 to 19 study programmes were found to be good or outstanding. We will carry out a thematic survey of the study programme over the next year to explore this issue in more depth.

**The quality of apprenticeships remains a particular concern**, notwithstanding the fact that there continues to be some excellent practice in this country, notably in the construction and engineering sectors.<sup>8</sup> The figures from our routine inspections this year are shocking, with almost half the provision judged to be less than good. **Of the 190 apprenticeship programmes inspected this year, 72 were judged to require improvement and 21 were inadequate, affecting around 73,000 apprentices.**

This year we found that many of the programmes on offer were failing to give apprentices the skills and knowledge employers want.<sup>9</sup> Too many low-skilled roles were being classed as apprenticeships and used to accredit the established skills of employees who had been in a job for some time. In some cases, apprentices were not even aware that the course they were on was an apprenticeship.

Despite all the investment, the number of 16- to 18-year-olds being taken on as apprentices is almost as low today as it was a decade ago. In 2014/15, 43% of places went to apprentices over the age of 25. I can only repeat here what I said when I launched the survey report in October. **The fact that only 5% of our youngsters go into an apprenticeship at 16 is little short of a disaster.** The government has recognised these issues, and its recent reforms to apprenticeships are welcome. We now need to see the quality of apprenticeships improve and employers taking responsibility for ensuring expectations are kept high.

University technical colleges (UTCs) are a relatively new development that aims to improve the provision of vocational education. They teach 14- to 18-year-old students technical and scientific subjects in new ways with the intention of developing the engineers, scientists and technicians of the future. We have inspected 11 UTCs to date, of which six were good or outstanding. We will report on these new providers in more detail in future annual reports.

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8. Findings relate to apprenticeships under frameworks. Most apprenticeships are currently assessed against frameworks that specify the qualifications apprentices need to achieve. They are being replaced by apprenticeships that specify the standards apprentices need to achieve.

9. *Apprenticeships: developing skills for future prosperity*, Ofsted, October 2015; [www.gov.uk/government/publications/apprenticeships-developing-skills-for-future-prosperity](http://www.gov.uk/government/publications/apprenticeships-developing-skills-for-future-prosperity).

## Capacity

### Capacity – leadership

All our evidence shows that it is good leadership – and particularly good leadership of teaching and learning – that makes the biggest difference to school and college standards.

However, it continues to be the case that in many areas of the country there is a shortage of high-quality leaders, with secondary schools in the most challenging areas in the North and Midlands often the most acutely affected. **Of the 49 secondary schools in the most disadvantaged areas that have inadequate leadership and management, 41 are in the North and Midlands.**<sup>10</sup>

If the importance of leadership is so widely recognised, why has more not been done to develop good leaders and encourage them to work in the most challenging of contexts, in the areas of the country that need them most?

The changes to the remit of the National College for Teaching and Leadership in recent years mean that it is now clearly the responsibility of the school system to grow its own leaders.<sup>11</sup> The college still oversees, for example, the content of the National Professional Qualification for Headship, but delivery of the course is licensed to a range of schools and other organisations across the country.

The best multi-academy trusts and teaching school alliances have embraced this model and are offering some excellent courses. However, these arrangements are not targeted in a way that will make sure schools in the most challenging areas are able to attract and develop the leaders they need.

This situation will not improve unless action is taken on a national scale. There is a worrying absence of recent published information on the supply of headteachers<sup>12</sup> but the age profile of senior leaders suggests there will be a large number of vacancies to fill over the next few years. The National Governors' Association reported this year that a third of governors are finding it difficult to attract good candidates for senior staff posts.<sup>13</sup> As ever, it will be the schools in the most challenging and isolated areas that find it hardest to recruit candidates of the right calibre.

There have been some positive initiatives to address this issue. There are, for example, 122 graduates of the 'Future Leaders' programme who have been appointed to headship in secondary and primary schools, many of whom have overseen noticeable improvements in standards.<sup>14</sup> The government's 'Talented Leaders' initiative is also welcome in its aim to encourage outstanding headteachers to work in challenging areas. However, it remains to be seen whether the scale of these programmes will be sufficient to address the problems we have identified. **Such is my concern about where our next generation of great leaders is going to come from in our secondary schools, I have commissioned a survey to look into this issue in more depth over the coming year.**

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10. The most disadvantaged areas refers to schools in indices of multiple deprivation (IDACI) band five. IDACI scores are based on the home post codes of pupils, which are then used to create a score for each school. IDACI band five is the most deprived of the five IDACI bands.

11. In April 2013, the National College for School Leadership merged with the Teacher Training Agency to become the National College for Teaching and Leadership (NCTL).

12. The last annual senior leadership survey was conducted in 2012.

13. Annual survey: initial findings released – press release, National Governors Association, July 2015; [www.nga.org.uk/News/NGA-News/Annual-survey-initial-findings-released.aspx](http://www.nga.org.uk/News/NGA-News/Annual-survey-initial-findings-released.aspx).

14. *2015 Impact summary report*, Future Leaders, 2015; [www.future-leaders.org.uk/impact/future-leaders-trust-impact-report-2015/2015-impact-report-summary](http://www.future-leaders.org.uk/impact/future-leaders-trust-impact-report-2015/2015-impact-report-summary).

As in schools, what differentiates underperforming general FE colleges from successful ones is the calibre of their leaders. **This year, Ofsted found just 44% of the leadership in general FE colleges to be good or outstanding, 19 percentage points lower than last year.** Her Majesty's Inspectors (HMI) have reported concerns about the performance of leaders in the sector across most regions of the country, with London performing slightly worse than other areas in contrast to the remarkable performance of London schools.

In the good and outstanding colleges seen by inspectors, leaders focused on ensuring consistently high-quality teaching. They worked well with local employers when developing their curriculum offer and tackled long-standing weaknesses. As in schools, the challenge is to share this good leadership practice more widely, something that is not always done well or willingly in this highly competitive sector.

The challenges faced by leaders in the FE sector are just as great, if not greater, than in secondary schools. In one year, general FE colleges lost almost 267,000 learners nationwide as their funding streams reduced. Many colleges are under enormous financial pressure. The National Audit Office this year published a report that demonstrated the rapid decline in the financial health of the sector.<sup>15</sup> The figures were alarming, with just under half of the 244 colleges operating in deficit. It is understandable then that the government has begun a process of area-wide reviews to ensure that FE providers have sufficient capacity to meet the needs of learners and employers, are financially stable and deliver high-quality provision going forward.

## Capacity – teaching

The quality of teaching makes a crucial difference to pupils' learning and achievement. Studies show that the same pupil can demonstrate significantly better learning as a result of better teacher quality. The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.<sup>16</sup>

**Across England, I am pleased to report that 85% of teaching is good or outstanding in primary schools, with little variation at a regional level.** Inspectors have been particularly impressed by the improvements in the teaching of phonics since that was made an integral part of the teachers' standards guidance four years ago. The flair and fluency with which young children are reading as a result of the now well-established teaching of phonics also helps explain the progress we have seen in writing over the last few years.

In secondary schools, by contrast, 75% of teaching is good or outstanding across England and there are marked differences in the quality of teaching in each region. **In the North and Midlands, 69% of teaching in secondary schools is good or outstanding compared with 80% in the South.**

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15. Overseeing financial sustainability in the further education sector, National Audit Office, July 2015; [www.nao.org.uk/wp-content/uploads/2015/07/Overseeing-financial-sustainability-in-the-further-education-sector.pdf](http://www.nao.org.uk/wp-content/uploads/2015/07/Overseeing-financial-sustainability-in-the-further-education-sector.pdf).

16. *Unseen children: access and achievement 20 years on*, Ofsted, June 2013; [www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on](http://www.gov.uk/government/publications/unseen-children-access-and-achievement-20-years-on), p.74.

**This year, inspectors reported particular concerns about the quality of teaching at Key Stage 3.**<sup>17</sup>

Too often, inspectors found that teaching failed to challenge and engage pupils. The weaknesses in teaching and pupil progress identified by inspectors reflect the lack of priority given to Key Stage 3 by many secondary school leaders when making staffing decisions. As a result, some Key Stage 3 classes were split between more than one teacher or were taught by non-specialists.<sup>18</sup>

Given the importance of the quality of teaching, it is a concern that although we have an increasingly high standard of entrants into the teaching profession, we do not have enough of them and too many are opting not to work in the most challenging areas. **Across England, the number of entrants into teacher training has fallen by almost 6,500 since 2009/10 and this year was 7% below the number needed.**<sup>19</sup> There continue to be shortages in STEM (science, technology, engineering and mathematics) subjects in particular. It is welcome that the number of teachers returning to the profession has increased. However, many newly qualified teachers in particular continue to leave to teach abroad or in the independent sector or decide that teaching is just not for them.

This is having a significant impact on schools across the country and I am concerned that the national figures mask significant regional and local variation. Earlier this year, Ofsted conducted a survey of 93 primary and secondary headteachers from all types of schools in the East of England, the South East and the North West to understand their views of the current recruitment conditions. HMI reported that:

- 50% of headteachers in relatively affluent areas said they were not able to recruit enough good staff, rising to 77% in the most challenging areas
- 74% of headteachers in relatively affluent areas said there was insufficient teacher training provision in the area to ensure a good flow of new entrants into teaching, rising to 91% in the most challenging areas
- 28% of headteachers in relatively affluent areas had temporary teaching arrangements in place in either mathematics or science, rising to 61% in challenging areas.

**The overriding message from these headteachers, in schools of all grades and all types, is that teacher recruitment is a very real problem.** In each of the three regions surveyed, headteachers reported huge competition for good teachers. With fewer trainees coming through, trainees could take their pick of the schools they wanted to work at when they qualified. Unsurprisingly, the majority opted for a well-performing school in a sought-after area with good transport links.

I raised this issue in our 'Unseen children' report of 2013. Sadly, the situation has not improved. This year, HMI found schools in challenging areas that were trapped in a vicious cycle. They could not easily recruit good teachers because they were struggling, but they could not improve because they could not recruit good teachers. The map on page 76 of this report illustrates the point. There are large areas of the country with little or no secondary teacher training available, including the more isolated parts of the South East, North West and the East of England. We have to ask whether this cycle will ever break without deliberate and targeted intervention.

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17. *Key Stage 3: the wasted years?*, Ofsted, September 2015; [www.gov.uk/government/publications/key-stage-3-the-wasted-years](http://www.gov.uk/government/publications/key-stage-3-the-wasted-years).

18. A 'non-specialist' is defined as a teacher who does not have that subject as part of their undergraduate or teaching qualification.

19. Official statistics: *Initial Teacher Training: Trainee Number Census* (Table 1a), Department for Education, November 2014 [www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/438698/Main\\_tables\\_SFR48\\_2014.xls](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/438698/Main_tables_SFR48_2014.xls).

Struggling schools also told inspectors that support is not always forthcoming, even when there are good and outstanding schools nearby. One headteacher of a less than good school spoke of having little contact from the local teaching schools. He also believed training schools usually kept hold of the best trainees for themselves. This concern reflects evidence from our research suggesting that schools in SCITTs (school-centred initial teacher training) are more able to recruit than those that are not – and the schools in SCITTs tend to be in the more advantaged areas.

As a result, **there is an emerging two-tier system, with one group of schools more able to recruit and another less able to do so.** The danger, if this is not addressed, is that this will further intensify the disparity in local and regional performance, and entrench the divide in quality across the country.

We need to take action at a national level to tackle these issues.

- It must be an urgent priority for government to develop local intelligence on teacher vacancies and recruitment problems in different parts of the country.
- Financial incentives need to be targeted in order to get trainees to start their career in the areas and schools that need them most.
- There needs to be consideration of a form of ‘golden handcuffs’ to keep teachers working in the state system that trained them.
- A national strategy is needed to ensure that teacher training flourishes in areas that currently lack it.
- Teacher training providers must provide their trainees with experience of teaching in schools in challenging circumstances.

The government should also rapidly expand its new ‘National Teaching Service’. I am pleased that the Secretary of State has announced a scheme to deploy good and outstanding teachers to disadvantaged areas, as I proposed two years ago.<sup>20</sup> I understand the decision to pilot this scheme before rolling it out across the country as it is important to identify the incentives that are needed to attract and move these teachers to the areas that need them most. However, if this scheme is to have the necessary impact, it will need to expand quickly from its relatively small initial scale.

## Capacity – oversight

Ofsted’s Regional Directors in the North West and North East, Yorkshire and Humber have this year reported to me their concern that the more isolated schools in their region were neither linking up with more successful neighbouring schools nor becoming part of effective multi-academy trusts (MATs).

The importance of working closely with other schools is illustrated by the fact that standalone academies are more likely to decline in performance than those in a MAT. Overall, around half of converter academies are standalone academies. Out of 277 standalone converter academies inspected this year, 25% declined, while of the 150 converters in MATs inspected this year, 21% declined. Of the 14 formerly outstanding converter academies that declined to requires improvement or inadequate this year, 13 were not in a MAT. We have to ask whether these schools had the level of challenge, support and oversight they needed.

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20. Unseen children – HMCI speech, 20 June 2013; [www.gov.uk/government/speeches/unseen-children](http://www.gov.uk/government/speeches/unseen-children).



While there might be an expectation that free schools would be standalone schools, in fact, nearly half of them are part of a MAT. Well-known trusts such as Harris Federation and ARK Schools now include several free schools. The proportion of free schools in MATs that are good or outstanding is seven percentage points above free schools not in MATs.<sup>21</sup>

Given these findings, it is encouraging that 81% of new academies that opened this year became part of a MAT. However, the inspection evidence shows that just as there are effective and ineffective local authorities, there are effective and ineffective MATs and federations.

This year, we inspected the school improvement arrangements in 11 local authorities and reviewed those of four MATs. The more effective local authorities and MATs knew their schools and academies well and the impact of their improvement work was monitored closely. The particularly successful trusts had developed highly productive links with local authorities. Where local authorities and MATs were less effective, they did not monitor performance well or intervene sufficiently when standards declined. A common concern in weaker MATs and local authorities was they did not make the most of opportunities for school-to-school support. It is clear that being part of a MAT or part of a local authority does not automatically mean there will be sufficiently robust oversight.

That is why I have long argued for a 'middle tier' to oversee school performance on behalf of the Secretary of State and why I welcomed the introduction of eight Regional Schools Commissioners to promote and monitor academies, supported by Headteacher Boards. Ofsted's Regional Directors will continue to work with the Department for Education and the Regional Schools Commissioners where academy underperformance is identified.

## Capacity – governance

Weak governance continues to be a common issue in underperforming schools of all types. **This year, we recommended an external review of governance for almost a third of schools judged inadequate or requires improvement, nearly 500 schools in total.**

The good news is that these reviews seem to be having a positive impact. Of the 350 schools that had a review of their governance in 2012/13, almost four fifths improved their leadership and management judgement at their next inspection. The difference an external review of governance can make was particularly seen in secondary schools: 71% of secondary schools that had an external review of their governance improved compared with 62% that did not undertake a review.

HMI tell me that the best governing bodies are increasingly professional, with members who have the skills and knowledge needed to oversee the running of complex organisations. These governors have a good understanding of the available performance information and are able to use it to hold senior leaders to account. They make sure, for example, that there is a focus on how well the most disadvantaged pupils are performing.

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21. Eighty-two per cent of free schools in MATs are good or outstanding compared with 75% of free schools not in MATs. Percentages are based on the 158 free schools inspected, of which 74 schools were in MATs and 84 were not in MATs.

My concern is whether there are sufficient people of this calibre becoming governors and whether they are lending their expertise where it is most needed. Over the next year, Ofsted will carry out an in-depth survey to look into this issue.

## Capacity – meeting the needs of the disadvantaged

**The performance of pupils and students from low-income backgrounds continues to be the most troubling weakness in our education system.** The lack of capacity in leadership, teaching and governance disproportionately affects the most disadvantaged pupils. We need a concerted effort to improve the capacity of teachers and leaders and, in doing so, tackle the ‘long tail of underachievement’ that is preventing far too many of our most disadvantaged from reaching their potential.

A child’s attainment in the early years is a good predictor of how well they will do in later life. The most important measure of success for the early years sector is whether the poorest children are doing as well as their better-off peers by the time they start school. Sadly, at age five, there is already a 19-month gap in school readiness between the richest and poorest children.<sup>22</sup>

What the poorest children need is to be taught, and taught well, from the age of two. The government’s targeted offer of 15 hours funded early education for 40% of two-year-olds from more disadvantaged groups seeks to improve the proportion of children who are ready to learn by the time they start school. However, **as I reported in the Early Years Annual Report earlier this year, almost 113,000 places for disadvantaged two-year-olds were not taken up in 2015.**<sup>23</sup>

Primary schools have a fundamental role to play in improving ‘pre-school’ education. While attainment measures have seen various changes between 2007 and 2014, it appears that the gap between the disadvantaged and their peers has only slightly narrowed for five-year-olds but has narrowed by much more for 11-year-olds. School leaders in primary schools must build on this success and help to narrow the gap during the early years.

We know that primary schools that offer nursery class provision have in-built advantages for poorer children. They can, for example, ensure smoother transitions into Reception and have better access to specialists where they are needed. It is of concern, therefore, **that there are 40 local authorities where there are no disadvantaged two-year-olds in any maintained school.** It is the poorest children who stand to benefit the most from this type of environment at the earliest stage and primary school leaders need to work with local partners to encourage disadvantaged children to attend their nurseries.

The attainment gap is a particular cause for concern at secondary level. Although it has narrowed, there remains a gap at Key Stage 2 between the proportion of pupils eligible for free school meals and their peers achieving the expected level in reading, writing and mathematics of 18 percentage points. **However, by the end of secondary school, the gap for pupils achieving the benchmark five GCSEs grades A\* to C, including English and mathematics, is 27 percentage points.**

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22. Fast facts, Sutton Trust; [www.suttontrust.com/about-us/us/fast-facts-research](http://www.suttontrust.com/about-us/us/fast-facts-research).

23. *Ofsted Annual Report: early years 2015*; Ofsted, July 2015; [www.gov.uk/government/publications/ofsted-early-years-report-2015](http://www.gov.uk/government/publications/ofsted-early-years-report-2015).

In our most recent report on the most able pupils in the non-selective system, we identified that one of the principal reasons for this underperformance was that too many secondary schools had low expectations of their poorest pupils.<sup>24</sup> This resulted in the ‘missing talent’ highlighted by the Sutton Trust’s recent report. **Pupils from low-income backgrounds are most likely to form part of the 15% of highly able pupils who score in the top 10% nationally at age 11 but fail to achieve in the top 25% at GCSE.<sup>25</sup> This amounts to 7,000 children each year.**

Our report on the most able also highlighted the importance of ensuring that disadvantaged pupils receive high-quality information, advice and guidance to prepare them for future studies or next steps into employment or training. It is the disadvantaged who suffer disproportionately when advice and guidance is poor. While in London pupils eligible for free school meals are now just as likely to progress to university as their more advantaged peers, this is not the case across the rest of the country. In the North East, for example, the most disadvantaged pupils are 13 percentage points behind their more advantaged peers.

White British pupils from low income backgrounds continue to be the lowest performing of the larger ethnic groups at GCSE across the country. White British pupils still have the largest gap between those eligible for free school meals and their peers, compared with any other large ethnic group. White British boys from low income backgrounds perform particularly badly, with less than a quarter of this group achieving five GCSEs grades A\* to C, including English and mathematics. The proportion of White British boys eligible for free schools meals reaching this benchmark was the same as the proportion of un-statemented pupils with special educational needs. We have to ask how such poor performance has been allowed to become the norm.

There are good leaders and teachers working in some of the most challenging areas of the country who are bucking these trends. They see tackling disadvantage as their priority. Unfortunately, many schools in these areas are finding it difficult to attract the good leaders and teachers they need. It also continues to be the case that, as we reported in ‘Unseen children’, too often, disadvantaged children in otherwise affluent areas are not identified and supported by the leaders and teachers in the schools they attend.

The decline in performance of general FE colleges is also particularly concerning as disadvantaged students make up a disproportionate number of those who attend these colleges. In colleges, as in schools, it is the calibre of leaders that will make the difference in improving teaching and ensuring that the most disadvantaged learners meet their potential. As these learners are more likely to have not met the minimum requirements for English and mathematics, improving the provision of teaching in these subjects as part of the 16 to 19 study programme must be a priority.

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24. *The most able students: an update on progress since June 2013*, Ofsted, March 2015; [www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013](http://www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013).

25. Missing Talent, Sutton Trust, June 2015; [www.suttontrust.com/researcharchive/missing-talent](http://www.suttontrust.com/researcharchive/missing-talent).

## Capacity – Ofsted

Since I became Chief Inspector in January 2012, I have overseen significant changes to Ofsted's organisation and the way it inspects. We have substantially revised all of our inspection frameworks and have made our inspection handbooks and reports simpler and more accessible. This has included the replacement of the 'satisfactory' grade with 'requires improvement'. As a result, mediocre institutions now know that only a good standard of education or care is good enough. In addition, we have established a regional structure to gather intelligence on strengths and weaknesses across all areas of the country. The impact of this can be seen in the analysis throughout this year's Annual Report.

I am pleased that schools and FE and skills providers continue to be positive about their inspections. In 2014/15, of those who responded to our post-inspection surveys, more than nine out of 10 said the inspection would support their improvement. Nevertheless, I am clear that Ofsted needs to continue to drive up quality and consistency in each area of our work over the coming months and years. That is why, in September 2015, we made three landmark changes.

First, we introduced a new overarching inspection framework that focuses on the key issues across early years, schools and further education and skills. This common inspection framework will provide greater coherence across our inspection of the different remits and make it easier for parents and learners to compare standards when making choices between education providers.

Second, we introduced significant changes to the way we inspect good schools and colleges. Since September, HMI have been carrying out shorter, more flexible inspections, with a much stronger focus on professional dialogue with senior leaders to ensure that the culture of the provider remains sufficiently aspirational.

Third, we brought school and FE inspections in-house. This one measure will bring much greater assurance over the selection, training and monitoring of inspectors. Under these new arrangements, more than 70% of Ofsted Inspectors are serving leaders from good or outstanding schools.

We are making all these changes in the context of reduced budgets. Ofsted's total funding for the financial year 2015–16 is £150.6 million, over £100 million less than the cost of inspection in 2004–05, when the inspection of childcare, schools, FE and children's social care was carried out by a number of different inspectorates, and that is before inflation.

### Preparing for life in modern Britain

This year also saw changes to the way Ofsted inspects safeguarding in schools and a new emphasis on the promotion of fundamental British values. All schools, whether secular or faith, have a huge responsibility for teaching children and young people about the society in which they live and for promoting understanding, tolerance and respect for others.

I am proud of the work inspectors have carried out over the past 12 months to make sure schools are meeting this responsibility. Our inspectors have had to say uncomfortable things about how some schools were failing to prepare their pupils for life in modern Britain. Of course, we found that the great majority of schools were getting this right already through strong personal, social, health and economic (PSHE) education, citizenship and religious education (RE) programmes. They did not grab the headlines but they were far more typical than the minority of schools Ofsted found to be failing in this important aspect of the curriculum.

Over the coming year, we will continue to look closely at this aspect in every school inspection, and will have a particular focus on the way colleges are implementing their new responsibilities under the Prevent strategy. We will also continue to work with the government as it consults on the inspection of supplementary schools and the identification of illegal, unregistered schools.

## Conclusion

Last year, I reported that although primary schools have continued to improve, secondary schools were struggling to sustain the progress of recent years. That pattern has continued this year and, as this report shows, there are significant concerns about the performance of secondary schools in the North and Midlands compared with those in the South. In further education, the weaknesses we have warned about over the last couple of years are now being seen in declining inspection results. Too many schools and colleges are still not equipping learners with the knowledge and skills that employers seek.

**Concerted action is now needed to address the continuing weakness in our education system after the age of 11.** Until that action is taken, the nation will continue to fail thousands of children and young people, particularly in the most disadvantaged areas of the country, and England will only fall further behind its international competitors.

All our evidence tells us that what we need to do now is address the capacity issues facing the education system. Structural change will not be enough. We need to grow more good teachers and leaders and find ways to encourage them to work in the schools, colleges and local areas where they are most needed. We need to promote the joy of teaching and the fulfilment that comes from doing a great job in particularly challenging circumstances. All of us in education need to work together to face this moral challenge, wherever we live and whatever our role.









# Executive summary

**Early education has never been stronger, but over 113,000 children who would most benefit are not taking up their government-funded places.** As a result, too many of the most disadvantaged children are not ready to start formal schooling. Children from low income backgrounds often do best in the structured, graduate-led environment that schools offer. However, the places offered by schools for two-year-olds are disproportionately being taken up by children from more advantaged households.

**Primary schools have continued to improve, by tackling complacency and focusing on teaching the basics needed for later learning.** Eighty five per cent of primary schools are now good or outstanding. Primary schools have responded convincingly to the introduction of the requires improvement judgement three years ago, and there are now half as many with that judgement as there were satisfactory schools when it was introduced. The number of local authority areas where fewer than 75% of primary pupils are in schools less than good has halved since last year.

**One of the strengths of primary education has been how they have narrowed the gap for the most disadvantaged.** Since 2007, the gap between low-income pupils and their peers has narrowed three times faster at age 11 than at age five. All early years providers, including primary schools, now need to focus much more on working together to reduce the number of children who are not yet ready to learn when they start school.

**Secondary schools are still considerably less likely to be good or outstanding than primary schools and this is being driven by many more weak secondary schools in the North and Midlands.**

The lower performance across these regions cannot be fully accounted for by poverty or by differences in school funding. Better-off pupils do less well overall across these regions as do pupils from low-income backgrounds. If standards across the North and Midlands matched the rest of the country, there would be over 160,000 more secondary pupils in good or outstanding schools.

**Many secondary schools do not have high enough expectations or lack focus on the pupils or classes that are underperforming.** Where Key Stage 3 is not a priority, teaching is often weak and pupils fall behind. Where the achievement of the most disadvantaged is not a priority, the underperformance of these pupils goes unnoticed by leaders and governors. Where leaders and teachers have not set high enough expectations for behaviour, learning is made impossible by chaos in the classroom and corridors.

**The majority of general FE colleges inspected this year were judged less than good.** With only 35% judged good or outstanding, this reflects the fact that general FE colleges are struggling on a number of fronts. This year, the number of learners who had to study English and mathematics in order to have their study funded rose dramatically, and because many colleges did not have an adequate strategy to respond, the quality of teaching declined. At the same time, almost half of these colleges were operating a deficit budget, in part because the sector lost almost 267,000 learners in a single year.

**Apprenticeships should be an aspirational route chosen by many young people, but this is undermined by the low quality of much of what is on offer.** Many schools are not promoting them widely as an option for pupils of all abilities. Almost half of the apprenticeship provision inspected this year was less than good. Underperforming apprenticeships often focus on accrediting the skills of older, established workers. As a result, the number of 16- to 18-year-olds in apprenticeships has hardly changed in almost a decade.

**Standards in special schools remain high, but the achievement of disabled pupils and those with special educational needs in GCSEs, for those who attain this level, is lower in the North and Midlands.** This is even though the proportions of those who have been identified as having a special educational need are very similar across the country. Ofsted is currently consulting on a new inspection framework focused on disabled children and young people and those who have special educational needs. These inspections will identify what local areas are doing well in identifying and meeting needs, but also whether there are local areas that should take action to deliver better outcomes.

**Learning and skills in prisons and young offender institutions are not being prioritised by many prison governors, and as a result, standards that were previously low have further declined.**

Although two prisons have been inspected and found outstanding, showing what is possible, of the other 50 inspected this year almost three quarters were not good. Standards are markedly worse compared with last year.

**Some schools, particularly in challenging areas, are facing difficulties securing the teachers and leaders they need.**

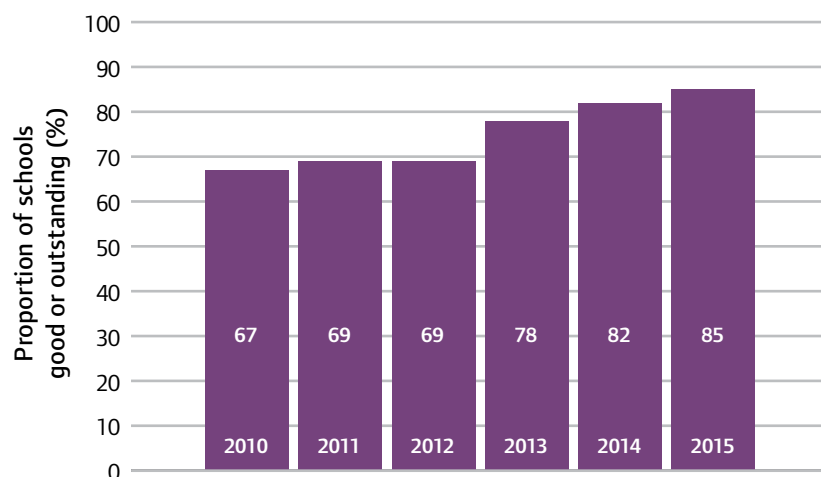
Fewer teachers are being recruited than estimates suggest are needed. There is a competitive market for teachers, and some schools, often those most in need, are less able to attract them. Schools in less attractive areas or that are difficult to commute to, and schools with a lower performance history, are struggling to improve because they do not have the capacity to secure good-quality teaching for all their pupils. General FE colleges are also finding it a challenge to recruit the skilled professionals they need, particularly in light of the increased need for teachers of English and mathematics.

**The overwhelming majority of schools are successfully promoting British values and preparing young people for life in modern Britain, but inspectors have identified risks to pupils in some schools this year.** In these cases, the presence of extremist views linked to the school environment, or practices that are inconsistent with life in modern Britain, had been allowed to persist. Ofsted will continue to make this a focus next year, particularly in colleges which have been given new duties relating to the Prevent strategy.

**Ofsted has introduced significant changes to the way it inspects schools and further education and skills providers from September 2015.** Inspections are consistent and comparable, making the same judgements in the same language across all phases and types of education. New short inspections for good schools and further education and skills providers have been designed to focus on the quality of leadership and the capacity of leaders to drive improvement. Our workforce is now directly contracted to us and 70% of the newly appointed Ofsted Inspectors are serving practitioners.

# Early years and primary education

**Figure 2: Primary schools judged good or outstanding for overall effectiveness at their most recent inspection**



Based on inspections conducted by 31 August 2015 where the report was published by 5 October 2015. School details are taken from Edubase at 2 September 2015.

Source: Ofsted

1. Children in England now start their lives with a high chance of spending all of their early educational experiences up to the age of 11 in a good or outstanding early years provider and primary school. Weaker providers are now the exception: across the country, good and outstanding providers for both early years and primary dominate. Good and outstanding providers make up:
  - 86% of nurseries and pre-schools
  - 84% of childminders
  - 98% of maintained nursery schools
  - 85% of maintained primary schools
  - 80% of non-association independent schools for age 11 and under.

## Early years performance

2. We published our report on early years in July 2015. It showed that early education has never been stronger.<sup>26</sup> Early years practitioners increasingly appreciate that their prime role is to teach children, not just provide childcare. This focus on the importance of learning has benefited children. The latest results for 2015 have continued the trend of large increases in the proportion of children reaching a good level of development at the end of their Reception year, with a rise of nearly six percentage points nationally in the past year.<sup>27</sup>

26. *Ofsted Annual Report: early years 2015*; Ofsted, July 2015; [www.gov.uk/government/publications/ofsted-early-years-report-2015](http://www.gov.uk/government/publications/ofsted-early-years-report-2015).

27. National statistics: early years foundation stage profile results: 2014 to 2015, Department for Education, October 2015; [www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2014-to-2015](http://www.gov.uk/government/statistics/early-years-foundation-stage-profile-results-2014-to-2015).

3. These rising standards are being delivered by nurseries, nursery schools, pre-schools and childminders. While most primary schools include early years provision in Reception classes – and many also provide for three- and four-year-olds – increasingly, they are also expanding their provision to take children as young as two. In our early years report, we argued that most disadvantaged children do best in the structured, graduate-led environment that schools offer. However, not enough places for two-year-olds in schools are going to the disadvantaged children who would most benefit.

## Primary school performance

4. The quality of primary education is very equitable: 84% of primary schools in the North and Midlands are good or outstanding, as are 85% of primary schools in the rest of the country.<sup>28</sup> There are now only 16 local authority areas where fewer than 75% of pupils attend a primary school that is good or outstanding compared with 32 last year. There are 40 local authority areas where at least 90% of primary aged pupils attend a school that is good or outstanding (see Annex 3).
5. Some of the highest levels of primary performance are in the North East. North Tyneside and Newcastle are ranked first and joint second, respectively, in our ranking of primary school inspection outcomes. North Tyneside has a remarkable 99% of all primary pupils now in good or outstanding schools.
6. Ofsted invites parents to comment on the quality of schools through Parent View.<sup>29</sup> Last year, almost 140,000 parents submitted their views about primary schools. Eighty-eight per cent of these parents would recommend their child's primary school to others. Of all the questions that we asked parents about their child's primary school, they were most positive about whether their child was happy at school: 95% of parents agreed. Parents were least positive about their child's homework, with 13% of parents disagreeing when asked if their child received appropriate homework for their age.

## Primary schools that succeed

7. The steady rise in good and outstanding inspection outcomes in both primary and early years can also be seen in pupils' achievement. Even where there have been changes in methodology in the Early Years Foundation Stage and Key Stage 2 tests to increase rigour, the overall trend has been for rising performance. The proportion of seven-year-olds reaching the expected standards in reading and mathematics now stands at 90% and 93%, respectively, at the end of Key Stage 1.<sup>30</sup> The proportion of pupils who achieved the expected levels in their reading, writing and mathematics in their Key Stage 2 tests increased from 74% in 2012 to 80% this year.<sup>31</sup>

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28. This is after rounding. The actual gap is half a percentage point.

29. <http://parentview.ofsted.gov.uk>

30. National statistics: phonics screening check and key stage 1 assessments: England 2015; Department for Education, September 2015; [www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2015](http://www.gov.uk/government/statistics/phonics-screening-check-and-key-stage-1-assessments-england-2015).

31. National statistics: national curriculum assessments at key stage 2: 2015 (provisional), Department for Education, August 2015; [www.gov.uk/government/statistics/national-curriculum-assessments-at-key-stage-2-2015-provisional](http://www.gov.uk/government/statistics/national-curriculum-assessments-at-key-stage-2-2015-provisional).

8. The phonics test was introduced in 2012 and the independent evaluation of its impact demonstrated that it was successful in influencing the teaching of phonics.<sup>32</sup> The proportion of pupils successfully completing the check has risen year on year since its introduction. The check is clearly a contributing factor to ongoing improvements in pupils' performance in reading, as part of a wider shift to a more structured approach to the primary curriculum. The literacy and numeracy strategies were part of this shift, and the unremitting emphasis on high-quality, effective synthetic phonics teaching from the early years onwards is now part of the teachers' standards.
9. As inspectors have seen in improving primary schools this year, leaders of primary schools have become more systematic about creating a culture in their school that makes teaching and learning consistently good. When the building blocks of good leadership, teaching and behaviour are in place, they reinforce each other and it is the children who are the beneficiaries. Inspectors rarely observe very poor behaviour in primary schools. Out of more than 16,000 primary schools, only 62 are currently judged inadequate for behaviour and safety.

## Case study

At the start of each day, children come into **Thurton Church of England Primary School** smiling with a spring in their step because they enjoy it so much. They are polite, well-mannered, respectful and exceedingly confident young people, but at the same time, they demonstrate humility and celebrate their own and each other's achievements equally. All pupils have excellent attitudes towards learning and take pride in their work, as seen in the stunning displays of their work in classrooms and around the school. They are unafraid to make mistakes because they know that they will learn from them.

The leaders of this small primary school in Norfolk have created a culture and ethos that is outstanding in the way that it focuses relentlessly on teaching and learning and strives for excellence. The headteacher expertly communicates her profound and extensive knowledge of how children learn best. Leaders and managers at all levels are very effective and adapt to change enthusiastically. They take the best from current national and local initiatives and mould them into existing excellent practice. The headteacher is a local leader of education and the local authority describes this outstanding school as 'inward-looking and outward-facing'.

Immersed in a 'can-do culture', nothing is seen by pupils or teaching staff as a potential barrier to successful learning. Teachers are extremely adept in planning work that meets pupils' needs, abilities and interests; they use their knowledge and records of pupils' previous learning advantageously. Where they detect that pupils have not grasped concepts, they adjust the weekly planning accordingly or on the spot in lessons if necessary. The challenge for the least able is not too easy and the most able pupils are fully stretched. All groups of pupils make remarkably good progress, including pupils eligible for the pupil premium.

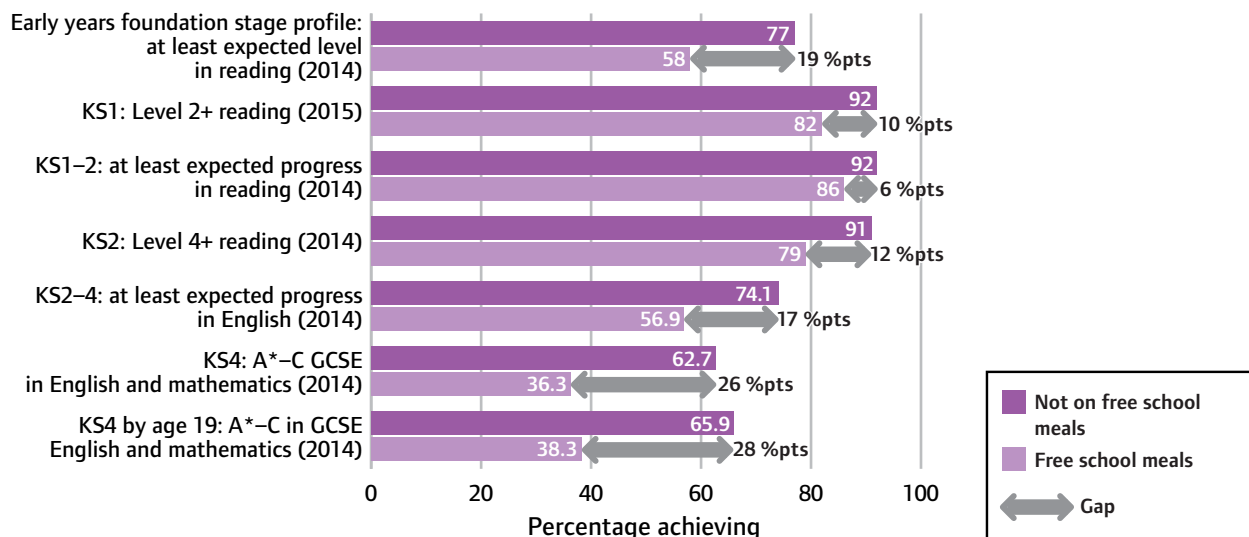
*From school inspection report, judged outstanding in March 2015*

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32. *Phonics screening check evaluation: Final report*, Walker et al., National Foundation for Educational Research, June 2015; [www.nfer.ac.uk/publications](http://www.nfer.ac.uk/publications).

## Disadvantage

**Figure 3: Proportion of pupils achieving each key stage benchmark, by free school meal eligibility**



Pupils are included within the free school meals group if they have been eligible for, and claiming, free school meals in the relevant academic year. 2014 data is revised, 2015 data is provisional.

Source: Department for Education

10. Early education can make a fundamental difference to the life chances of children from disadvantaged backgrounds. The current measure of how well children have progressed in the early years is whether they have reached a 'good level of development' by age five. While attainment at age five for the most disadvantaged children is rising in line with their peers, there is no sign of the gap between the two narrowing. From 2007 to 2014 the gap at age five narrowed only very little – around two percentage points.
11. What children need is high-quality teaching from a young age.<sup>33</sup> While some children receive this from their parents, others do not. The government's targeted offer of 15 hours funded early education for 40% of two-year-olds from more disadvantaged groups is intended to make sure more of the most disadvantaged children are well taught from an early age. In 2015, however, there were over 113,000 two-year-olds who were eligible for this additional funding but whose places were not taken up.
12. Primary schools can play an important role in improving outcomes for children by the age of five. The vast majority of primary schools already deliver the early years curriculum in their Reception classes. Many more have nursery classes for three- and four-year-olds. Some also take younger children. Not only can primary schools make the transition into school easier, they also have a track record of raising attainment for the most disadvantaged pupils. The government has made it easier for primary schools to take two-year-olds but, as of January 2015, there were still 40 local authorities with no disadvantaged two-year-olds in any maintained school.<sup>34</sup> Furthermore, we reported that the places that were being offered in schools for two-year-olds were disproportionately being taken up by children from better-off families. Taking two-year-olds is not

33. *The pupil premium: an update*, Ofsted, July 2014; [www.gov.uk/government/publications/the-pupil-premium-an-update](http://www.gov.uk/government/publications/the-pupil-premium-an-update).

34. *Ofsted Annual Report: early years 2015*; Ofsted, July 2015; [www.gov.uk/government/publications/ofsted-early-years-report-2015](http://www.gov.uk/government/publications/ofsted-early-years-report-2015).



a realistic option for many schools. However, too few primary schools are building links with the nurseries, pre-schools and childminders, other than the school's own nursery, where most children from disadvantaged backgrounds receive their early education.

13. Primary schools have been successful in closing the gap after the age of five. From 2007 to 2014, the gap at age 11 narrowed by around six percentage points.<sup>35</sup> An increased focus on the basics in primary schools has benefited all pupils, and the most disadvantaged in particular. When we looked at the use of the pupil premium, the schools that were most successful focused on the basics of literacy and numeracy and offered support, where necessary, to improve pupils' attendance, behaviour, confidence and resilience. In primary schools in particular, there was a very strong focus on improving reading.
14. Supporting early help and intervention is also important in underpinning better long-term educational outcomes for the most disadvantaged. The contribution of schools to early help and intervention was frequently commented on by inspectors in their reports on local authority children's services.<sup>36</sup> In 12 areas this was a positive contribution, including three local authority areas where schools were going as far as making a financial contribution to this work. This is by no means the case everywhere: in five areas the impact of the work of schools seen by inspectors was not strong. Given that this work is crucial in reducing gaps, this is an area where schools would do well to learn from the best.

## Requires improvement

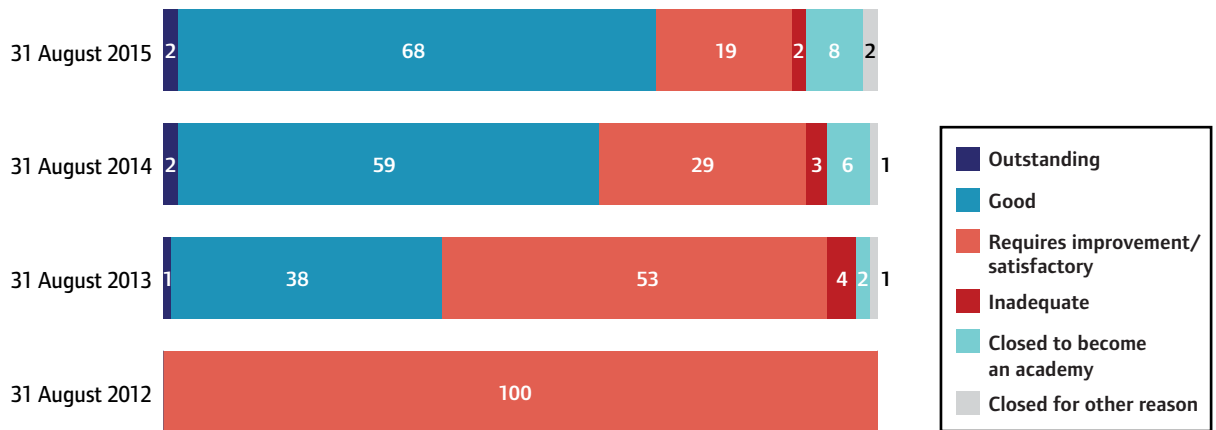
15. In 2012 we ceased using the term 'satisfactory' to describe schools that were less than good but not inadequate. If introducing 'requires improvement' was a challenge to schools, there can be no doubt that over the past three years, primary schools have comprehensively responded. Improvement remains on an upwards trajectory, but the pace appears to be slowing slightly. This is not surprising, as the initial impact of the introduction of requires improvement was likely to level off after a period of time.



35. Data for 2007 to 2011 refer to the percentage of pupils achieving Level 4+ for English and mathematics. For 2012 to 2014, data refer to the percentage of pupils achieving Level 4+ for reading, writing and mathematics. While the measure changed during this period, there was still a trajectory of gradual narrowing before and after the change.

36. As part of Ofsted's inspections of local authority children's services, inspectors look at the effectiveness of areas' partnership arrangements to safeguard children. While these inspections do not consider in detail the role of schools, they do sometimes comment on the effectiveness of the contribution schools in the local area make, to the extent that this emerges through this inspection work.

**Figure 4: Improvement in the overall effectiveness of primary schools that were satisfactory in August 2012 (percentages)**



On 31 August 2012, 4,795 primary schools had been judged to be satisfactory at their most recent inspection. Reason for closure taken from Edubase on 2 September 2015.

Where a school has become a converter academy, the school retained the inspection outcome of their predecessor school and the inspection outcome is shown in the chart. However, where a school closed to become a sponsor-led academy, the school is shown as 'Closed to become an academy'.

Percentages are rounded and may not add to 100.

Source: Ofsted and Department for Education

16. We tracked the position of around 4,800 primary schools that held a satisfactory judgement as of 31 August 2012 – the day before we stopped using 'satisfactory' as a judgement. Three years later, only 20% were still less than good. As a result of the positive response of primary schools to the 'requires improvement' judgement, there has been a dramatic reduction in the number of primary schools with this judgement: the number more than halved in three years.<sup>37</sup> The pace of improvement clearly accelerated after 2012: tracking the progress of primary schools with a satisfactory judgement two years earlier, only 17% had reached 'good' a year later. This represents over 1,000 more primary schools getting to good in a single year, following the introduction of 'requires improvement', than was the case two years previously.
17. More than any other factor, what led to primary schools improving to good this year was leaders having a very strong commitment to improve the quality of teaching and a clear, shared plan on how best to do this.<sup>38</sup> The headteacher was instrumental in this, and therefore stability and capacity in the senior leadership team supported a relentless drive to improve the quality and management of teaching. In some schools that did not improve, this drive was undermined by staffing instability or frequent changes to previously agreed improvement strategies.

37. The number of grade 3 ('satisfactory' up to 31 August 2012; 'requires improvement' from 1 September 2012) primary schools reduced from 4,795 on 31 August 2012 to 2,298 on 31 August 2015.

38. We reviewed 120 reports of primary schools previously judged requires improvement that were inspected during 2014/15.

18. The schools that improved expected more of both teachers and pupils. Leaders rigorously monitored how well lessons were being taught and increased their support for teachers in their professional development. The progress of pupils and their attainment was closely tracked, with teachers taking responsibility, and being held to account, for ensuring that pupils made at least good progress. In those schools that did not improve, teachers' expectations of what pupils could achieve remained too low and compliant behaviour was confused with real engagement with learning.
19. In those schools that acted on these weaknesses, increased challenge from governors made a substantial difference. Prior inspections of these schools found that governors were not always experienced or confident enough to challenge leaders robustly. Many tended to rely too much on what they were told by leaders and were not proactive enough in bringing about change. This was compounded when parents were largely happy with the education their children received. As schools improved, this was often accompanied by increased capacity to hold the school to account by the governing body. Other schools remained as requires improvement because the governors did not understand what change was needed nor how to secure rapid and sustainable improvement.

'Nothing can take the place of laying your school open to scrutiny to a new pair of eyes. This is where the true partnership of the local knowledge and understanding offered by the school and the wider understanding gained by the variety and diversity of settings seen by an HMI can become a powerful partnership focusing on school improvement. The synergy of working with an expert critical friend in the form of our HMI became so useful in moving the school forward. The school was professionally challenged at every opportunity, not in a negative way, but with a view to investigate the thinking around some of the school's decisions. The journey is not yet complete and has not always been without a number of uncomfortable conversations but they have always been professional, significantly supportive and enormously insightful in challenging the school's thinking and in taking it forward.'

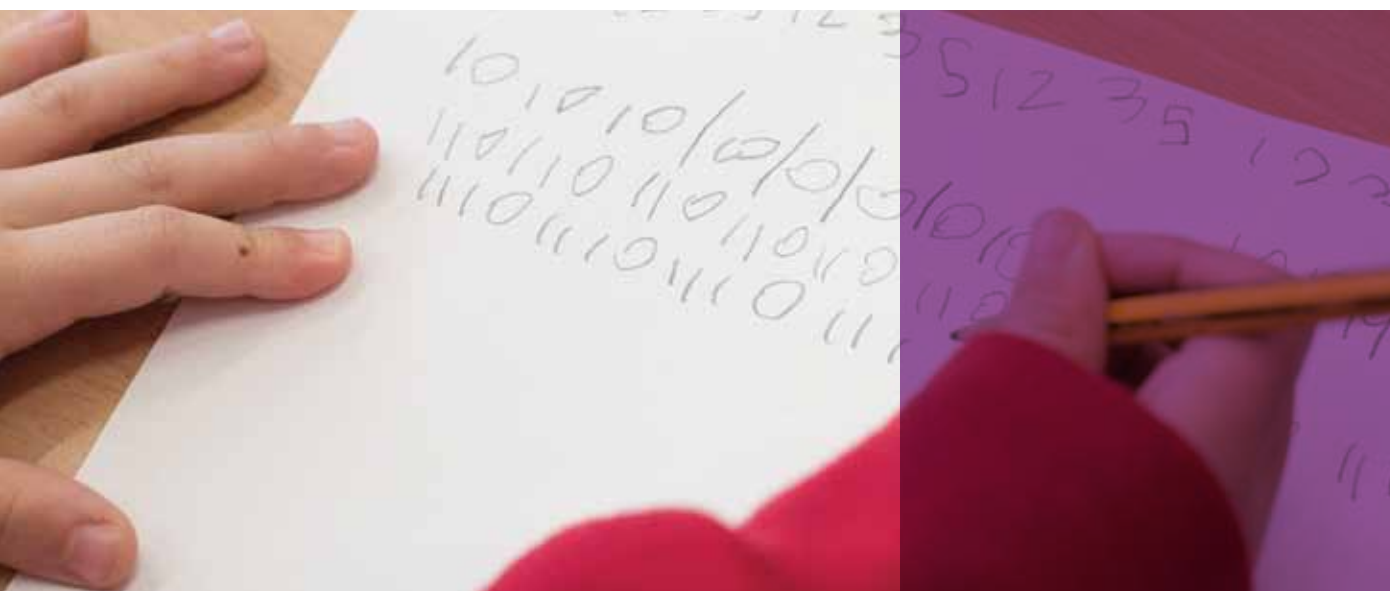
*Headteacher, **Mountford Manor**, Swindon  
Primary school judged good for the first time since 2003*

20. Partnerships and external support, from a variety of sources, contributed to the success of the schools that improved. Again, it was the role of the headteacher in seeking out partnerships, or re-invigorating existing ones, that was particularly relevant. The work with other primary schools to share good practice in teaching, particularly in mathematics and English, was effective in a number of schools. Local authorities, multi-academy trusts (MATs) and national and local leaders of education all played a role in assessing and developing improvement plans, monitoring progress and developing senior leaders and governors.

## Case study

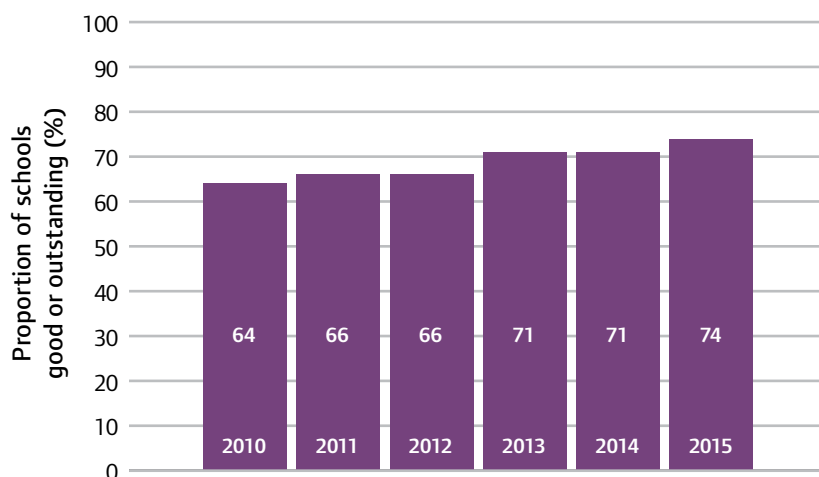
Leadership and management of **Beavers Community Primary School** at all levels are outstanding. The drive for improvement has been led by the headteacher and senior and middle leaders, who have all worked effectively together to make sure that a respectful and secure learning environment is created to enable high achievement for all. The school has a high-quality system for monitoring pupils' achievement and all staff, including those in the Early Years Foundation Stage, understand how all pupils are progressing. The school uses a range of formal and informal strategies that support school leaders to quickly identify strengths and areas to improve. Common targets based on achievement and the quality of teaching are set for all staff. The result is outstanding teaching and achievement across the school. A focus on rigorous monitoring and support has also helped to promote strong succession planning and the school is very proud of its 'home grown' leadership.

Careful restructuring with a strong emphasis on sustaining high standards has enabled the school to improve very quickly. There is a powerful vision of respect and equality for all that has resulted in outstanding behaviour. Staff and governors have high expectations of all pupils. Governors employ great rigour. They know the school well and monitor its work thoroughly. There is a whole-school focus on continuous improvement. The school has also looked to other schools for mutual support. The school has now become the leading partner in the London Diocese Board of Schools' Rapid Improvement Group.



# Secondary education

**Figure 5: Secondary schools judged good or outstanding for overall effectiveness at their most recent inspection**



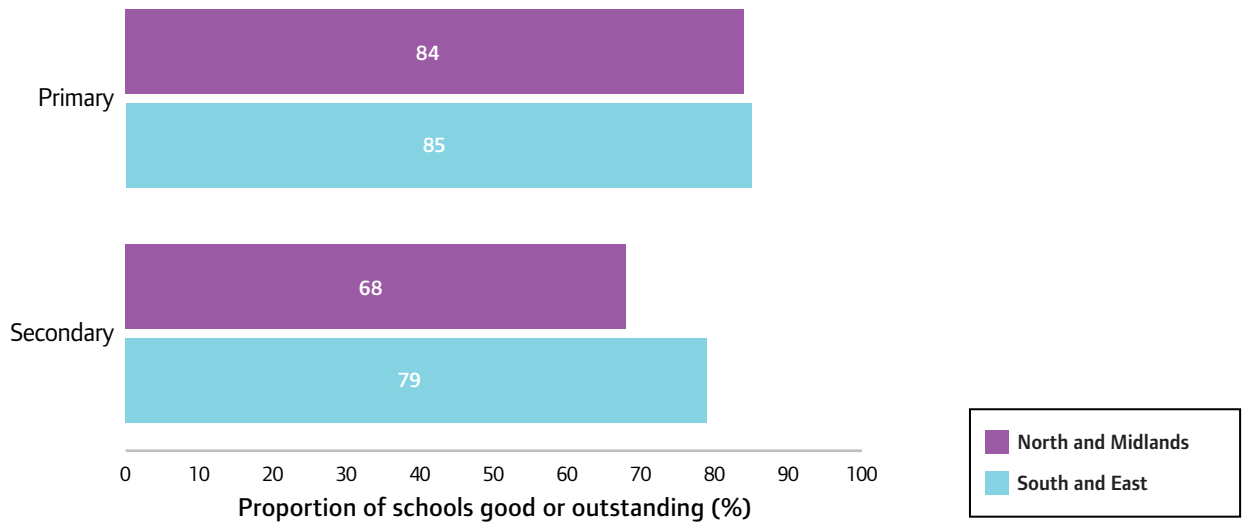
Based on inspections conducted by 31 August 2015 where the report was published by 5 October 2015. School details are taken from Edubase at 2 September 2015.

Source: Ofsted

21. Last year, we highlighted the slower rate of improvement in secondary schools compared with primary schools. The gap between secondary and primary remains unchanged this year.
22. However, the gap between maintained primary and secondary schools is not uniform across the country. The gap in inspection outcomes between primary and secondary is 16 percentage points in the North and Midlands, but only five percentage points in the South and the East of England. Sixty-eight per cent of secondary schools across the North and Midlands are good or outstanding compared with 79% in the rest of the country. Seven of the nine local authorities where fewer than 50% of pupils attend a good secondary school are in these regions (see Annex 3). The underperformance of secondary schools across the North and Midlands is reflected across all the principal measures of pupil progress and attainment (see Annex 1).



**Figure 6: Schools judged good or outstanding for overall effectiveness at their most recent inspection**



Source: Ofsted

### Case study

Knowsley, in the North West, has six secondary schools, five of which have been inspected. None is currently good or outstanding. Knowsley secondary schools have a poor reputation and many parents choose to send their children to neighbouring areas for their secondary education. The Liverpool Combined Authority area has only 61% of pupils in good or outstanding secondary schools, which means that choices for young people outside Knowsley are also limited.

23. The lower performance in the North and Midlands cannot be accounted for either by poverty or by differences in school funding. While there are more children eligible for free school meals in the North and Midlands than in the rest of the country, London has higher levels of pupil disadvantage than any other region in the country, and yet consistently performs well above average. While London may be considered exceptional, and therefore not a suitable comparator, pupil disadvantage does not appear to have any negative impact on the performance of primary schools in the North and Midlands. There are many examples of individual schools in every part of the country that are delivering outstanding results for children from low-income backgrounds. Similarly, an analysis of per pupil funding does not reveal any geographic bias that can account for the disparity in outcomes. The average annual allocation per pupil in secondary schools for 2014/15 was £5,184 in North and Midlands and £5,247 in the rest of the country (see Annex 1).



## Key Stage 3

24. Our report 'Key Stage 3: the wasted years?' found that it is these first years of secondary school where too many pupils fall behind.<sup>39</sup> Because leaders put a much greater focus on achievement at Key Stage 4, teaching was not good enough and there was insufficient challenge for pupils in far too many cases, notably but not exclusively the disadvantaged most able. The majority of leaders spoken to as part of this survey said that they staffed Key Stages 4 and 5 before Key Stage 3. As a result, some Key Stage 3 classes were often split between more than one teacher or were taught by non-specialists.
25. Assessment and progress tracking was not well developed at Key Stage 3. The weakest teaching failed to build sufficiently on pupils' prior learning. This meant that work was not well pitched to stretch all pupils. Some pupils told inspectors that they were not taking particular English Baccalaureate (EBacc) subjects at Key Stage 4 because they did not enjoy them or had found them difficult at Key Stage 3, particularly modern foreign languages. Some made an explicit link between their choices and the quality of teaching that they had received at Key Stage 3.
26. Inspectors found that too many secondary schools did not work effectively with partner primary schools to understand pupils' prior learning and ensure that they built on this during Key Stage 3. Some secondary leaders simply accepted that pupils would repeat what they had already done in primary school during the early part of Key Stage 3, particularly in Year 7. This was a particular issue in mathematics and, to a lesser extent, in English. Schools that did well for disadvantaged pupils were very clear about the pupils' starting points, as a result of good relationships with the feeder primary schools.

### Case study

**Ansford Academy** in Somerset has worked with seven of its partner primary schools in the Ansford Learning Partnership (ALP) to establish a shared system for making valid and reliable judgements about pupils' performance in Key Stages 2 and 3. In so doing, they have enhanced understanding among teachers in the partnership about the curriculum on offer across the primary and secondary phases. When reviewing the Key Stage 3 curriculum in the light of recent changes, leaders at the academy recognised that the review process would be strengthened by working closely with their partner primary schools. They identified that, in working together, they would develop a shared understanding of the curriculum across the key stages. As a result, they would be better placed to establish a shared system of assessing pupils' performance. Leaders across the partnership are committed to the joint work. As one senior leader explained: 'Assessing without levels presents us with a wonderful opportunity to work more closely together – primary and secondary – in the best interests of the children.'

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39. *Key Stage 3: the wasted years?*, Ofsted, September 2015; [www.gov.uk/government/publications/key-stage-3-the-wasted-years](http://www.gov.uk/government/publications/key-stage-3-the-wasted-years).



27. An analysis of the proportion of pupils being entered into English Baccalaureate (EBacc) subjects and the proportion going on to achieve in those subjects, shows there is a clear divide between the North and Midlands and the rest of the country. The largest gap in ambition is in the languages, where there is almost a seven percentage point gap between the two halves of the country in terms of the proportion of pupils being entered into the language examinations.<sup>40</sup>

**Figure 7: English Baccalaureate entries and achievement 2014/15**

	English	Mathematics	Sciences	Humanities	Languages
	Entered	Entered	Entered	Entered	Entered
Percentage point gap between the proportion of pupils entering each subject in the North and Midlands compared with the South and East.	0.2	-0.2	-4.5	-4.5	-6.5

	English	Mathematics	Sciences	Humanities	Languages
	Achieved	Achieved	Achieved	Achieved	Achieved
Percentage point gap between the proportion of pupils achieving each subject in the North and Midlands compared with the South and East.	-4.0	-3.2	-1.9	-3.1	-2.8

2015 GCSE data are provisional and subject to change. Negative figures indicate where proportions are lower in the Midlands and the North than in the South and East.

Source: Department for Education

28. This gap is not due to differences in the prior attainment of pupils. Science attainment in Key Stage 2, for example, showed very little variation in the performance of pupils from the same cohort in the two halves of the country.<sup>41</sup> If pupils are attaining well in primary but take-up is low at Key Stage 4, it is in Key Stage 3 that the gap is opening up.



40. National statistics: provisional GCSE and equivalent results in England: 2014 to 2015, Department for Education, October 2015; [www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2014-to-2015](http://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2014-to-2015).

41. We reviewed the performance of pupils in 2010 for Key Stage 2 science: % achieving Level 4+ and Level 5+.

## Disadvantage

29. The achievement of pupils from low-income backgrounds is one of the ongoing weaknesses in our education system. Compared with many other industrialised countries, the UK is notable for the 'long tail' of educational underperformance.<sup>42</sup> The gap between pupils eligible for free schools meals and their peers remains very wide at 27 percentage points, and is considerably wider in many parts of the country.<sup>43</sup> This year, we carried out 37 monitoring visits to schools with generally good performance but that were underperforming for the minority of pupils in the school eligible for free school meals. We also undertook 10 visits to schools doing well by these pupils, and have published an update to our report on the most able,<sup>44</sup> which included a focus on disadvantaged pupils.
30. The overarching conclusion from this work is that tackling disadvantage is a leadership issue. The major weakness in the schools that were less effective for disadvantaged pupils was that senior leaders and governors did not regard the performance of pupils in this group as a school priority. Because leaders in these schools believed that overall performance of pupils compared well to national levels, many leaders did not dig further to challenge whether this masked underperformance in this group. These leaders either did not have the monitoring systems in place to track this group or were not making use of the information they had. Governors should have been challenging senior leaders on this issue, but, in the majority of these schools, they shared the same blind spot. As a result, they did not receive enough information about the performance of this group and were not clear about the impact of pupil premium spending.
31. In our report 'The most able students: an update on progress since June 2013', we identified too much complacency in many of the schools visited. In these schools, the leaders indicated that they were satisfied with their most-able pupils making expected progress, but, all too often, aspirations of what these pupils could achieve were simply not high enough. These expectations seem to have set a glass ceiling that too few leaders had the ambition for their pupils to break through. The Sutton Trust's report 'Missing talent' demonstrated very clearly that pupils from low-income backgrounds, particularly boys, are most likely to form part of the 15% of highly able pupils who score in the top 10% nationally at age 11 but fail to achieve in the top 25% at GCSE.<sup>45</sup>
32. The converse was true in schools where pupils from low-income backgrounds do well. The focus of leaders on the importance of this group achieving well, and the relentlessness with which they pursued this goal, was universal. The following are quotes from leaders, parents and pupils in schools that all have an attainment gap that is smaller than that seen nationally.

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42. *The Tail: How England's schools fail one child in five – and what can be done*, Paul Marshall (Editor), Profile Books, 2013, ISBN 9871781251676; <https://profilebooks.com/the-tail.html>.

43. National statistics: revised GCSE and equivalent results in England: 2013 to 2014, Department for Education, January 2015; [www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2013-to-2014](http://www.gov.uk/government/statistics/revised-gcse-and-equivalent-results-in-england-2013-to-2014).

44. *The most able students: an update on progress since June 2013*, Ofsted, March 2015; [www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013](http://www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013).

45. *Missing Talent*, The Sutton Trust, June 2015; [www.suttontrust.com/researcharchive/missing-talent](http://www.suttontrust.com/researcharchive/missing-talent).

**Broadland High School, Headteacher:**

'As a school we were aware that our disadvantaged pupils were underperforming. Low aspiration and poor attitudes to school were preventing too many disadvantaged pupils from achieving what they were capable of. We set out to change attitudes and raise pupils' aspirations of what they can achieve. Our focus was, and remains, to consistently improve the standards of teaching and learning particularly in the core subject areas, and to provide packages of support and open doors to overcome the barriers that disadvantaged pupils may face.'

**Painsley Catholic College, Principal:**

'There is little difference between the performance of disadvantaged pupils and others when they enter they school. Our job is to make sure that this stays the case while they are at Painsley and that all pupils, including those who are disadvantaged, reach their full potential. The key factor for us is maintaining the highest quality of teaching for all pupils in all subjects all of the time. That's what we focus on. Everything is geared towards that.'

**Twyford Church of England High School, Deputy headteacher:**

'No teacher can be lost in the system and ultimately no pupil is allowed to go unchecked.'

**The Chantry School, Headteacher:**

'Early intervention for disadvantaged pupils is our key priority. We cannot hope to close the achievement gap if we wait until these pupils are in Key Stage 4.'

**St Richard's Catholic College, Governor:**

'We want to know what difference the pupil premium funding is making to pupils' learning. But, we also want to know what else the school is doing to support this young person. We would never want to send a young person out there, into the world, unprepared to deal with life's challenges. The focus is on the student first – each individual is unique – then the money. What we can do with what we have? How much difference are we making? That's how we work.'

**St. Mary's Catholic High School, Deputy headteacher:**

'yes, our pupil premium students make really good progress from where they started, but if that still means their attainment remains lower than our other pupils, well that's just no use. Our aim is to eliminate the attainment gap, but we're not there yet.'

**Ursuline High School, Pupil:**

'How much you are prepared to try and get things right is the main thing here. It's about perseverance. What you are prepared to do is what counts. And if you are prepared to do the work then anything is possible for you. There are things to do here that I didn't even dream about before.'

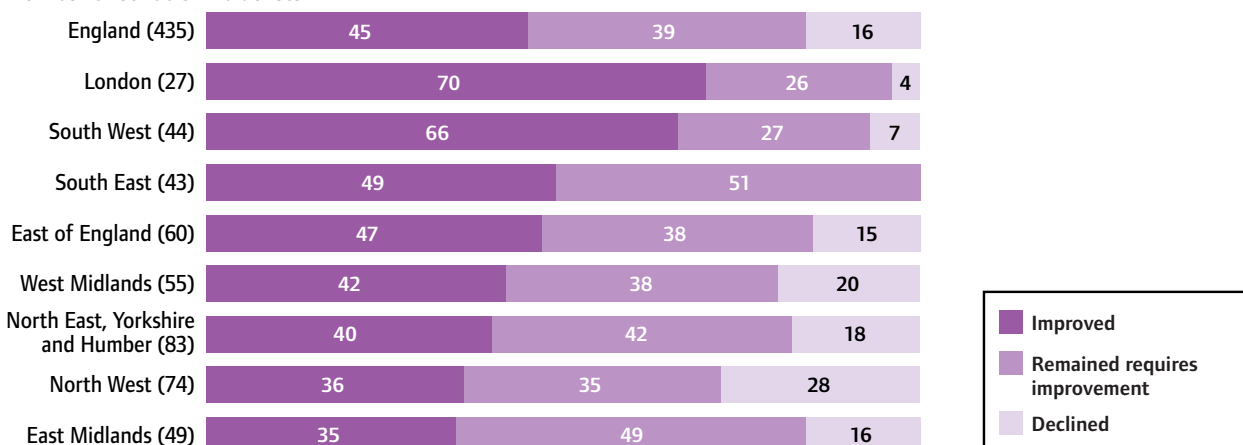
33. There are higher proportions of pupils eligible for free school meals across the North and Midlands than the South and East. However, there is not a direct relationship between high levels of deprivation and poor performance. The four percentage point gap between the North and Midlands and the rest of the country for attainment of the GCSE benchmark only reduces by one percentage point if pupils eligible for free school meals are not included in the figures.
34. Improving secondary schools in the North and Midlands must include better performance for the most disadvantaged pupils. Low expectations in secondary schools in the North and Midlands are having a negative impact for all pupils – and this has a disproportionate effect on the most disadvantaged. The Sutton Trust identified that, of the 20 local authorities with high levels of disadvantaged most-able pupils who are not reaching their potential, 16 are in the North and four are in the South. Because tackling disadvantage relies on high-quality leadership that can create the right culture, raising expectations and therefore attainment for the most disadvantaged in these regions will require stronger leadership at all levels.



## Requires improvement

**Figure 8: Performance at their next inspection of secondary schools that required improvement**

Number of schools in brackets



The requires improvement judgement was introduced in September 2012. Data show secondary schools judged as requires improvement for overall effectiveness and their performance at their subsequent inspection. Three schools have been judged as requires improvement twice in a row and have been inspected a third time. These schools are counted twice in the data.

Source: Ofsted

35. The gap in performance between the North and Midlands and the rest of the country is not new. A comparison of both inspection outcomes and the GCSE benchmark shows that the gap has been in place for at least the past five years.<sup>46</sup> The gap in inspection outcomes widened, however, in 2013/14. One of the reasons for this is likely to be the lower rate of improvement in requires improvement schools in the North and Midlands over the past two years.
36. In many of the secondary schools that improved to good this year,<sup>47</sup> there was clear evidence that there had previously been complacency. Across these schools, there had been individuals who did not believe there was a need for rapid change: governors, headteachers, middle leaders, teachers. In some schools, improvement only came when particular individuals left.
37. One of the common factors that contributed to complacency was that behaviour in these schools wasn't seen as an issue. Relationships between pupils and their peers, and between pupils and teachers, were friendly. The schools were calm and quiet. Relationships between senior leaders, middle leaders and governors were cordial and therefore there was not enough of a challenge about improving the schools. The weakness, however, was that this kind of environment was cosy rather than focused. Young people need focus, challenge and energy. Because some teachers did not expect more from pupils, and because some leaders did not expect more from teachers, pupils were not always pushed and so they did not achieve what they could have achieved.

46. This is based on five A\* to C GCSEs including English and mathematics; National statistics: provisional GCSE and equivalent results in England: 2014 to 2015, Department for Education, October 2015; [www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2014-to-2015](http://www.gov.uk/government/statistics/provisional-gcse-and-equivalent-results-in-england-2014-to-2015).

47. We reviewed the reports of all requires improvement secondary schools that had their follow-up inspection in 2014/15 (105 schools) and judged good.



38. In many of the schools that moved from requires improvement to good, four things happened:
- Leaders, often drawing on some kind of external support to help them, identified specific areas of weakness in the school. With a correct diagnosis, they took decisions, sometimes difficult ones, to tackle that weakness.
  - Leaders and middle leaders put a range of mechanisms in place to improve teaching, depending on the strengths and weaknesses in these schools: better use of assessment information; strong and more focused performance management; and better systems for checking the quality of teaching and for improving feedback to pupils.
  - There was a shift in the culture in the school. Sometimes, this was an explicit focus; sometimes it emerged organically from other things they were doing. Everyone was expected to aim for excellence: teachers and pupils alike. With better teaching and more challenge, reports talked about pupils demonstrating respect and pride.
  - Throughout the school, the extent to which teachers, leaders and governors had high expectations for individual pupils and for the school became more consistent. What had been patchy and unconvincing became more rigorous and determined.
39. When we looked at those schools that did not improve, it was because they had not succeeded in tackling complacency and raising expectations. The reasons for this varied, but there was a common thread in schools that struggled over many years of persistent weaknesses in middle leadership. The emerging problems in teacher supply, which is clearly having a material impact on the ability of some schools to secure permanent, high-performing teachers and leaders, is considered later in this report.

## Behaviour

40. Very poor behaviour is much more prevalent in secondary schools than in primary schools.<sup>48</sup> In some secondary schools where behaviour is inadequate, some teachers had high expectations, taught well and applied the school's behaviour policy. As a result, pupils responded by behaving well. However, other teachers' expectations were not as high, and the same pupils could be found chatting, calling out, using mobile phones or refusing to sit down. In these unruly lessons, disruption was not limited to a few: even pupils who listened and engaged with other teachers could be drawn in. Because these teachers did not use the most basic behaviour management strategies or apply the school's policy well, they could escalate matters too quickly, often involving senior leaders rather than dealing with things themselves. This lack of authority and control exacerbated the lack of attention and respect.
41. In some of these schools, behaviour out of the classroom was reasonably pleasant and orderly. In others, it was not. Inspection reports include mention of bullying, poor behaviour in corridors, racism, homophobic language and swearing. There was behaviour that made both pupils and staff feel unsafe.

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48. Based on a review of 25 primary schools and 31 secondary schools judged inadequate for behaviour and safety.

42. We found that schools that improved their behaviour<sup>49</sup> had worked on the school culture, creating a climate of higher expectations. There were a number of examples of headteachers clearly leading by example, creating an atmosphere where pupils can flourish. There were examples where it was clear that it was the relentless energy of the headteacher that had made the difference. These schools had clarified their policies either rewriting them or bringing in completely new ones – and these were clearer and better understood by staff and pupils.
43. Staff training was often mentioned as a factor in improving behaviour. These schools had usually not just brought in policies but had helped staff to understand and implement them effectively. The schools then worked to make sure the expectations were consistently upheld by staff. They also did not assume that pupils would just understand the new expectations. They taught pupils about what these expectations meant: respect for each other and staff, the need to learn, and tolerance.
44. Of the secondary schools that are inadequate for behaviour and safety, 74% are in the North and Midlands. There are currently over 51,000 pupils in the North and Midlands attempting to learn in secondary schools where behaviour is likely to be unacceptably poor. Over 7,300 are in Bradford and Doncaster alone. In the North and Midlands, there is a 21 percentage point gap in the proportion of pupils achieving five good GCSEs, including English and mathematics, between schools where behaviour and safety is inadequate compared with those where it is good or outstanding. Parents also recognise this. An analysis of Parent View shows that parents in the North and Midlands are less positive about secondary schools than parents in the rest of the country. The disparity is greatest in views about whether the school is well led and managed and whether pupils behave well.

## Preparing for next steps

45. Nationally, the proportion of young people not in education, employment or training (NEET) rose considerably during the recession but has fallen steadily since 2011. The new requirement that all 16- and 17-year-olds participate in some form of education, employment or training has also had an impact. However, the proportion of young people over 18 who are NEET remains very high, and there are more young people who are NEET in the North and Midlands than the rest of the country.<sup>50</sup>

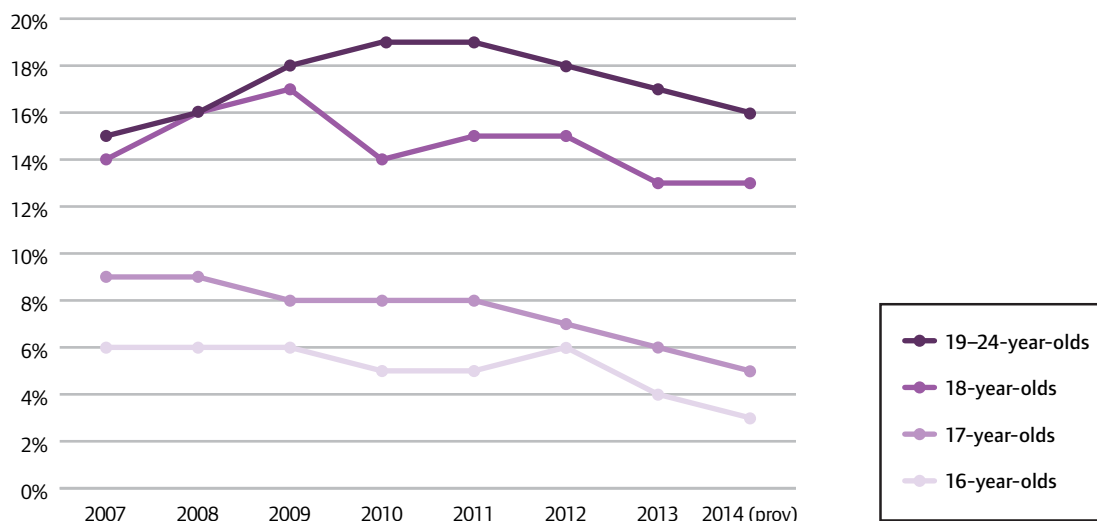
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49. Based on a review of 50 schools where behaviour and safety was judged to be requires improvement at the first inspection and good at the second inspection.

50. National statistics: NEET statistics quarterly brief: April to June 2015, Department for Education, August 2015; [www.gov.uk/government/statistics/neet-statistics-quarterly-brief-april-to-june-2015](http://www.gov.uk/government/statistics/neet-statistics-quarterly-brief-april-to-june-2015).



**Figure 9: Percentage of young people not in education, employment or training (NEET) over time**



Percentages have been calculated from rounded figures.  
 Source: Department for Education

### Case study

This year, inspectors in the East Midlands visited six low-performing schools in Nottingham with historically high levels of pupils going on to become NEET. All the schools had a clear focus on tackling this issue and had made some progress by helping pupils identify a progression route that motivated them. However, pupils still had a very narrow view of the options open to them, with particularly limited understanding of work-based learning and apprenticeships. While there was some information and advice for pupils in Years 9 and 11, this was focused on GCSE or sixth form choices rather than long-term planning for careers. No schools had appropriately detailed implementation plans to ensure that careers guidance was suitably resourced and delivered. Careers guidance resources for sixth form pupils predominantly focused on further and higher education applications: two schools had failed to provide any resources for pupils beyond the prospectus for local colleges and universities. Across all year groups, there was a lack of structured plans to raise pupils' aspirations and extend their understanding of the array of available options.

46. One of the most common reasons that pupils do not sustain their study or employment is because the advice and guidance they received when they chose that route was flawed or insufficient. In our report 'Careers guidance in schools: going in the right direction?', we found that a particularly weak aspect was links with employers.<sup>51</sup> In only a very small proportion of secondary school reports this year,<sup>52</sup> inspectors found practice in preparing pupils for employment through work experience or links with business and industry that merited inclusion in the inspection report.

51. *Careers guidance in schools: going in the right direction?*, Ofsted, 2013; [www.gov.uk/government/publications/careers-guidance-in-schools-going-in-the-right-direction](http://www.gov.uk/government/publications/careers-guidance-in-schools-going-in-the-right-direction).

52. We reviewed 290 reports of school inspections this year, looking at a mix of schools that had improved their inspection grade, declined and remained the same. Fewer than 5% of reports positively commented on any aspect relating to links to business, industry or work experience. Reporting on this aspect was not a requirement in 2014/15.

## Case study

Advice and guidance for career choices is systematic and effective throughout the school. Links with businesses are particularly strong and impact significantly on the development of enterprise and employment skills. The Comenius Project involves pupils setting up small businesses, such as producing beeswax products and developing 'Caf, Paramo' links with a community in the Dominican Republic. Teachers use opportunities such as these to develop pupils' literacy, numeracy and enterprise skills.

### Heathfield Community School

At Key Stage 3, the system of 'extended enterprise learning' options allows pupils to study a variety of additional courses, such as extended writing, finance and hair and beauty. Pupils can choose from a range of vocational options at GCSE and in the sixth form. Parents and pupils are very positive about these opportunities. Pupils receive individualised information and guidance about possible careers so that they can choose the further education or training options that will match their abilities and interests. They benefit from regular talks given by local employers. Pupils [were] clear about the careers and professions that they were interested in, and understood the qualifications, skills and personal qualities they would need in order to access them.

### Maltings Academy

47. The 2013 careers guidance report found that there was a lack of coordination that resulted in pupils not receiving appropriate guidance. Most schools visited, especially those with sixth forms, were generally poor at promoting vocational training and particularly apprenticeships. The priority that schools gave work experience was so low that it was widely cut back when it ceased to be mandatory. Very few of the vulnerable young people interviewed were clear about how different career pathways could help them to achieve their potential.
48. This year we visited a small number of providers in London to explore the barriers to small and medium-sized enterprises (SMEs) engaging effectively to provide work experience.<sup>53</sup> Those SMEs interviewed said that work experience was very useful in helping young people make career choices. Unfortunately, they had found that work experience placements created a lot of additional work and did not bring immediate benefits to the business, which could be prohibitive in a small organisation. Managers of SMEs told inspectors that many young people, especially those from school, were not ready for the world of work.

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53. *Engaging small and medium enterprises in apprenticeships*, Ofsted, January 2015; [www.gov.uk/government/publications/engaging-small-and-medium-enterprises-in-apprenticeships](http://www.gov.uk/government/publications/engaging-small-and-medium-enterprises-in-apprenticeships).

## Case study

In **Didcot Girls' School**, work experience has been extended because it is seen as a valuable opportunity to broaden horizons. Prior to going on work experience, Year 10 pupils attend a careers fair with their parents. The school's leaders have conducted research into the jobs carried out by lower paid female workers, known as the five 'C' of employment. They actively discourage all pupils from the five 'C' placements. The system of allotting placements is tipped so that disadvantaged pupils' placements are promptly checked to see if they are five 'C' and, where necessary, altered so they are more aspirational.

49. In our report earlier this year on the most-able pupils, we found these pupils were not getting the information, advice and guidance they need to prepare for future studies or next steps into employment or training. Most-able pupils from low-income backgrounds were most affected by this. We identified schools where the most-able pupils were not encouraged to apply to top universities.<sup>54</sup> In London, pupils eligible for free school meals are now just as likely to progress to university as their peers. But this is not the same across the rest of the country and in the North East, the most disadvantaged pupils are 13 percentage points behind.<sup>55</sup>
50. Visits this year to schools that perform highly for pupils from low-income backgrounds found that these schools started early with encouraging pupils to think about their long-term career and education goals and promoted a wide range of opportunities and choices. Our report 'Apprenticeships: developing skills for future prosperity' found that the continued poor promotion of apprenticeships in schools restricted pupils' access to reliable information. Poor advice in schools led to a small number of apprentices interviewed initially starting an A-level course that they felt had delayed their career. There is clearly still a misconception that apprenticeships are not for young people with a good academic record.
51. Weaker secondary performance across the North and Midlands has an impact on Key Stage 5 and destinations from age 18 or 19 onwards. Learners in these regions perform less well in their A-level studies than learners in the rest of the country. They are more likely to progress to higher education and take up apprenticeships. However, the learners from the North and Midlands are less likely to attend universities that are most highly ranked,<sup>56</sup> and a smaller proportion of the most disadvantaged young people are going on to higher education. Furthermore, a higher proportion of the most disadvantaged young people across the North and Midlands are not going on to any study or employment at all, or are not completing what they started (see Annex 1).

54. *The most able students: an update on progress since June 2013*, Ofsted, March 2015; [www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013](http://www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013).

55. National statistics: Destinations of KS4 and KS5 pupils: 2013 to 2014, Department for Education, January 2015; [www.gov.uk/government/statistics/provisional-destinations-key-stage-4-and-5-pupils-2013-to-2014](http://www.gov.uk/government/statistics/provisional-destinations-key-stage-4-and-5-pupils-2013-to-2014).

56. Based on the proportion of learners attending universities classed as 'top third'.

## Skills for employment

52. We asked parents<sup>57</sup> whether schools were doing enough to prepare young people for the world of work. The most common view from parents was that there were important gaps in what their children were learning. They suggested a wide range of topics and skills that they felt their children would need in the future that they were concerned may be lacking:
- computing and technology
  - spoken language and the ability to present orally
  - creativity and self-expression
  - the ability to manage finances
  - entrepreneurialism
  - social skills and teamwork
  - character traits like resilience, discipline and resourcefulness.
53. This echoes the findings of the Confederation of British Industry's (CBI) survey of employers.<sup>58</sup> Eighty-five per cent of employers said that character and attitude was one of their most important considerations in recruiting school and college leavers. The report notes: 'In day-to-day working life, personal attitudes, aptitude, ability to communicate and a sufficient capacity to cope with numerical data are key enablers.' Across all these skills, a substantial proportion of businesses were dissatisfied with the skills of new recruits. The greatest concern was self-management and resilience, which was found lacking in new recruits by 61% of employers. A quarter of employers who responded to our survey on apprenticeships said that the reason they did not take on young people in apprenticeships was because the young people did not have the basic skills, attitudes and behaviours required for work.
54. Inspectors have sharpened their focus from September 2015 on the extent to which schools prepare pupils for the world of work and make effective links with local businesses. In a thematic report to be published next year, Ofsted will identify how well schools help pupils to develop crucial employability and enterprise skills through both academic and vocational routes.



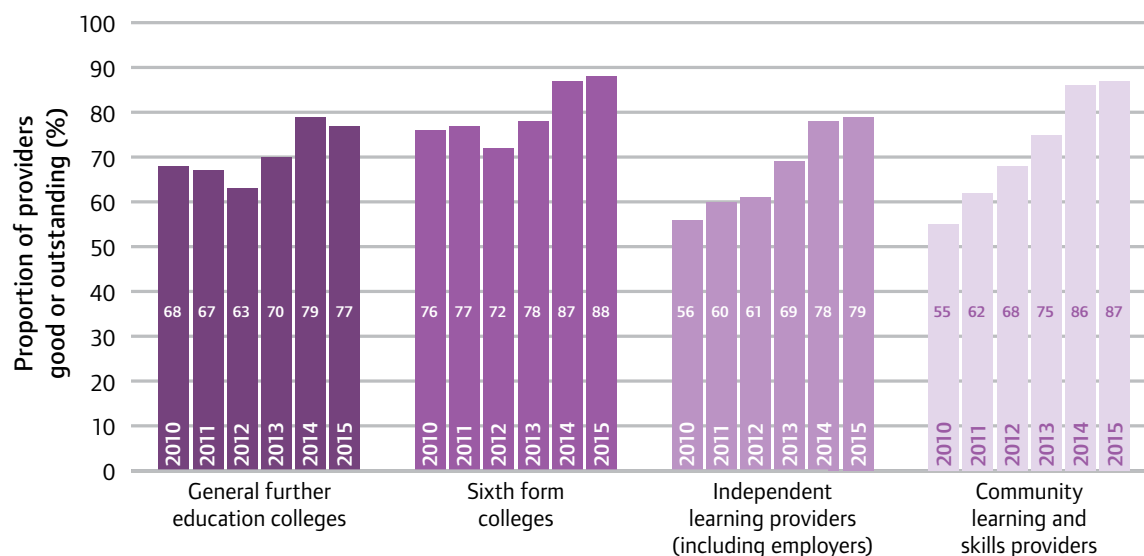
57. Ofsted operates a panel of around 425 parents who are invited to give their opinions on a range of issues. The panel has not been designed to be statistically representative of the parent population, but does give an insight into a range of views that parents hold.

58. *Inspiring growth: Education and skills survey 2015*, CBI/Pearson, 2015; <http://news.cbi.org.uk/reports/education-and-skills-survey-2015>.

## Further education and skills

55. Three years ago, the performance of this sector was at a low point, and we questioned whether it was fit for purpose. In the two years that followed, the sector responded strongly, with big improvements in all the main types of provider. Sixth form colleges and community learning and skills providers in particular saw a step change in the proportion of providers judged good or outstanding. Ofsted invites learners to comment on the quality of further education (FE) and skills providers through the Learner View website. Last year, 12,000 learners submitted their views; encouragingly 91% of learners would recommend their provider to a friend.<sup>59</sup>
56. Improvement in the sector has now slowed, and in the case of general further education (FE) colleges, quality has declined. Some of this slowing down is to be expected. It mirrors the slower rate of improvement seen in primary and secondary schools after an initially strong response to the challenge posed by the introduction of the requires improvement grade in 2012. However, the evidence in general FE colleges suggests that this reversal is one indicator of more fundamental underlying weaknesses.

**Figure 10: Further education and skills providers judged good or outstanding for overall effectiveness at their most recent inspection**



Source: Ofsted

59. [www.learnerview.ofsted.gov.uk](http://www.learnerview.ofsted.gov.uk). A snapshot of learners' views submitted during 2014/15 were taken on 3 August 2015, for providers that had an inspection during 2014/15 that was published by 1 June 2015.

## 16 to 19 choices at level 3

57. Funding is provided for every learner aged 16 to 19 to pursue study that will enable them to move to a higher level than they have achieved to date. This provision is known as 16 to 19 study programmes. Study must be clearly linked to progression in further or higher education or employment. The study programme includes English and mathematics requirements, work experience and activities to develop character, positive attitudes and confidence. The main providers of the study programme are school sixth forms (184,000 learners), sixth form colleges (70,000 learners), and general FE colleges (126,000 learners).<sup>60, 61</sup>
58. Pupils completing their GCSE studies in schools face important decisions about their futures. Not choosing the right course of study and the right provider can have long-term consequences. Only one in five schools were effective in ensuring that all its pupils in Years 9, 10 and 11 were receiving the level of information, advice and guidance they needed to support decision-making. The extent to which schools promoted opportunities available at other providers, including vocational training and apprenticeships, varied considerably.<sup>62</sup> This applies equally for learners once they are in 16 to 19 provision: there are too many learners who are unclear about what they will do when they finish their course.
59. Ofsted's new common inspection framework is designed so that, as from September 2015, we make consistent, comparable judgements about the quality of study programmes wherever they are offered.<sup>63</sup>
60. Sixty-two per cent of the learners entered for at least one substantial level 3 qualification in 2014/15 were undertaking an A level.<sup>64</sup> A comparison of learners' attainment at A level suggests that school sixth forms and sixth form colleges have similar performance, with school sixth forms performing slightly more strongly. Sixth form colleges perform most strongly in securing good GCSE grades in English and mathematics for learners who did not achieve these at Key Stage 4.



60. Numbers represent students entered for at least one substantial level 3 qualification; [www.gov.uk/government/statistics/a-level-and-other-level-3-results-2014-to-2015-provisional](http://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2014-to-2015-provisional).

61. Some 3,500 learners also undertake the study programme in work places as part of vocational study.

62. *Careers guidance in schools: going in the right direction?*, Ofsted, 2013; [www.gov.uk/government/publications/careers-guidance-in-schools-going-in-the-right-direction](http://www.gov.uk/government/publications/careers-guidance-in-schools-going-in-the-right-direction).

63. *Common inspection framework: education, skills and early years from September 2015*, Ofsted, September 2015; [www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015](http://www.gov.uk/government/publications/common-inspection-framework-education-skills-and-early-years-from-september-2015).

64. National statistics: A level and other level 3 results: 2014 to 2015 (provisional); [www.gov.uk/government/statistics/a-level-and-other-level-3-results-2014-to-2015-provisional](http://www.gov.uk/government/statistics/a-level-and-other-level-3-results-2014-to-2015-provisional).



**Figure 11: Comparison of 16 to 19 measures by provider type**

		School sixth forms	Sixth form colleges	General FE colleges
A level	Students entered for at least one A level or applied single/double award A level	159,493	53,983	21,025
	Average point score per entry	213	209	202
English and mathematics	Students at end of KS4 in 2011/12 who did not achieve A* to C GCSE in English/mathematics	25,530/ 23,559	9,919/ 9,087	104,384/ 95,974
	Students aged 16–18 by 2013/14 who subsequently achieved A* to C GCSE in English/mathematics	37%/ 22%	45%/ 31%	7%/ 4%
Vocational	Students entered for at least one substantial level 3 qualification	49,703	22,932	106,559
	All level 3 qualifications – average point score per entry	232	229	212
	All level 3 qualifications – average point score per student	767	733	532
	Proportion of students who were eligible for free schools meals in Key Stage 4	10%	10%	17%

A-level and other level 3 results in England, 2014/15 (provisional), Department for Education. School sixth forms are taken from ‘all state-funded schools’; sixth form colleges are taken from ‘FE sector colleges: Sixth form colleges’; and general FE colleges are taken from ‘FE sector colleges: Other FE sector colleges’.

Key Stage 5 pupil destinations, 2013 to 2014 (provisional), Department for Education.

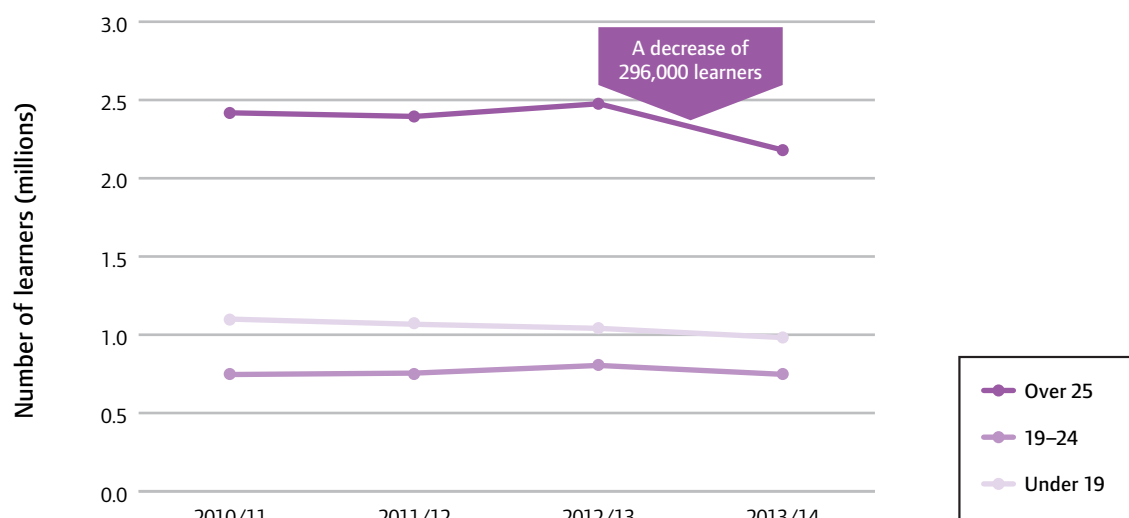
61. General FE colleges provide the majority of courses that are at level 2 or below. A levels make up a relatively small proportion of substantial level 3 qualifications in general FE colleges and, as a result, they have the fewest learners for this study nationally compared with school sixth forms and sixth form colleges. General FE colleges are weaker for learner attainment at A level. General FE colleges deliver the most vocational qualifications but still have the lowest average point scores in this area. These colleges take a much higher proportion of learners from low-income backgrounds.
62. The prior attainment of learners in general FE colleges is in most cases much lower than in school sixth forms and sixth form colleges, as the latter often have minimum entry requirements. More learners without GCSE grades A\* to C in English and mathematics go on to attend general FE colleges than the other types of provider. Where learners in school sixth forms and sixth form colleges have not reached the expected standard in English and mathematics, their attainment will often be close to the C grade needed. While general FE colleges often take lower-attaining learners, however, only a small proportion of learners in general FE colleges subsequently go on to attain the expected standard in English and mathematics.<sup>65</sup>
63. It remains the case that A-level study and progression to university is widely regarded as the gold standard. In both colleges and schools, the monitoring of progression is far clearer and more detailed for this route than any vocational route. This is also true in terms of national monitoring and is most noticeable in the regrettable absence of information on destinations following level 2 vocational qualifications. The government is introducing outcome-based success measures, which is something that Ofsted has called for in the past. We will look with interest to see if these measures help to make the performance of providers more comparable, particularly for vocational routes.

65. National statistics: level 1 and 2 English and mathematics 16 to 18: 2013 to 2014; [www.gov.uk/government/statistics/level-1-and-2-english-and-maths-16-to-18-students-2013-to-2014](http://www.gov.uk/government/statistics/level-1-and-2-english-and-maths-16-to-18-students-2013-to-2014).

## General further education college performance

64. Nationally, 77% of general FE colleges are now judged to be good or outstanding. However, the picture is far worse for inspections carried out this year, when only 35% of colleges were judged to be good enough. One in three of the 48 general FE colleges inspected this year dropped at least one grade and a further 16 failed to improve from requires improvement or inadequate. Overall, the decline in the proportion of good and outstanding general FE colleges this year is in the context of a changing landscape that is creating immense pressure on those colleges that do not have the leadership capacity to adapt to these changes.
65. This year, the 16 to 19 study programme introduced a requirement that all learners continue to pursue study in English and mathematics where their prior study did not result in a GCSE grade C or above. This has dramatically increased the number of learners required to take up this study or risk not having their programme funded. In the weaker providers, attendance and punctuality in English and mathematics classes was a common problem. It is unsurprising that learners choose not to participate given the issues often raised about the quality of teaching in these providers. A typical report on an inadequate college described it in the following way: ‘teaching and learning in English and mathematics are poor, both in discrete lessons and when taught alongside learners’ main studies.’ Problems with the delivery of English and mathematics did not only affect the performance of the weakest providers, but was also the most common reason colleges were judged to be good rather than outstanding.
66. FE and skills providers have also been faced with marked reductions to funding streams in some areas, as shifting priorities change the kinds of learning programme that can be funded, as well as reducing the level of funding in other areas. There is a direct relationship between levels of funding and learner numbers. General FE colleges have felt the greatest impact, losing 267,000 learners nationwide in a single year. The large majority of this drop has come from the over 25 age group, the age group that has lost almost 300,000 learners across the sector nationally.

**Figure 12: Number of learners in the further education and skills sector, by age and over time**



Figures have been calculated from percentages and rounded numbers.

Source: Skills Funding Agency and Department for Business, Innovation and Skills

67. The extent of changes in the further education landscape, and the impact on general FE colleges, has become evident over a number of years. The result is that many colleges are under considerable financial pressure. The National Audit Office this year published a report that demonstrated the rapid decline in the financial health of the sector.<sup>66</sup> One hundred and ten of the 244 colleges were in operating deficit at the end of 2013/14. Between November 2013 and June 2015, 22 colleges were in such financial difficulties that the Further Education Commissioner needed to intervene. Intervention cases by both the Further Education Commissioner and Sixth Form College Commissioner, for financial reasons or because of inadequate performance, have significantly increased this year.
68. In July 2015, the Department for Business, Innovation and Skills announced a national programme of locally led area-based reviews of post-16 education and training institutions from September 2015 to March 2017. The declared focus of the reviews is on creating stronger, high status and more specialist institutions to deliver credible professional and technical routes to employment and better responsiveness to local employer needs. The reviews will also focus on achieving the financial sustainability of the institutions in the selected area as well as proposing options for providing the most appropriate education and training curriculum for that area. Under our new common inspection framework, Ofsted will be considering the capacity of leaders and managers to ensure the sustainability of their provision.
69. What differentiates the colleges that succeeded from those that are in decline is the calibre of the leadership and management.<sup>67</sup> In the weaker colleges, leaders and managers were often over-optimistic about the impact that their improvement work was having. As a result, they were not rigorous enough in how they evaluated the provision and then did not go on to put measures in place to improve quality consistently enough across the college. Governors should increase rigour by challenging leaders, but in these colleges, that level of challenge was not present.
70. In these weaker colleges, too few teachers adapted their approach to be suitably challenging for learners with a range of abilities. Without work being targeted appropriately, learners frequently lost the motivation to do well. As noted previously, the inability of many general FE colleges to successfully adapt the delivery of GCSE English and mathematics to dramatically expanded learner numbers had a negative impact on the quality of teaching in those subjects. Unsurprisingly, the progress of learners from their starting points was too slow and the proportion of learners who achieved their qualifications or apprenticeships was also often low.
71. In the good and outstanding colleges inspected this year, getting the curriculum right was a priority for leaders. They worked well with local employer networks to understand the role their college could play in supporting the local economy, while at the same time benefiting their learners. They were more systematic in tackling long-standing weaknesses and managers focused successfully on reducing significant variations in the quality of teaching and management across their provision.

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66. *Overseeing financial sustainability in the further education sector*, National Audit Office, July 2015; [www.nao.org.uk/report/oversight-of-financial-sustainability-in-the-further-education-sector](http://www.nao.org.uk/report/oversight-of-financial-sustainability-in-the-further-education-sector).

67. We reviewed the reports of all 48 general FE colleges inspected this year.

## Case study

**Strode College** in Somerset is an example of a highly effective and improving college serving learners from a wide geographical area. The majority of learners receive outstanding information and advice before and during their study programmes. Pastoral and academic support and guidance as well as careers advice and guidance are also very strong. Learners develop excellent literacy and numeracy skills because teachers integrate the teaching of English and mathematics very successfully in lessons. Governors, leaders and senior managers set a clear and ambitious vision and strategic priorities. They maintain strong links with local employers and the local enterprise partnership. As a result, they are successfully raising aspirations and addressing the developmental needs and priorities within the community and local economy.

## Independent learning provider performance

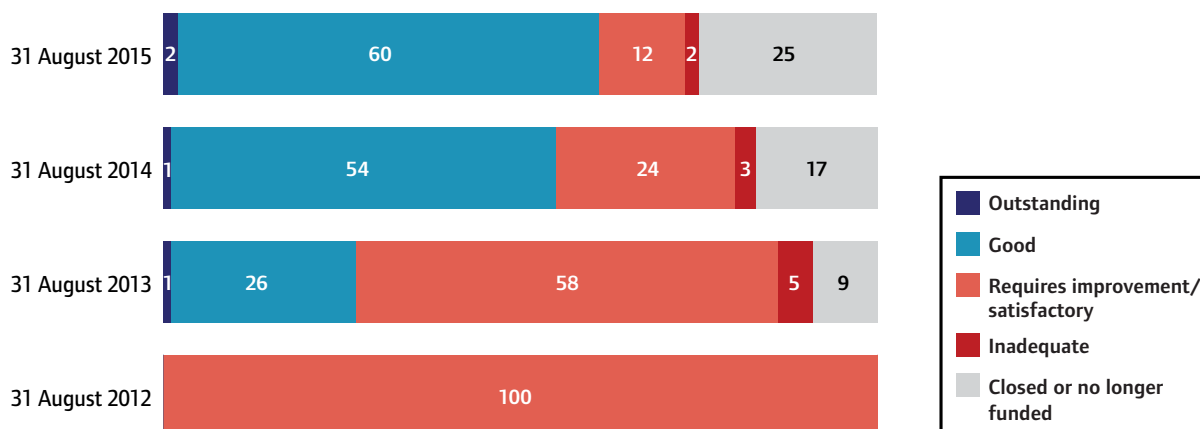
72. Inspections of independent learning providers this year have shown that the key factor in providing good-quality apprenticeships in these providers is effective management.<sup>68</sup> Good managers give priority to monitoring apprentices' progress with their employers and provide high-quality training and timely assessments to ensure that apprentices achieve within the agreed timescales. In the 45 providers judged to require improvement and the 12 judged inadequate for their apprenticeship provision this year, the training typically failed to help apprentices develop the higher-level employability skills and vocational knowledge they needed to progress in their job roles.
73. Independent learning providers have seen a drop in their learner numbers, particularly from the over 25 age group.<sup>69</sup> One of the reasons that independent learning providers are improving their inspection profile and continuing to attract learners is that weaker providers that are less agile and able to adapt are weeded out quickly. Where independent learning providers consistently perform below expectations, they are very likely to have their funding stopped and to cease operating as FE and skills providers.
74. Part of the independent learning providers sector is made up of employers. There are currently 58 employer providers that have been inspected, including major corporations such as Tesco, HSBC Bank, Mercedes Benz and National Grid. The very high standards maintained by some employer providers, the quality of the resources available to their learners and the prospects they give young people are particularly impressive. Ninety-four per cent of learners studying with employer providers are in good or outstanding provision compared with 84% of learners studying with independent learning providers. There is underperformance, however, in some parts of this sector. Forty-six per cent of employer providers inspected this year were found less than good. We comment later on our findings from our apprenticeship report that showed too many employers, particularly from the retail and care industries, were misusing apprenticeships to fund training for existing, older employees.

68. We reviewed the reports of all 127 independent learning providers inspected this year.

69. National statistics: FE data library: local authority tables, Skills Funding Agency, March 2014; [www.gov.uk/government/statistical-data-sets/fe-data-library-local-authority-tables](http://www.gov.uk/government/statistical-data-sets/fe-data-library-local-authority-tables).

## Requires improvement

**Figure 13: Improvement in the overall effectiveness of further education and skills providers that were satisfactory in August 2012**



On 31 August 2012, 371 further education and skills providers had been judged to be satisfactory at their most recent inspection. Percentages are rounded and may not add to 100.

Source: Ofsted

75. We replaced the 'satisfactory' grade with 'requires improvement' from 1 September 2012. Looking at the progress of providers with a satisfactory judgement at that time, the speed with which these FE and skills providers improved was less rapid than in schools: 27% reaching good or outstanding within the first year compared with 38% in schools. However, by 2015, a smaller proportion remained less than good: only 14%. One of the reasons is that, of the original 2012 cohort, 25% had closed or ceased to be funded. This group is dominated by independent learning providers that had had a judgement of requires improvement or inadequate.
76. Having not responded to underperformance with improvement, these businesses had their funding withdrawn, meaning the business would continue but the apprenticeships or training would not. Some received transitional funding so that the learners who were there could finish their study, but no new learners could be taken on.
77. A common theme in those providers that had still not improved three years after the judgement was introduced was the weakness in the vision, drive and strategic management of their senior leaders.<sup>70</sup> Leadership and management were mainly reported as satisfactory at best. The pace of change was too slow and leaders were not leading or championing improvement. Reports expressed concerns around the degree of ownership from senior leaders as well as the drive for high quality from both senior and middle leaders. There was a lack of decisive action and leaders responded slowly to previous inspection findings.
78. The impact of weak strategic leadership was inconsistency across subject areas and/or across sites. Because of poor monitoring, large general FE colleges had pockets of poor provision that escaped attention. Smaller providers and independent learning providers allowed weaker sub-contractors to go unchecked.

70. We reviewed 18 reports of FE and skills providers from a range of sectors that had still not improved three years after the judgement was introduced.

79. These providers exemplify the growing division in FE and skills between providers that are agile and adapt well to changes in the landscape and those that do not. Looking back over several years, these providers have had a history of not adapting well to change: first in the shift from the Train to Gain programme to having to provide the full apprenticeships frameworks; and more recently to the requirements to provide English and mathematics for all learners without a grade C or above at GCSE in those subjects.

### Case study

After a judgement of satisfactory for overall effectiveness in May 2012, and requires improvement in February 2014, **Gateshead College**, a general FE college, achieved an outstanding grade for all aspects of its provision in June 2015. At the two previous inspections, learners' progress was slow and too many of them failed to complete their courses. Managers had not taken effective action to drive improvements, especially in the quality of teaching, learning and assessment. By the time inspectors visited the college last June, a dynamic and inspirational Principal, ably supported by a highly skilled senior team and governors, had successfully developed and delivered a clear and ambitious vision for learners that had led to significant improvements throughout the college. The governing body left no stone unturned in its scrutiny of progress against agreed targets for improvement. All staff had responded well to the more stringent performance management scheme that had a direct impact on improving the quality of teaching in all subject areas. Outstanding teaching and learning prepared learners very well for their next step and a high proportion of learners achieved their qualifications.

### Apprenticeships

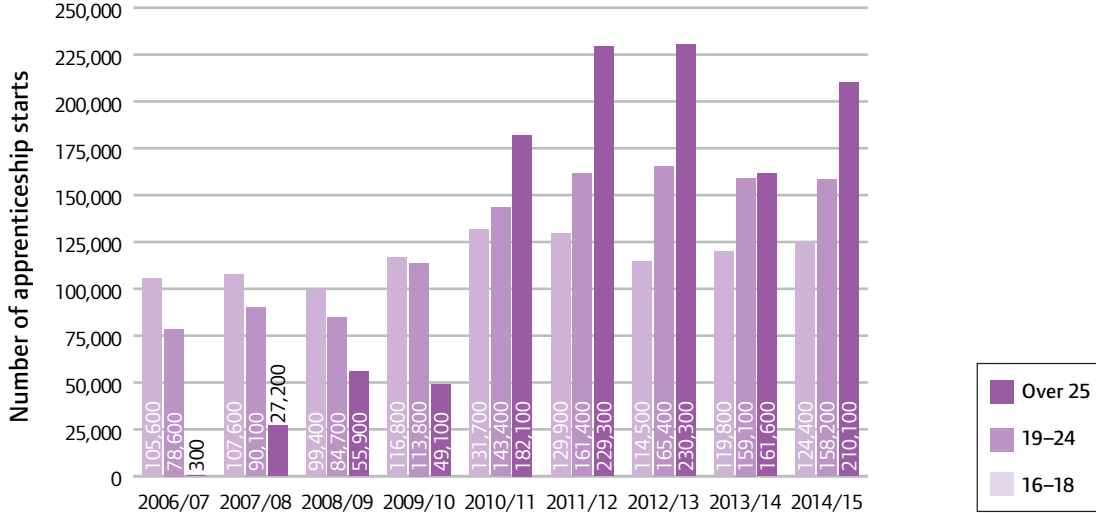
80. Apprenticeships have, over time, provided employees with the training and hands-on experience required to succeed in highly regarded, skilled occupations. Traditionally, these have been in crafts such as masonry and carpentry and, more recently, in the engineering and technology industries. Since 2010, an increase in government funding has seen more than two million apprenticeships taken up. However, this surge in numbers has been mainly in sectors such as customer service, retail, administration and care.
81. Unfortunately, these apprenticeships have not sufficiently matched the skills needed by employers. The CBI's survey of employers found that almost a third had current difficulties in recruiting experienced staff with STEM (science, technology, engineering and mathematics) skills and knowledge. Twenty per cent of employers had difficulty recruiting apprentices in this area – up from 12% only two years ago. Thirty-six per cent anticipated struggling to fill STEM apprenticeship vacancies in the next three years.<sup>71</sup>

71. *Inspiring growth: Education and skills survey 2015*, CBI/Pearson, 2015; <http://news.cbi.org.uk/reports/education-and-skills-survey-2015/education-and-skills-survey-2015>.



- 82. Apprenticeships should be an aspirational choice for many young people but this is being held back by the weak quality of much provision. Of the 190 apprenticeship programmes inspected this year, 72 were judged to require improvement and 21 were inadequate, affecting around 73,000 apprentices. Our latest report on apprenticeships found that they did not provide enough high-quality training that stretched the apprentices and improved their capabilities.<sup>72</sup> Inspectors observed, for example, apprentices in the food production, retail and care sectors who were simply completing their apprenticeship by having existing low-level skills accredited.
- 83. Since 2006, the number of new apprentices over 25 has risen dramatically, while the number of apprentices aged 16 to 18 has hardly changed. The weaker provision often had a high proportion of apprentices over the age of 25, and providers did not make enough effort to recruit younger apprentices. These older, unqualified employees were more skilled than younger employees and therefore easier and quicker to assess and qualify. These employers often lacked commitment to the underlying principles of apprenticeships, and did not invest sufficiently in the off-the-job training needed to raise apprentices' skills.

**Figure 14: Number of apprenticeship starts by age between 2006 and 2015**



Data for 2014/15 are provisional.  
 Source: Skills Funding Agency and Department for Business, Innovation and Skills

- 84. High-quality apprenticeships were typically found by inspectors in industries that have a long-established reliance on employing apprentices to develop their future workforce. These include the motor vehicle, construction and engineering industries. Most of the apprentices in these sectors were aged 16 to 24. They gained considerable new skills, added value to individual businesses' productivity and contributed to economic growth. As identified by the recent Sutton Trust report, in the best examples, apprentices go on to command salaries better than those of graduates completing degree-level courses at middle-ranking universities.<sup>73</sup>

72. *Apprenticeships: developing skills for future prosperity*, Ofsted, October 2015; [www.gov.uk/government/publications/apprenticeships-developing-skills-for-future-prosperity](http://www.gov.uk/government/publications/apprenticeships-developing-skills-for-future-prosperity).

73. *Levels of success – the potential of UK apprenticeships*, Sutton Trust, October 2015; [www.suttontrust.com/researcharchive/levels-of-success/](http://www.suttontrust.com/researcharchive/levels-of-success/).

85. In too many of the FE and skills providers visited, progression through the apprenticeship route was weak. In these providers, traineeships appeared to have little success in fulfilling their primary role of being a stepping-stone to an apprenticeship or other sustained employment. Apprenticeships generally were poorly promoted and too few young people in these providers progressed from level 2 apprenticeships, or other vocational training, to advanced apprenticeships. The number of disabled apprentices and those with special educational needs was particularly low, as is the case nationally.
86. Providers often did not have a clear rationale for the apprenticeship provision they offered. Very few providers had easy access to coherent and up-to-date information to enable them to plan apprenticeship provision to meet local, regional and national priorities on economic growth, skill shortages or youth employment rates. Furthermore, most of the providers and employers did not evaluate the long-term impact of training on individual apprentices through subsequent promotion, increased earnings or the financial returns on the investment made by the employers. The quality of information made available to providers by local enterprise partnerships (LEPs) varied considerably. Independent learning providers in particular had little contact with LEPs to support strategic planning for their apprenticeship provision.
87. Over the last three years, the proportion of apprentices who successfully completed their apprenticeship has fallen. In some providers where success rates had fallen, leadership and management was weak. This led to negative factors such as:<sup>74</sup>
- disruption of training provision and staffing because of mergers and acquisitions by providers
  - recruitment of high numbers of apprentices in companies that had no experience of apprenticeships
  - strategic decisions taken with insufficient scrutiny or oversight to expand apprenticeships and operate out of the local area
  - poor management control of subcontracted provision
  - ineffective training and assessment of English and mathematics provision.
88. Positively, apprenticeships are attracting a higher proportion of young people in the North and Midlands and success rates for apprentices aged 16 to 18 are also higher. However, there is a risk that the quality of many apprenticeships means that the potential benefits of this involvement are not realised for either the young people taking up these apprenticeships, or the economy.
89. Major government reforms to apprenticeships are underway and these have the potential to make a substantial difference to the quality of apprenticeships available. Reforms must focus on raising the quality, rigour and profile of all apprenticeships and not on simply increasing the numbers of apprentices.

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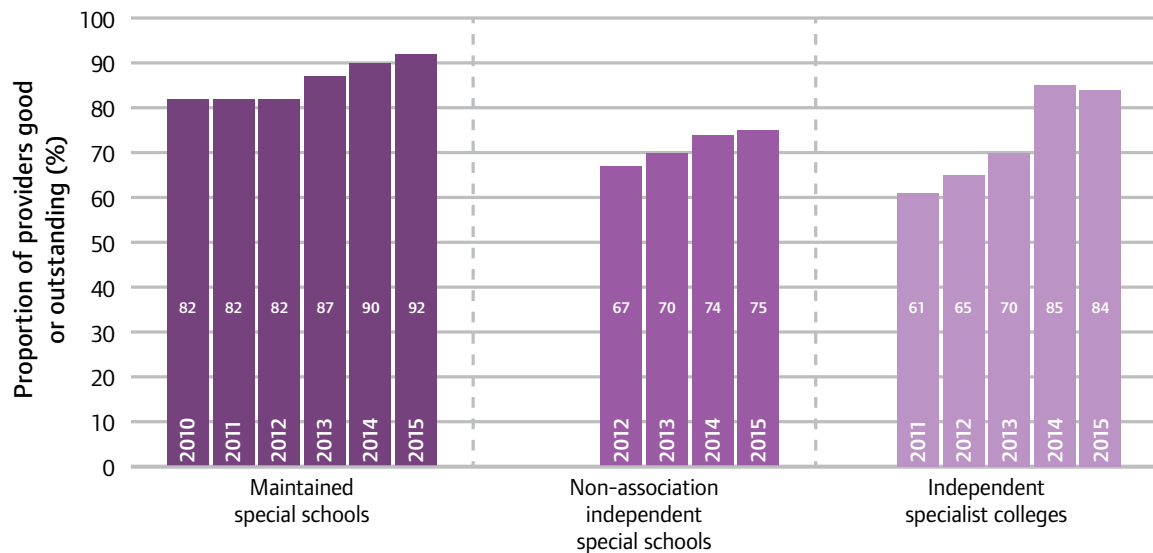
74. We reviewed 25 providers in the North West where success rates had fallen.

# Special educational needs and disability

90. All schools have significant responsibilities to ensure that disabled pupils and those who have special educational needs are taught well and supported effectively so that they fulfil their potential and are well prepared for their next stage of education, employment or training. Whether or not these young people are able to attain at age expected levels, it is crucial that their schools have high expectations. Where expectations of achievement are low, including where this is due to the incorrect assumption that this is to be expected if a pupil has special educational needs, then outcomes are weak and life chances are affected.
91. Pupils who are supported by School Action or School Action Plus are more than twice as likely not to sustain their education or employment destination after Key Stage 4 as their peers. This raises questions about schools' expectations of these young people and their effectiveness in preparing them for when they leave.
92. This variation can also be seen when looking at the proportions of pupils identified as having special educational needs and their attainment outcomes in different parts of the country. While identification rates between individual local authority areas vary considerably, there is a negligible difference in the overall proportion identified across the North and Midlands compared with the rest of the country (see Annex 1).
93. However, the gap in the educational attainment of pupils with special educational needs in the North and Midlands compared with the rest of the country is wider. In 2014, seven per cent of pupils with statements achieved the GCSE benchmark compared with nine per cent in the rest of the country. Attainment for pupils who have special educational needs, both with statements and without, is dramatically higher in London: at Key Stage 4, there is an 11 percentage point difference for pupils without statements achieving the GCSE benchmark compared with attainment in the East Midlands. Identification in London is comparable to other regions. Excluding London from the comparison, attainment for pupils with statements is lower in the North and Midlands at Key Stage 4.



**Figure 15: Specialist providers judged good or outstanding for overall effectiveness at their most recent inspection**



Outcomes for maintained school inspections are shown for inspections to 31 August 2015 where the report was published by 5 October 2015. School details are taken from Edubase at 2 September 2015.

Non-association independent special school details are taken from Edubase at 21 October 2015.

Independent specialist colleges are only included if they were open and funded during the reporting year.

Vertical dotted lines indicate where provision was inspected under different frameworks.

Source: Ofsted

## Special schools performance

94. Just under half of pupils with statements – now being replaced with education, health and care (EHC) plans – attend a special school.
95. These schools include 1,043 state-funded special schools and 468 non-association independent special schools. This year, they were inspected against different inspection frameworks. From September 2015, they will both be inspected against the common inspection framework. Maintained special schools have had very high proportions of good and outstanding schools for many years, rising further since 2013. The proportion of good or outstanding non-association independent special schools is considerably lower: this year there was a 16 percentage point gap between the two sectors. Future inspections will demonstrate whether lower proportions of good and outstanding schools remain under a fully comparable framework.

96. Special schools judged outstanding this year had outstanding leaders at all levels, who rigorously monitored the performance of the school and its pupils and constantly searched for further improvements. Relevant and engaging activities, developed from detailed programmes of study, were focused on pupils' learning and interests. The curriculum was based on a thorough and in-depth assessment of pupils' learning difficulties, skills, aspirations and future needs.

## Case study

**Churchill Special Free School** is a small school located on the same campus as an outstanding mainstream school, which is part of the same academy trust. Most pupils have speech, language and communication needs or autistic spectrum disorders. Leaders' relentless pursuit of the best academic and personal achievement for all pupils was exemplary and ensured excellent outcomes. The entire staff were fully engaged in this drive; they demonstrated high aspirations for all pupils through their high-quality teaching.

As soon as pupils started at the school, detailed assessment identified gaps in their knowledge and their personal needs. These were addressed very effectively through a multi-agency approach that included specialist provision, such as speech and language therapy. The robust multi-faceted assessments informed planning so that targets for individual pupils were broken down into small steps by skilful staff who had high expectations, and who understood the wide and often changing needs of their pupils.

Well managed and planned integration with the co-located secondary school played a large part in the school life of many of the pupils, with over two thirds accessing some lessons in the secondary school. With an unequivocal emphasis on inclusion, both schools followed a common timetable. As a result, pupils were able to access a diverse and individualised curriculum that extended their skills and knowledge.

97. Despite the high proportion of effective special schools, there remain some schools where the provision is not yet good enough. Leadership and governance are frequent areas for improvement, with poor systems for identifying and monitoring the school's strengths and weaknesses and unrealistic views on the school's effectiveness. There had been periods of staffing upheaval, including of leadership, in many schools prior to inspections where they were judged inadequate. Poor achievement or underachievement was prevalent in all schools. This was frequently linked to teachers' low expectations and inability to plan effectively enough to meet pupils' special educational needs. Of most concern, work to keep pupils safe and secure was not as effective as it should be in all of the 16 maintained schools judged inadequate this year.

## Independent specialist college performance

98. At 84%, a high proportion of independent specialist colleges (ISCs) were judged to be good or outstanding at their latest inspection. These colleges have typically focused well on ensuring that they have staff with good expertise in working with learners with very different and often complex special educational needs and disabilities.
99. Colleges continue to support their learners well and enable them to make progress in developing their personal, social and employability skills. However, one of the main intentions of 16 to 19 study programmes in ISCs is that a challenging progression route has been identified for each learner that will enable them to reach the goals in their EHC plan, such as further study, paid or voluntary employment or independence, and that learners make clear progress towards these goals year to year. Leaders and managers have not focused enough on implementing this intention. In particular, the weakest aspect of the study programmes has been the lack of meaningful and relevant work experience.

## Identification and provision

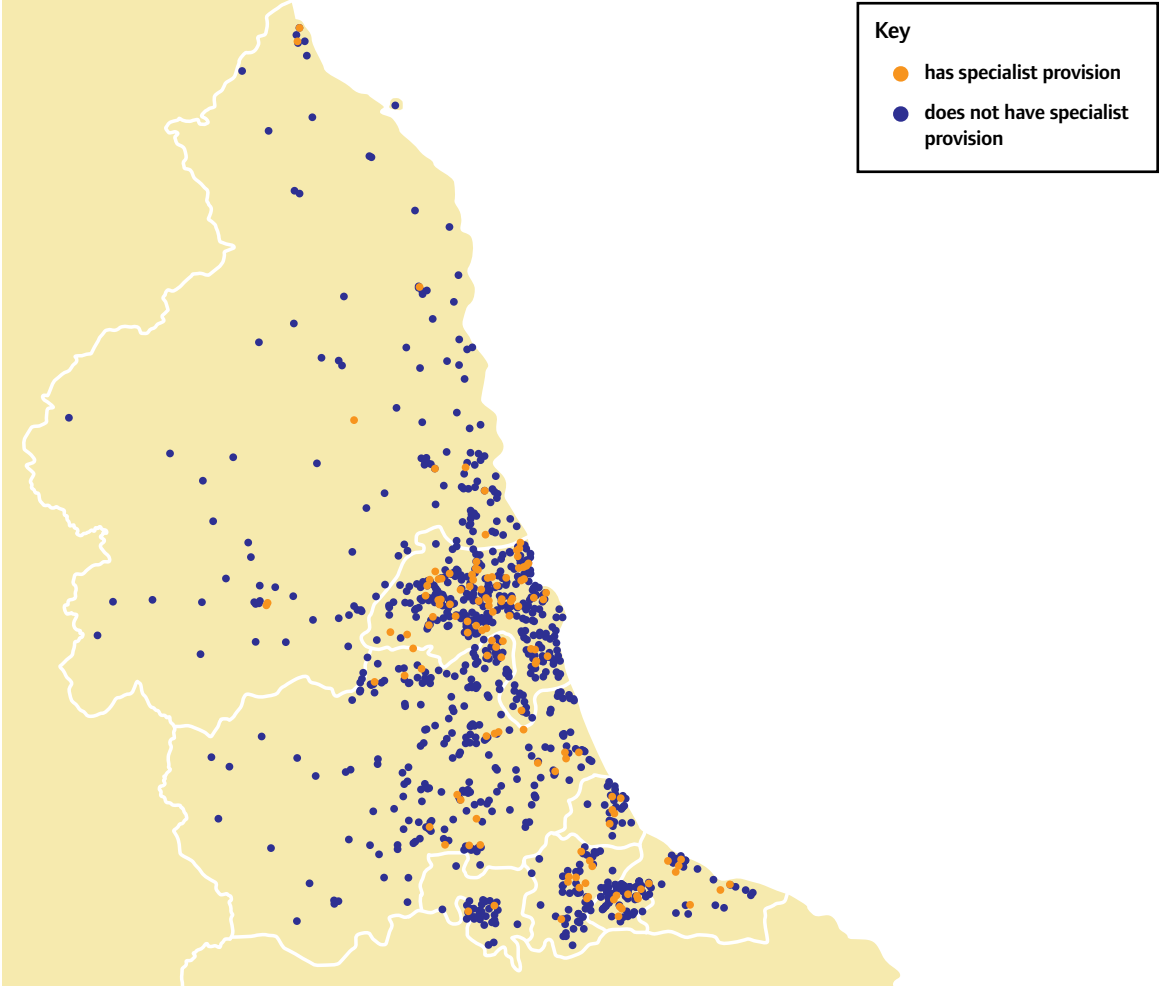
100. The Children and Families Act 2014 is intended to ensure that special educational needs are identified effectively, that these needs are met and, in so doing, that learners outcomes improve. From May 2016, Ofsted will begin a new form of inspection jointly with the Care Quality Commission (CQC) that will examine the effectiveness of local areas in fulfilling their duties contained in the Children and Families Act 2014. The inspections will focus on how areas are working together to identify and meet needs. We are jointly consulting with the CQC on our proposals for these inspections and would welcome the views of parents, practitioners and others concerned.<sup>75</sup>
101. One of the key drivers behind these legislative reforms has been parental concern about inconsistency and variation in the identification of their children's needs and the availability of provision. This is a concern that has also been expressed in recent Ofsted surveys and is an aspect that the new inspections will look at.
102. The map opposite, for example, shows the good and outstanding state-funded special schools and mainstream schools with resourced provision (orange) compared with other good and outstanding mainstream schools without specialist provision (blue) in the North East. This suggests that there are large areas of County Durham and Northumberland where pupils may need to travel long distances to access specialist provision, particularly if the specialist provision nearby does not cater for their particular need. It may be the case that all the needs of the individual children living in those areas are well catered for by other means close to home or there may be excellent transport options. This demonstrates the merit, however, in a more in-depth inspection focus on whether local areas are planning and delivering provision in a way that effectively meets needs.

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75. *Local area SEND consultation*, Ofsted/Care Quality Commission, October 2015; [www.gov.uk/government/consultations/local-area-send-consultation](http://www.gov.uk/government/consultations/local-area-send-consultation).



**Figure 16: Good and outstanding schools in the North East, by whether the school has specialist provision for those with special educational needs**



Good and outstanding schools that provide specialist provision includes both special schools and mainstream schools that provide specialist provision for those with special educational needs. Non-maintained special schools (which are inspected under section 5 alongside maintained schools) are included, but all independent schools are excluded from this analysis, including all 14 non-association independent schools. Based on inspections conducted by 31 August 2015 and published by 5 October 2015. School details taken from Edubase at 2 September 2015. Schools included where open on this date. Source: Ofsted and Department for Education

103. Similarly, there are variations in the identification of special educational needs and disabilities (SEN/D) across income groups that merit further exploration. Pupils eligible for free school meals are also more likely to have been identified as having SEN/D across every category of identification. Ofsted has previously raised concerns about the identification of SEN when the real need is for better teaching, with lower attainment or progress confused with SEN.

**Figure 17: Type of special educational need of pupils in years 7 to 11 in 2014, by free school meal eligibility (percentage)**

	Pupils on free school meals	Pupils not on free school meals
<b>School Action Plus or statement</b>	<b>17.0</b>	<b>7.1</b>
Specific learning difficulty	1.7	1.1
Moderate learning difficulty	4.0	1.3
Severe learning difficulty	0.7	0.3
Profound and multiple learning difficulty	0.1	0.1
Behaviour, emotional and social difficulties	5.9	1.5
Speech, language and communications	1.5	0.7
Hearing impairment	0.3	0.2
Visual impairment	0.2	0.1
Multi-sensory impairment	0.0	0.0
Physical disability	0.5	0.3
Autistic spectrum disorder	1.5	1.1
Other difficulty/disability	0.8	0.3
<b>School Action</b>	<b>15.8</b>	<b>9.1</b>
<b>No special educational need</b>	<b>67.1</b>	<b>83.9</b>

Pupils are included within the free school meals group if they have been eligible for, and claiming, free school meals at any point in the previous six years.

Percentages are rounded and may not add to 100. The percentage of pupils with a multi-sensory impairment rounds to zero but is greater than zero.

Includes schools within the maintained sector only. Pupils who do not follow the national curriculum, and are therefore not placed within a national curriculum year group, are excluded.

Analysis is based on a pupil's primary need. Primary need is only recorded for pupils with School Action Plus or a statement, not for those on School Action. In 2015, School Action and School Action Plus were replaced by the new category of SEN support, but some pupils' needs were recorded against the old categories in the 2015 data. To overcome these recording issues we have used 2014 data for the analysis.

Source: Department for Education

## High needs post-16

104. This year, we visited 26 providers to look at the early implementation of the Children and Families Act 2014 on the educational experience of high needs learners in a small sample of FE and skills providers.
105. We found that the sharing of important information between these providers and health and social care providers was fragmented. This situation weakens the effectiveness of support since the providers are not as prepared as they should be to meet the needs of their learners. As a result, too little provision focused on preparing learners with high needs for adult life. Only four of the providers we visited stood out as having exemplary study programmes that prepared learners very well for their next stage of education, employment and independent living. Echoing our concerns in other types of provision, including in schools, the provision of specialist impartial careers guidance to learners with high needs was weak.
106. Nationally across both schools and FE and skills, the investment in provision for learners with high needs was nearly £5.2 billion in 2014/15.<sup>76</sup> Worryingly, neither local authorities nor the providers and specialist services visited by inspectors in this survey were able to show that they evaluated whether their portion of this substantial investment was delivering the desired impact on the lives of these learners.



76. *Dedicated schools grant (DSG) 2015 to 2016*, Education Funding Agency, December 2014; [www.gov.uk/government/publications/dedicated-schools-grant-dsg-2015-to-2016](http://www.gov.uk/government/publications/dedicated-schools-grant-dsg-2015-to-2016).



# Adult learning

## Community learning and skills provider performance

107. This sector is a varied one, not only in the diverse character of providers, which range from local authorities (which themselves vary widely) to not-for-profit providers with charitable status and adult education colleges. This sector also includes the so-called ‘specialist designated institutions’, a category that includes some of the oldest adult education providers in Europe, such as the Workers’ Educational Association, the Mary Ward Centre and the Working Men’s College, which date to the 19th century.
108. It is very common for learning to be delivered in community centres, tenants associations, churches, museums, libraries, classrooms and workplaces. The learning delivered by Kent County Council, for example, is available in over 1,100 different locations throughout the county.
109. In recent years, learning funded from the public purse has come under considerable scrutiny. There has been increasing pressure for providers to deliver value for money by aligning publicly funded adult learning to some demonstrable community benefit. As a consequence, as funding has shifted, not all providers have survived. Those providers that have adapted to these challenges have flourished. Many adult learning courses remain popular year on year and therefore providers have often successfully evolved these to become self-financing.
110. The community learning budget has been frozen and therefore buys less each year. There has also been a shift towards courses for people who are more disadvantaged, which are more expensive to deliver. As a result, across the sector, the number of learners in ‘personal and community development learning’ has dropped by just over 80,000. This has been offset by a growth in ‘neighbourhood learning in deprived communities’, but to a much lesser degree.

**Figure 18: Number of funded learners participating in community learning, over time**



Figures for 2011/12 onwards are not directly comparable to earlier years.  
 Source: Skills Funding Agency and Department for Business, Innovation and Skills

111. Government policy has also emphasised the need for community learning and skills providers to share services, work in partnership, and meet set social objectives. Inspections this year<sup>77</sup> show that the successes of this provision lies in how they deliver educational benefits to disadvantaged communities, such as:
- breaking cycles of low achievement by helping parents and hard to reach communities to gain skills and qualifications
  - developing ‘learning champions’ – volunteers in local communities who can support learning
  - working with partners best placed to deliver a wide range of courses to support adults from disadvantaged communities.

## Case study

**East London Advanced Technology Training (ELATT)** helps a very high proportion of learners into further learning or employment through innovative work with employers, community groups and other bodies. Excellent personal support from teachers, specialist staff and fellow learners all help to increase learners’ self-esteem, as well as instilling in them a desire to succeed in training and improve their personal circumstances. Teachers ensure that lessons support learners who are disadvantaged with a personalised approach that enables them to progress whatever their circumstances. ELATT’s training and personal development programmes are carefully aligned with local employment opportunities, aspirational opportunities in the City of London and local community needs, such as a ‘welcome club’ that helps migrant women socialise, improve their English and be introduced to further learning.

112. All types of provider are very likely to have a large proportion of part-time tutors and the learners predominantly follow courses part time. As a consequence, the extent to which leaders can plan and manage this diverse provision is very important and often the key reason why provision declines or improves.
113. Where providers declined or did not improve, this was linked to leadership and management. This included a mixture of insufficient oversight, lack of clarity in how leaders and managers evaluated the provision, lack of governance and not addressing fundamental areas for improvement over time. Other weaknesses included insufficient use of data to monitor the provision in order to respond quickly to a decline in the proportion of learners achieving qualifications, or slow improvement in the outcomes and the learning experience for learners. Another challenging factor was the impact on provision where providers were subject to changes in management, restructure or merger.

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77. We reviewed 26 reports from inspections of community learning and skills providers including both local authority and non-local-authority providers.



114. One hundred and forty one of the 353 lower tier local authorities in England provide community learning and skills, often through sub-contracted providers. Inspectors have identified that in some local authorities, spending reductions have had an impact on the quality of their adult learning provision. This year, four community learning and skills local authority providers have been judged inadequate. In these providers, the loss of senior management posts had not been managed effectively. Managers did not monitor the performance of all their teachers closely enough and as result did not consistently identify or tackle emerging weaknesses in teaching, learning and assessment. Though delivering community benefit is a key aim for this sector, they also failed to monitor whether their community development and employability programmes were having any positive impact in the lives of learners or on communities.
115. In good or outstanding community learning and skills provision provided by local authorities, leaders and managers tuned in quickly and effectively to match changes in funding to the needs of the adults within the local community. Managers kept an ear to the ground, collaborating efficiently and effectively with, for example, the voluntary and public sector, third sector organisations, and other education providers.

## Case study

**Wolverhampton Adult Education Service** focuses on foundation English and mathematics for adults, including English for speakers of other languages (ESOL). The management of staff performance was particularly effective in assuring a very high standard of teaching and learning. Tutors and support staff had realistically high expectations for all learners. They were particularly skilled at developing imaginative and interactive learning activities that maintained learners' concentration and inspired them to reach their full potential and produce very high-quality work.

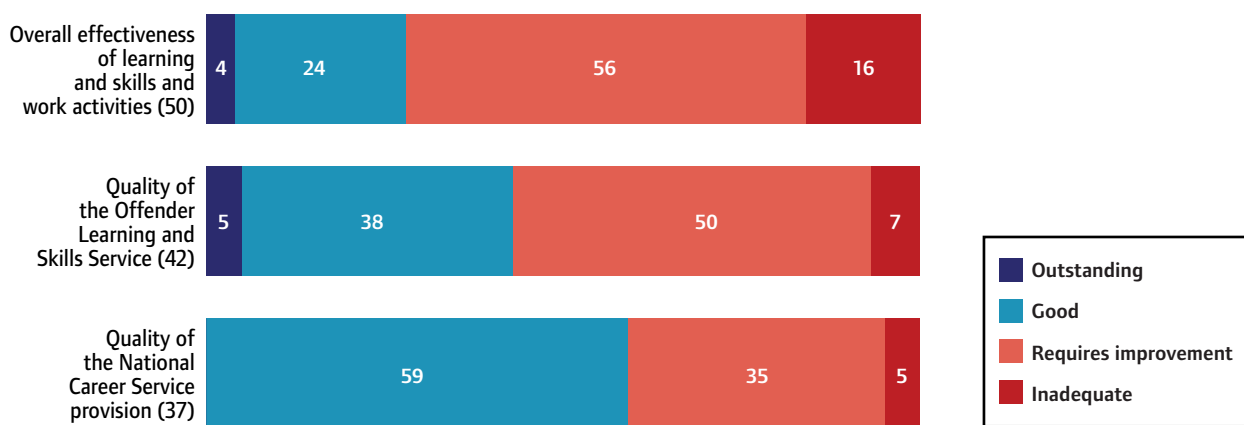
Strategic leadership was impressive. Service leaders had developed a very effective strategy to cope with reduced funding and yet maximise the number of learners who progressed to further education or into jobs. They frequently conducted very thorough research on the local economy, business profile and business opportunities and used this information well to adapt the range and content of their learning programmes to align them with the employability needs of the local community. The large ESOL programme acted as a very successful gateway for learners to access wider educational opportunities or to enter local employment. A high proportion of learners gained full- or part-time employment or became volunteers.

## Learning and skills in prisons and young offender institutions

116. If the priority for public funding for adult learning and skills is community benefit, then there is a clear case for investment in education in prisons. Research by NIACE on a range of interventions, including basic education, vocational and apprenticeship training, and industrial employment, suggested that in-prison educational and vocational interventions reduced re-offending compared with prison alone. This study estimated that net benefit to the public sector ranged from £2,000 to £28,000 per prisoner, rising as high as £97,000 per prisoner when victim costs were included in the analysis.<sup>78</sup>

**Figure 19: Prison and young offender institution inspection outcomes 2014/15 (percentages)**

Number of prisons and young offender institutions in brackets



Based on prison, young offender institutions and other jurisdiction inspections published between 1 September 2014 and 31 August 2015. Percentages are rounded and may not add to 100.

Source: Her Majesty's Inspectorate of Prisons and Ofsted

117. Learning and skills and work in prisons have been the worst performing elements of the FE and skills sector for some time, and Ofsted has long been critical of this failure. Last year, there was a small degree of improvement in inspection outcomes. This year, the outcomes are very poor and considerably worse. Of the 50 prisons with inspection reports published this year, fewer than a third (28%) were judged good or outstanding for their learning and skills and work activities. Standards were markedly worse compared with last year.<sup>79</sup>

78. Lifelong learning and crime: an analysis of the cost-effectiveness of in-prison educational and vocational interventions, Matrix Knowledge Group, for the Inquiry into the Future for Lifelong Learning, NIACE, 2009; [www.niace.org.uk/lifelonglearninginquiry/Public-Value-Papers.htm](http://www.niace.org.uk/lifelonglearninginquiry/Public-Value-Papers.htm).

79. In 2013/14, there was no overall judgement on the learning and skills and work activities available for prisons. However, there has been a marked decline across the other judgements that are comparable, such as leadership and management, offender learning and skills service and the National Careers Service provision.

118. Prison regimes did not give sufficient priority to education and training as a means of reducing reoffending or rehabilitating offenders. Prison governors were still not doing enough to ensure that their prisons had enough education, training and work places for all prisoners throughout the working week. Governors were not held to account for the quality of this provision or its impact on supporting prisoners' employment on release. Far too often, inspectors found that the processes of allocating prisoners to learning and skills and work activities and ensuring that they were there on time were ineffective because they were poorly managed. Attendance and punctuality were frequently poor, remained unchallenged and were rarely promoted as a key requirement for future employment.
119. The overall quality of the education and training funded by the Skills Funding Agency was reflected in the judgements given for the offender learning and skills service. This was good or outstanding in less than half of the prisons inspected. Although coaching on vocational courses was found to be mainly good, prisoners frequently gained qualifications at levels below their potential. In too many prisons, work activities remained mundane and repetitive and prisoners were not able to progress to more challenging tasks. In the better prisons where work was structured well, prisoners were developing good work skills. The teaching and learning in English, mathematics and English for speakers of other languages (ESOL) remained particularly weak. However, a few prisons worked well with the education provider to ensure that all prisoners with low levels of skills in these subjects attended courses.
120. The work of the National Careers Service was found to be good in just over half of the prisons where this was graded. In these prisons, advisers were often skilled at supporting prisoners to understand their education, training and employment options on release. However, information in sentence plans, in initial assessments in English and mathematics and in careers guidance was not used adequately to ensure that prisoners were attending the most appropriate education, training or work activity to support agreed plans for resettlement on release. Only a few prisons had developed sufficient links with local employers to provide training in prison that directly enhanced prisoners' chances of employment on release. Inspectors also rarely saw good use of temporary release on licence, where appropriate, to enable prisoners to gain direct experience of the world of work in the community.

## Case study

Senior staff in **HMP Hollesley Bay** provided excellent strategic direction that resulted in a wide range of education and training programmes that focused successfully on preparing prisoners for future sustainable employment. In particular, staff had developed very effective external links that meant that prisoners could participate in appropriate training in the prison while those on release on temporary licence could take up work in the local community.

Teaching was outstanding and took place in very well-resourced vocational training workshops and educational facilities. The standard of learners' work was exceptional. Staff were skilled at integrating English and mathematics skills into all vocational training activities. Attendance rates were very high, as was the proportion of learners who achieved qualifications.

## Learning and skills in prisons and young offender institutions for women

121. While the performance of men's prisons in delivering education and work was exceptionally weak, three out of the four women's prisons inspection reports published this year included some good practice. In the three better prisons, learning and work were usually linked to employment goals on release. Learners frequently developed useful personal, social and employability skills in a wide range of educational and vocational contexts. HMP & YOI Askham Grange successfully maintained its outstanding provision in learning and skills and work at inspection this year. All women had an individually tailored timetable, which allowed them to combine work and study that very effectively supported their progress towards their chosen career. In HMP Styal, prisoners who were promoted to team leader, key worker and orderly roles gained particularly good teamwork skills when supervising training and assessing other women. In HMP Low Newton, an innovative project focused on developing the skills women needed for self-employment and provided support post-release for women who wanted to put their business plans into action.



# Leadership capacity and teacher supply

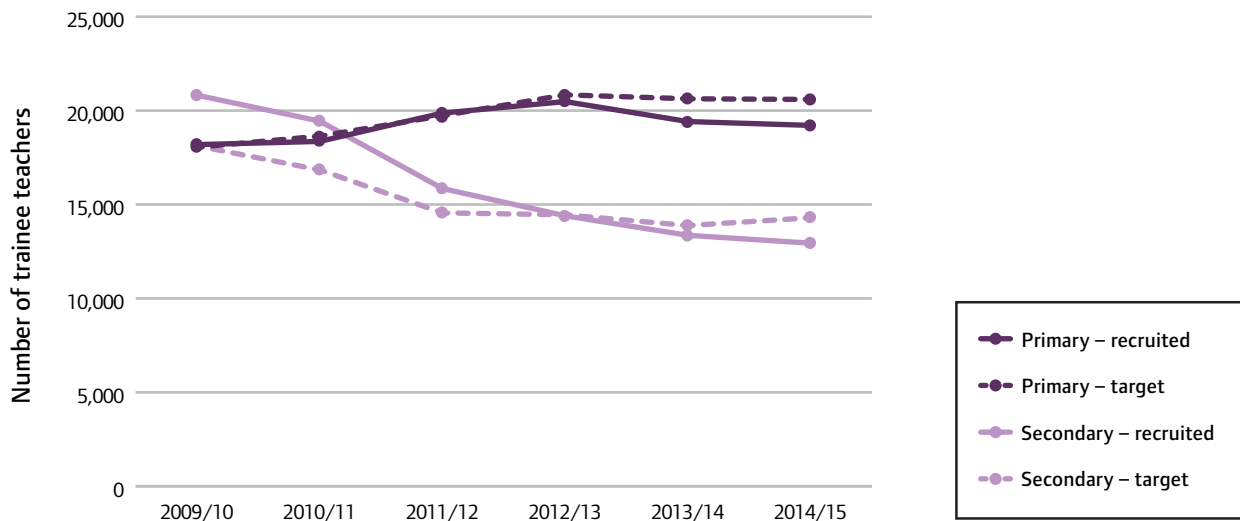
122. Ofsted has voiced concerns about the supply of high-calibre teachers before. It was clear two years ago that a number of factors were emerging that could have a negative impact on teacher supply. It has now come to pass that weaknesses in teacher supply are having a material impact on the ability of schools, particularly those in challenging circumstances, to recruit the teachers and leaders that they need if pupils are to receive the quality of education that they deserve.
123. In order to better understand the impact of issues relating to teacher recruitment, we conducted a survey of primary and secondary headteachers in three regions: the East of England, the North West and the South East.<sup>80</sup> We found that:
- 50% of headteachers in areas not considered to be challenging said they were not able to recruit enough good staff – rising to 77% in challenging areas
  - 74% of headteachers in areas not considered to be challenging said there was insufficient teacher training provision in the area to ensure a good flow of new entrants into teaching – rising to 91% in challenging areas.
124. There are particular concerns about some subjects at secondary level. Twenty-eight per cent of the headteachers we polled in areas not considered to be challenging had temporary teaching arrangements in place in either mathematics or science. Again, schools in challenging circumstances are most vulnerable, with 61% having temporary teaching arrangements in place in one of these subjects. Science was most acute, with 54% of the schools in challenging areas struggling to find the permanent teachers they needed.
125. The reasons for this squeeze are evident. The number of teachers leaving the profession continues to rise: in November 2014, this was up almost 4,600 a year compared with 2011.<sup>81</sup> This is being driven by teachers leaving service, not by retirements, which continue to decrease. At the same time, recruitment of new teachers is increasingly falling behind target, with STEM subjects particularly affected.
126. The effect of this is not only being felt by headteachers; it can be seen in the steady climb in vacancies and temporary appointments. The biggest jump in the past year was in the sciences. While we have concerns that the data on vacancies do not show the whole picture as reported by our regional teams, they still provide a clear illustration of the direction of travel.

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80. A telephone survey was carried out with the headteachers of 93 schools: 58 were secondary schools, 35 were primary schools. The criteria for selecting the school were: a mix of schools/academies in challenging circumstances and non-challenging circumstances; a spread of requires improvement, good and outstanding schools/academies, and a selection of geographical contexts as appropriate to the region.

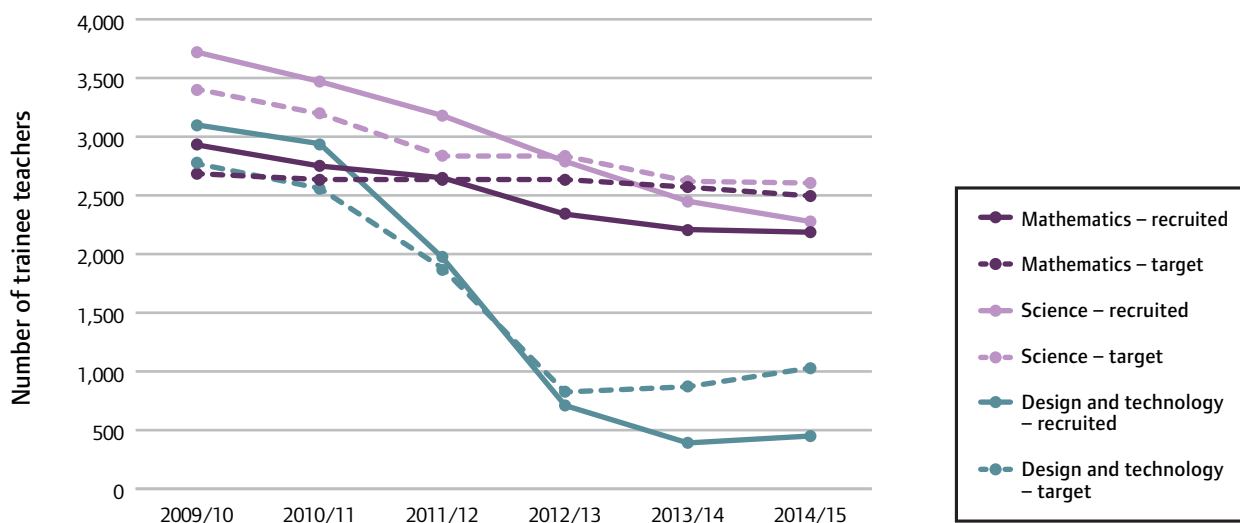
81. National statistics: school workforce in England, Department for Education, November 2014; [www.gov.uk/government/statistics/school-workforce-in-england-november-2014](http://www.gov.uk/government/statistics/school-workforce-in-england-november-2014).

**Figure 20: Recruitment of primary and secondary trainee teachers against targets**



The above data exclude Teach First and Troops to Teach.  
 Targets are taken from the Department for Education's Teacher Supply Model: [www.gov.uk/government/publications/teacher-supply-model](http://www.gov.uk/government/publications/teacher-supply-model)  
 Source: National College for Teaching and Leadership

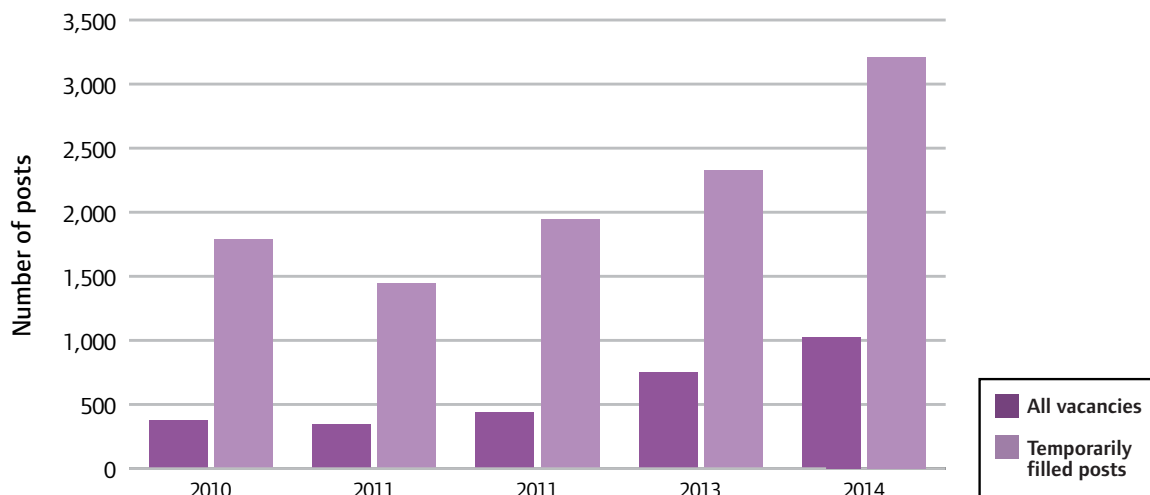
**Figure 21: Recruitment of trainee teachers for key subjects against targets**



The above data exclude Teach First and Troops to Teach.  
 Targets are taken from the Department for Education's Teacher Supply Model: [www.gov.uk/government/publications/teacher-supply-model](http://www.gov.uk/government/publications/teacher-supply-model)  
 Source: National College for Teaching and Leadership



**Figure 22: Number of vacancies and temporarily filled posts in the state-funded sector, 2010 to 2014**



Advertised vacancies for full-time permanent appointments in state-funded schools (or appointments of at least one term's duration). Includes vacancies being filled on a temporary basis of less than one year.

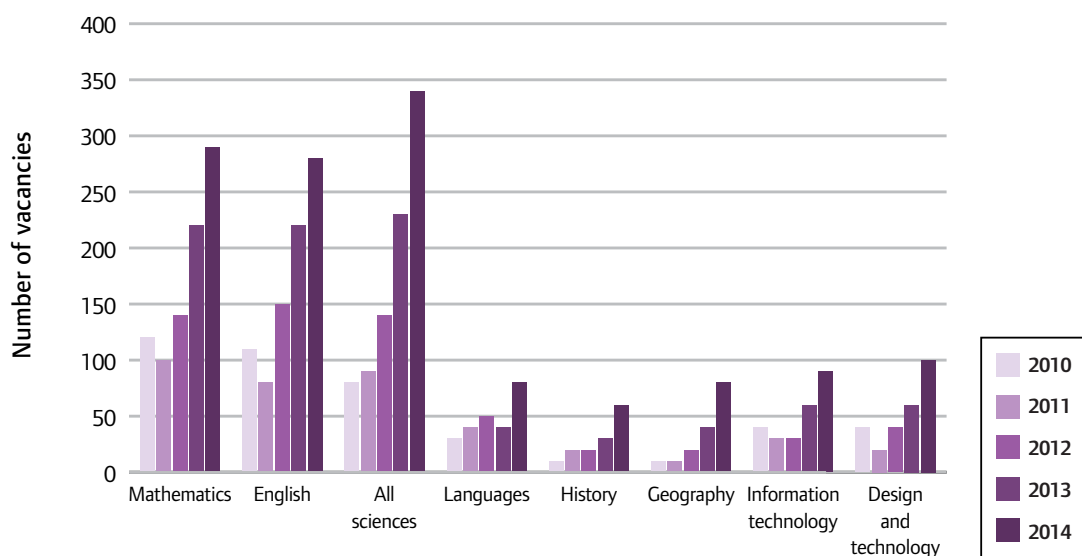
Temporarily filled posts are those where a vacancy exists, advertised or not, that is currently being filled by a teacher on a contract of at least one term but less than a year.

Based on data collected in November each year as part of the school workforce census.

Data have been rounded to the nearest 10.

Source: Department for Education

**Figure 23: Number of teacher vacancies in selected subjects, 2010 to 2014**



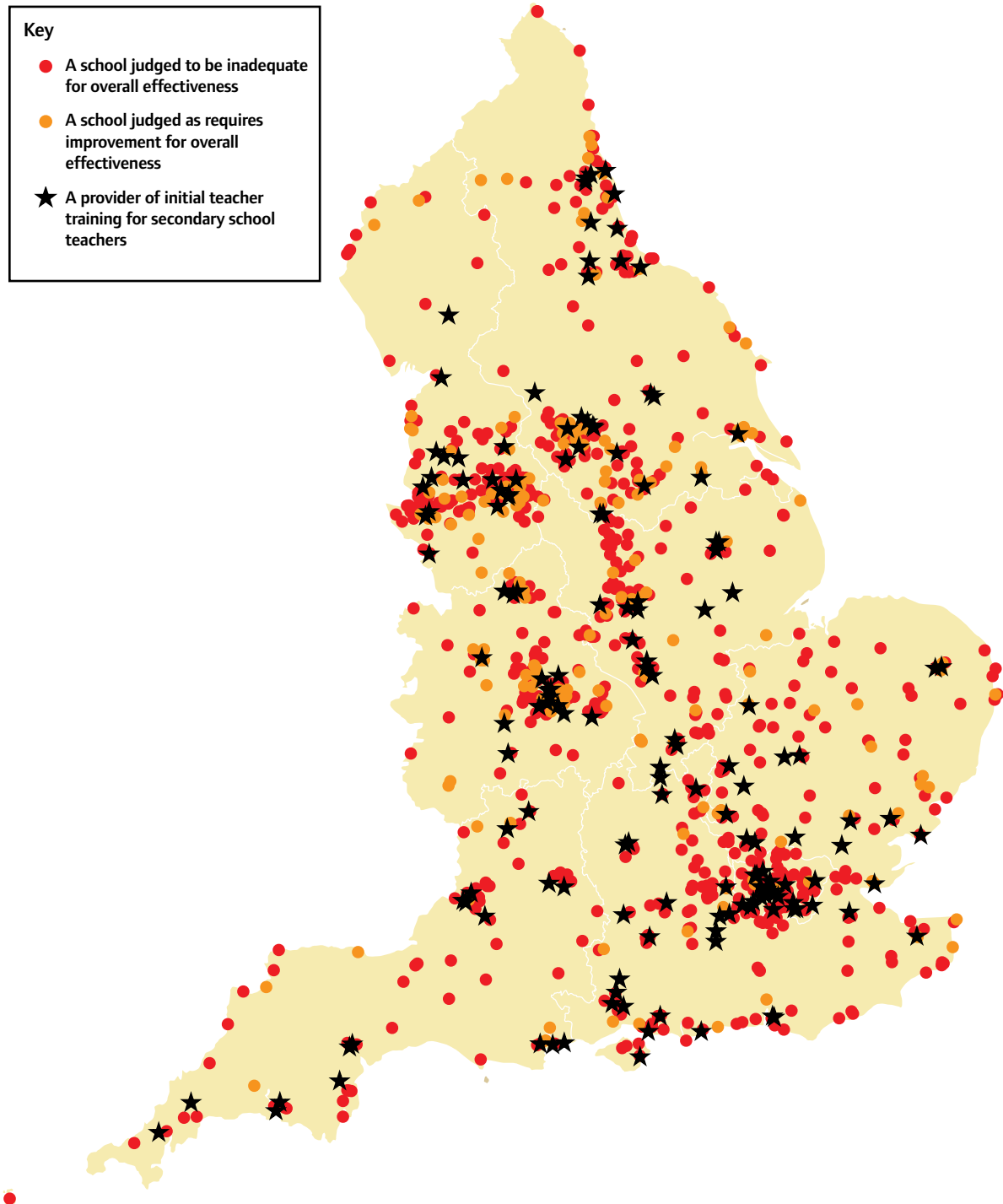
Advertised vacancies for full-time permanent appointments in state-funded schools (or appointments of at least one term's duration). Includes vacancies being filled on a temporary basis of less than one year.

Based on data collected in November each year as part of the school workforce census.

Data have been rounded to the nearest 10.

Source: Department for Education

Figure 24: Location of secondary teacher training providers and schools that need support



Initial teacher training information as at 26 August 2015. Maintained school details based on Edubase as at 2 September 2015. Includes school inspections that took place by 31 August 2015 and that were published by 5 October 2015. All providers of secondary newly qualified teacher status are shown. This includes school centred training, employment based routes, training in higher education institutions and Teach First.  
Source: Ofsted and National College of Teaching and Leadership

## The impact of isolation on teacher supply

127. We used our regional structures to look in depth at the recruitment challenges facing schools in the East of England, South East and North West. The market is very competitive, and the evidence from the regions showed that there are schools that are competing and some that are not. Some schools are succeeding in the recruitment market because they are more proactive. However, regardless of strategy adopted by those schools that are less successful, the impact is the same: weaker teaching and poorer outcomes for those pupils unlucky enough to attend these schools.
128. There were three factors that counted against schools in the recruitment stakes: location, performance and intake. Teachers have the choice of living near the school or commuting to it. Schools found themselves unattractive as employers where they were in isolated areas that were poorly served by road and rail, which were also less sought-after places to live. If housing or transport options are expensive, or transport options simply unavailable, and if an area's environment and lack of social amenities are off-putting, a school will struggle to recruit anyone not already living in the area. If the area is one of high deprivation and low skills, the school may already have exhausted the local supply of skilled teachers. In all three regions, coastal areas were particularly badly affected.
129. Schools were also disadvantaged in the recruitment market if they were lower performing schools. Though there is a powerful argument that schools that are less than good need the most highly skilled and motivated teachers, the cumulative effect of a devolved system is that these schools face two obstacles. First, they are less attractive to applicants who fear that the work will be more demanding. Second, they are less able to play a role in the teacher training system. Too few initial teacher education (ITE) partnerships include enough schools with a judgement of requires improvement. It is the perception of some schools, whether this is the case or not, that they are not always welcomed into the teacher training partnerships that ITE providers create with schools on a voluntary basis.
130. Almost three quarters of all secondary and around a third of all primary schools are part of a School Direct partnership.<sup>82</sup> The main aim of School Direct is to allow schools to choose the trainees they want. There is an expectation they will go on to work within the school or partnership of schools in which they were trained once qualified, although there is no guarantee of employment. This means that if a school is not a member of a School Direct partnership, they have reduced access to the teachers these partnerships generate.
131. Finally, schools with a more challenging intake than competitor schools can find it harder to attract teachers. In areas where there is selection, non-selective schools can find themselves considerably less attractive than the offer of a place teaching the most motivated and able pupils. Similarly, schools that have higher proportions of deprived pupils can appear less attractive propositions.

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82. Initial teacher training allocations for academic year 2015 to 2016, Department for Education, September 2014; [www.gov.uk/government/publications/initial-teacher-training-allocations-for-academic-year-2015-to-2016](http://www.gov.uk/government/publications/initial-teacher-training-allocations-for-academic-year-2015-to-2016).

## Case study

A secondary school in a deprived and isolated rural area: geographical isolation, inspection grade and weak teacher recruitment into local teacher training make staffing a challenge. Temporary arrangements and overseas recruitment are plugging the gap. Recruitment is a constant feature of the headteacher's work. Last year, they ran 75 sets of interviews and still were not fully staffed. Even £8,000 on national advertising for English, mathematics and science teachers did not raise a single applicant. Science 'is a nightmare' said the headteacher. 'We have given up trying to recruit and now buy in help from ex-teachers and use overseas staff.' There are tough choices when interviewing those who do turn up. If applicants are not really good enough 'We can keep saying 'no thank you', but have to compromise because you end up with no bodies in front of your pupils. I ask myself 'is this good enough for my pupils?' versus 'goodness, there is no one in front of this class''. One training scheme is a long way off, and the headteacher noted 'very little interest' in the School Direct training places on offer at a nearby scheme run by another school, and none coming here. This scheme pushes hard to recruit in her view, but 'too few local people are interested and there is not enough to draw others in'.

132. The current situation is that some schools – often the ones most in need of improvement – are finding that they are increasingly isolated. Because of their circumstances, they are cut off from the flow of trainees and new teachers. Though in some cases this is because of geographical isolation, in other cases these schools are lost in a crowd. They may be in urban areas but their context means they are equally alone.

## Middle leadership

133. The impact of the pressures on the employment market is felt, not only in recruitment of newly qualified teachers, but in more experienced teachers and middle leaders. This can have a direct impact on the ability of these schools to improve. Secondary schools that struggled to improve over a long period of time often had endemic weaknesses in middle leadership, and there is evidence of shared contextual factors which may contribute to this.
134. In order to understand why some secondary schools do not improve, we identified those schools that had been less than good for their last four inspections. We identified some common issues. Interestingly, these schools were not predominantly in the areas of highest disadvantage, although they often had higher levels of pupils eligible for free school meals than would be typical for other schools in their local authority area. This suggests these were schools with a more disadvantaged intake than other schools in the area. The secondary schools in this group were smaller than the average size for a secondary school, averaging 800 pupils per school compared with 950 for all secondary schools, and were less likely to have a sixth form. These schools were also disproportionately in the North and Midlands.

135. Inspection reports on secondary schools in this group<sup>83</sup> make the explicit link between variable standards in the quality of teaching and weak or erratic leadership. Neither the capacity of headteachers, governors or partnerships and support stands out as particularly poor – though none of these is effective *enough* to secure lasting change. What does stand out is the variable quality of middle leaders, often in successive reports. Most frequently, this is a lack of accountability and insufficient rigour in monitoring teaching and standards in their areas of responsibility.
136. In some cases, the ineffectiveness of middle leaders was linked to a lack of experience or colleagues being relatively new to post and not having had time for their improvement strategies to bear fruit. However, looking back at older reports shows that issues highlighted in one inspection are often not remedied by the time of the next. Occasionally, this is not just wider recommendations such as the need to ‘improve the consistency of the quality of teaching’ but endemic weaknesses in particular subjects and key stages.
137. Given that these schools are below average in size, most subject leaders are managing relatively small teams that can have an impact on succession. Many of the schools had significant staffing or leadership changes from one inspection to the next. Given that these schools may have a more challenging intake than their immediate school neighbours, these schools may have particular difficulty in recruiting and retaining strong and experienced subject leaders. This will particularly be true in those schools with a long history of underperformance that may be affecting their reputation locally. This has had an impact on their ability to improve.

## Headteachers and governors

138. In 2012, the National College for School Leadership published a report on leadership in schools that identified factors that were having an impact on the school leadership landscape.<sup>84</sup> One of these factors was geography. The labour market for school leaders was segmented, with:

‘relatively little movement between geographic regions or even between school governance types. Senior leadership posts were far more segmented both regionally and by governance type than classroom teacher posts, and senior leaders became increasingly constrained geographically by family and other considerations compared with the relatively younger pool of classroom teachers. The data suggest that particular types of school have very strong preferences for senior leaders who share a religion, and previous work experience in schools with a similar ethos.’

139. The report also identified that while at that time the proportion of headteachers in their 30s was increasing, there were also more in their 50s and 60s. Currently, about 1,500 headteachers retire each year. There were also fewer deputy headship posts in the system, reducing opportunities for progression. One of the most common areas of concern for headteachers was middle leadership, particularly heads of department for English, mathematics or science.

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83. We reviewed 24 reports of secondary schools from this cohort.

84. Earley, P, Higham, R, Allen, R, Allen, T, Howson, J, Nelson, R, Rawar, S, Lynch, S, Morton, L, Mehta, P and Sims, D. (2012). *Review of the school leadership landscape*. Nottingham; National College for School Leadership.

140. In 2014, Governors for Schools conducted research that showed that up to one in four school governor positions was vacant in some rural and deprived areas, while one in 10 of the 300,000 governor posts across the country is unfilled.<sup>85</sup> By contrast, our evidence from the inspection of free schools this year found that some free schools were able to draw on professionals with an unusually wide range of experience and expertise who brought ambition and an outward facing approach to these boards. This raised the level of professionalism on the governing bodies and had a positive impact on the ability of the board to challenge effectively.
141. In the context of increasing pressures on staffing at all levels, leadership succession, and how talent is identified, promoted and encouraged to take up roles in the most challenging schools, are clearly pressing issues. Ofsted will focus on this issue in the coming year and will be undertaking thematic visits to investigate the impact on schools.

## Teachers and leaders in FE and skills

142. There are considerably fewer data available on the workforce in FE and skills than in schools. A voluntary data collection receives contributions from approximately a quarter of colleges.<sup>86</sup> Based on this analysis, the college workforce is shrinking. In 2013/14, there was a 1.7% fall in contracts across all types of staff. The largest fall, 5.5% was in managers other than senior managers.
143. Given the pressure on the numbers of skilled teachers, it should be a concern for the sector that the workforce in colleges is much older than the workforce in schools. Forty-one per cent of the college workforce is over 50 compared with 19% for all maintained schools. This includes 13% of staff who are over 60, a high proportion of whom are part-time. This older age profile is similar across both all staff and teaching staff. The disparity is even more marked when comparing secondary schools, which are most likely to present competition for sixth form and general FE colleges in delivering the 16 to 19 study programme. Only 7% of staff in secondary schools are over the age of 50.<sup>87</sup> The average teaching salary in the colleges participating in the data collection was almost £10,000 a year less than for teachers in schools.
144. From September 2015, learners who did not achieve the required level in English and mathematics at age 16 had to be enrolled on an approved qualification in either English, mathematics or both to have their FE study funded.<sup>88</sup> However, the staffing pressures created by this shift had a direct impact on the quality of English and mathematics provision across the sector. The judgements in colleges for foundation English and mathematics reflect the extent to which colleges struggled to meet these requirements: only 35% of the provision judged was good or outstanding.

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85. As referenced at BBC News, 6 January 2014; [www.bbc.co.uk/news/education-25591616](http://www.bbc.co.uk/news/education-25591616).

86. FE Workforce Data Reports 2013/14, The Education & Training Foundation, February 2015; [www.et-foundation.co.uk/supporting/research/fe-workforce-data-reports-2013-14](http://www.et-foundation.co.uk/supporting/research/fe-workforce-data-reports-2013-14).

87. National Statistics: School workforce in England, Department for Education, November 2014; [www.gov.uk/government/statistics/school-workforce-in-england-november-2014](http://www.gov.uk/government/statistics/school-workforce-in-england-november-2014).

88. *16 to 19 funding: maths and English condition of funding*, Education Funding Agency, December 2014; [www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding](http://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding).



145. The changes in English and mathematics were not brought in unusually quickly, but the scale of the change may have caught some colleges off guard. The following case study illustrates how creativity and innovation allowed a college to rise to the challenge successfully.

### Case study

In a single year, the number of learners working towards qualifications in English and mathematics in **Harlow College** increased from around 200 to over 1,500 qualifications. Rather than attempting to recruit 10 new GCSE teachers, the senior leadership team's strategy was to develop the current vocational teachers. English and mathematics towards GCSE and the functional skills qualifications were taught by vocational tutors also teaching their main subject. Staff who volunteered to do this followed the specialist enhancement training courses in English or mathematics. A senior manager for English and mathematics led the initiative, with one GCSE specialist for each subject. These specialists supported the teaching staff on a weekly basis, going through their planned lessons, reinforcing the skills they need to teach and tackling queries from previous lessons. English and mathematics courses took place at different times of the day, including in twilight sessions.

*Vice Principal, Harlow College*

146. Where colleges have successfully met the increased need for English and mathematics teachers, this has been because they have made use of creative staffing options, some of which are not open to schools. In FE and skills providers, 58% of employees in colleges are part-time and teaching staff are not required to hold teaching qualifications. Some colleges have implemented a deliberate strategy around developing the capacity of all their staff to teach English and mathematics. This included the use of vocational tutors, innovative deployment of staff, timetabling discrete English and mathematics provision and effective planning of the curriculum. Ofsted has changed the inspection handbook for FE and skills to ensure that inspectors focus on the role that strategy plays in delivering English and mathematics.<sup>89</sup>



89. *Further education and skills inspection handbook from September 2015*, Ofsted, September 2015; [www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-from-september-2015](http://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-from-september-2015).

## The performance of ITE providers, including for FE

147. Ofsted inspects ITE in both higher education institutions (HEIs) and school-centred initial teacher training (SCITT) partnerships. In April 2015, we changed the way we inspect ITE<sup>90</sup> so that we see trainees towards the end of their training (during the summer term). This is followed by a second stage inspection visit to see the trainee as a newly qualified teacher, or former trainee in the case of FE and skills, in the school, college or workplace they were recruited to (in the autumn term). The inspection outcomes for 2015 will be published in spring 2016.
148. As of 30 June 2015, there were 231 open partnerships that had been inspected. Some 98% of these partnerships were good or outstanding, the same proportion as at 31 August 2014, and slightly higher than the 95% seen two years previously. In 2014/15, three partnerships were judged as requires improvement and one as inadequate. All but one of these closed by 31 August 2015. The very positive profile is in part a reflection of the National College for Teaching and Leadership's policies for allocating qualified teacher status (QTS) places and withdrawing accreditation from providers that Ofsted judges less than good for a second time. As a result, some providers close all their provision on being judged less than good.
149. The 2014 inspections only covered 11 providers. In 2015, this will rise to around 50 inspections. The strengths of ITE provision, as identified in the 2014 inspections, reflected a sector that was largely focused on excellence. Trainees were given individualised training that was continually monitored and reviewed to improve its quality. This focus on improvement extended to the trainees, who were able to evaluate their own teaching and impact on learning. As a result, trainees were professional, skilled and responded well to advice. High-quality training meant that trainees were very likely to complete their training and go on to gain employment.
150. From 2014, Ofsted put an increased inspection focus on the extent to which providers were involved in supporting schools or colleges that required improvement or faced challenging socio-economic circumstances. It remains the case that too few providers are supporting these schools and colleges. In addition, inspectors looked at the extent to which providers created a continuum between initial training and induction and continuous professional development, so that good progress in training does not dissipate and affect retention.

### Case study

**Liverpool John Moore's University (LJMU)** is helping to address local teacher supply issues in primary mathematics. This involves allocating a group of primary mathematics trainees to a cluster of good and outstanding schools in a very deprived area of Liverpool and to a cluster in Sefton. LJMU feels that if 'they train here, they stay here' and that the trainees will consider applying for jobs in the locality after their training.

90. *Inspecting initial teacher education: guidance for inspectors*, Ofsted, May 2014; [www.gov.uk/government/publications/initial-teacher-education-inspection-handbook](http://www.gov.uk/government/publications/initial-teacher-education-inspection-handbook).

# School structures and oversight

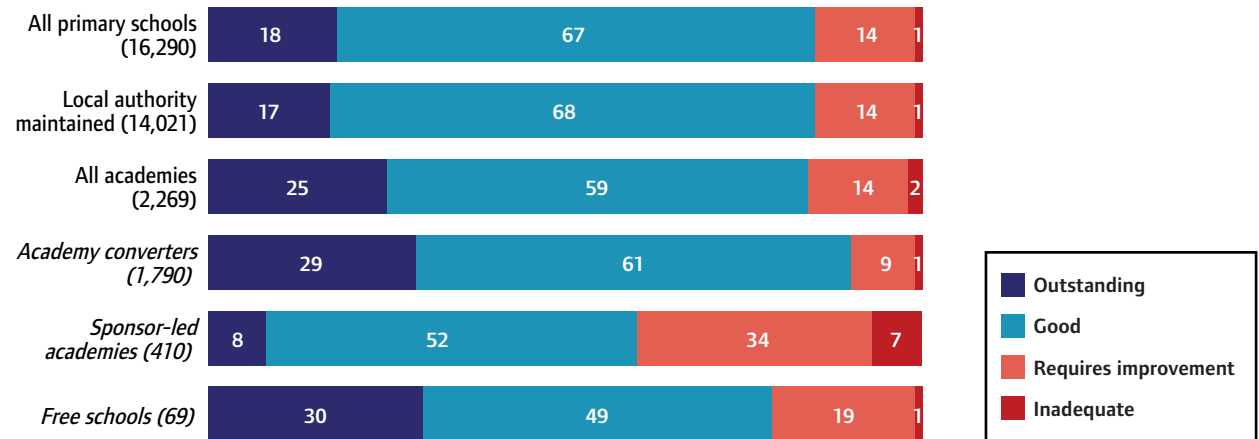
151. The landscape that schools operate within continues to change. While the academy programme is no longer new, the proportion of schools that are academies continues to grow. Along with more recent changes, such as the introduction of free schools, the question whether different structures may result in different performance remains relevant.
152. Regardless of structure, improvement across all types of school depends on oversight and challenge: this now comes from many sources. All schools have governing bodies that, if effective, should provide internal challenge to the school's executive. Many schools will also have relationships with other schools that can help expose them to a wider range of views, experience, resources and skills. Partnerships are diverse and extend well beyond school-to-school relationships. Some of these partnerships will be focused on helping schools to raise the attainment of particular groups. One significant partnership is the cooperation between the school that a child looked after attends and the local authority that has the care of that child.
153. Before the advent of academies, formal oversight powers sat solely with the local authority. Academy trusts are now accountable for the performance of each academy that is part of the trust. Regional Schools Commissioners are responsible for monitoring the performance of academies in their area and holding academy trusts to account where their academies are underperforming. Together, these layers of accountability mean responsibilities for improvement and intervention are complex. Furthermore, the quality of the oversight is not always good.

## School structures

154. There are now three secondary academies for every two secondaries that are still maintained by the local authority. Increasingly what findings from inspection demonstrate is that 'a school is a school' – regardless of how it was created or to whom it is accountable. While many individual schools have gained energy and focus from becoming an autonomous and independent academy, others have not. The local areas that have embraced academisation, and those that have resisted it, have not yet established a pattern of stronger or weaker school performance. This year, 75% of good local authority maintained schools remained good or improved to outstanding at inspection compared with 74% of good academies.
155. Sponsor-led academies were initially created to raise attainment in schools with long-standing poor performance, often in very deprived areas. Attainment in these schools has increased over time, with the longest standing academies having the strongest performance.
156. Academy converters were initially high-performing schools that were given the option to become academies. Over time, the option to become a converter was opened to schools with lower performance. Forty-five per cent of converter academies are in MATs. Last year, we reported that more converters that were not in MATs declined than those that were in trusts. This remains the case in inspections this year. Out of 277 standalone converter academies, 25% had declined since their previous inspection to requires improvement or inadequate, while of the 150 converters in MATs, only 21% declined to requires improvement or inadequate. Of the 14 formerly outstanding converter academies that declined to requires improvement or inadequate, 13 were not in a MAT.

**Figure 25a: Most recent overall effectiveness judgements for primary schools (percentages)**

Number of schools in brackets



Percentages are rounded and may not add to 100.

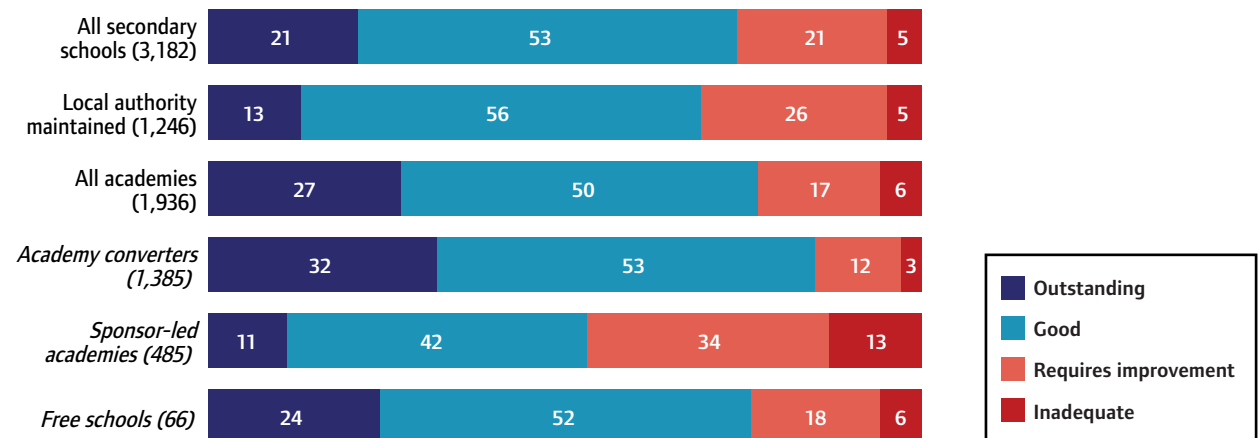
As at 2 September 2015, 605 schools had not yet been inspected and so are not included in the chart. Almost all of these are new sponsor-led academies and free schools.

Comparisons between school types should be treated with caution due to the different inspection frameworks used over the past five years and the variation in the number of schools included in the different categories.

Source: Ofsted

**Figure 25b: Most recent overall effectiveness judgements for secondary schools (percentages)**

Number of schools in brackets



Percentages are rounded and may not add to 100.

As at 2 September 2015, 244 schools had not yet been inspected and so are not included in the chart. Almost all of these are new sponsor-led academies and free schools.

Comparisons between school types should be treated with caution due to the different inspection frameworks used over the past five years and the variation in the number of schools included in the different categories.

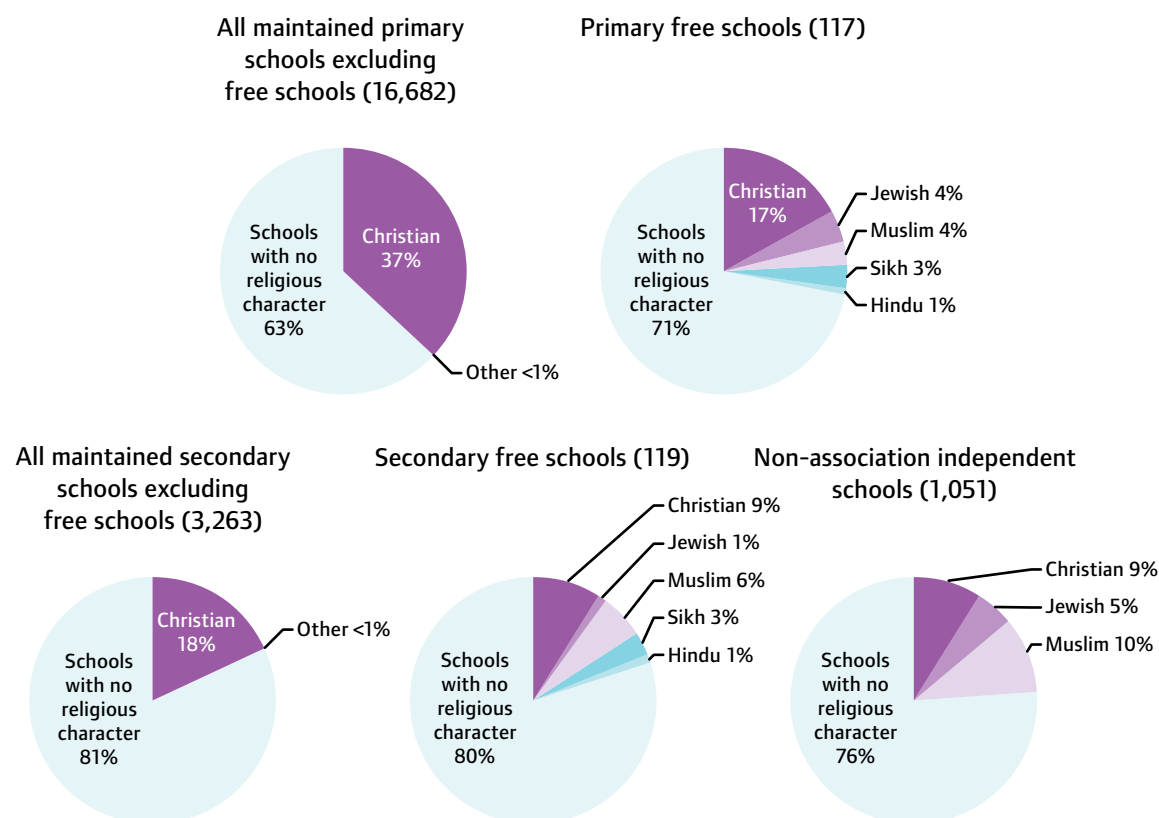
Sponsor-led academies includes studio schools and university technical colleges.

Source: Ofsted

157. Free schools are a relatively new addition to the academy landscape. As of September 2015, there were 285 free schools, of which 158 have been inspected. The percentage of primary free schools judged good or outstanding at their latest inspection is 80% compared with 85% for all primary schools. The proportion of secondary free schools judged good or outstanding is currently 76% compared with 74% for all secondary schools.

158. A picture is emerging about how free schools are similar, and different, to other schools. In contrast to other types of schools, free schools are slightly more likely to be secondary schools than primary. Eleven per cent of free schools are all-through schools compared with fewer than one per cent of all other schools. While there might be an expectation that a free school would be a standalone school, in fact nearly half are part of a MAT. Well-known trusts such as Harris Federation and ARK Schools now include several free schools. The proportion of good and outstanding free schools in MATs is seven percentage points above free schools not in MATs. However, this is in the context of small numbers of schools, which means that a relatively small number of inspections could substantially alter this picture.
159. With 99, London is the region with the highest number of free schools; the region with the fewest is the East Midlands with 13. Like all other maintained schools, some have a declared religious character: however, the spread of religions is considerably more mixed than other maintained schools. While 8% of adults in Great Britain identify as having a faith other than Christian,<sup>91</sup> fewer than 1% of primary and secondary schools have a religious character other than Christian. A number of free schools have been set up by non-Christian religions in response to demand. The creation of Sikh free schools, for example, has almost doubled the number of Sikh schools their England.

**Figure 26: Religious character of schools, by type of school**



Faith of schools is based on the declared 'religious character' taken from Edubase as at 2 September 2015. Schools that entered 'inter/non-denominational' have been included as not having a religious character. Studio schools and university technical colleges are included within maintained secondary schools.  
 Source: Department for Education

91. Religion: losing faith?, British Social Attitudes, Natcen, 2015; [www.bsa.natcen.ac.uk/latest-report/british-social-attitudes-28/religion.aspx](http://www.bsa.natcen.ac.uk/latest-report/british-social-attitudes-28/religion.aspx).

160. While, like all schools, quality and innovation varies considerably, some free schools have shown considerable initiative in providing an excellent quality of education for its pupils.

### Case study

**The Boulevard Academy** in Kingston-upon-Hull uses the freedoms available to them as a free school to plan their curriculum with pupils' individual needs at its core. The curriculum is designed to be strongly focused on literacy and numeracy in Year 7 in order to prepare the pupils for the next stage in their school life. Progress in literacy and numeracy is tracked and reported to parents in Year 7. In Year 8 this tracking and reporting are extended to subjects required for the English Baccalaureate (EBacc), namely science, humanities and modern foreign languages. Movement to the next level of education is dependent on a student's stage in acquiring knowledge and understanding, rather than their age. Some pupils will sit these examinations when they are ready, rather than waiting until the end of Year 11. Others may need to wait longer to start their GCSE courses.

**The Nishkam Primary School** in Birmingham that moved from requires improvement to outstanding in just over 18 months, because of its high-quality leadership and very strong governance arrangements. This multi-faith school with a Sikh ethos encourages high standards in everything the school does. The school ensures that pupils develop a strong awareness of living in a multicultural country and know about British values. They learn about democracy through holding elections for positions of responsibility, with candidates preparing their own manifestos. They understand the need for rules and that individuals have responsibilities to others as well as their own rights. They have a strong code of conduct through which they respect all others, whatever their background.

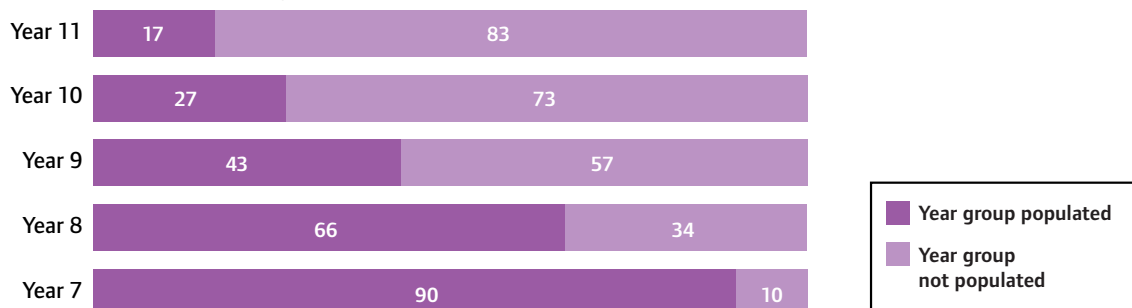
161. Only a small minority of the free schools have any pupils in the two final year groups for that phase: Year 6 and Year 11. These two year groups are important because these are the year groups that take the major examinations that demonstrate how well pupils are prepared for their next stage.



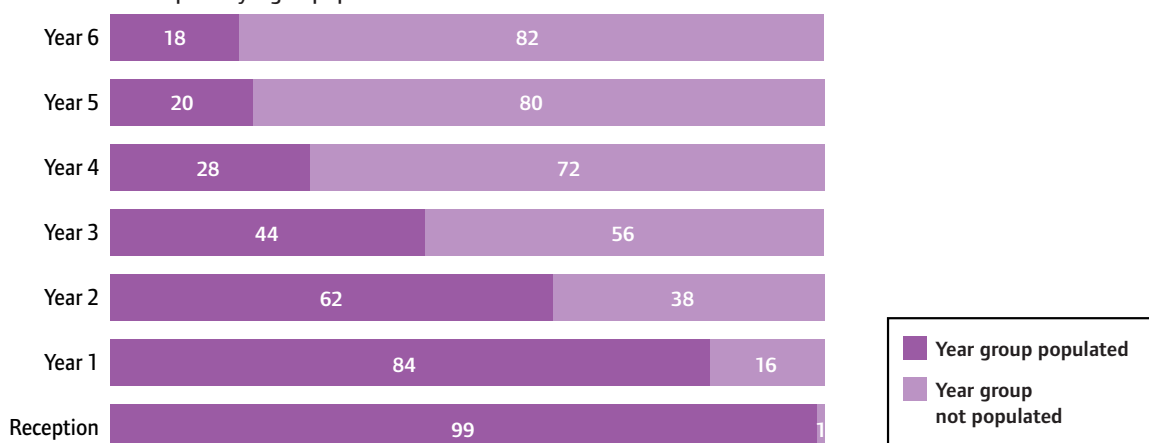


**Figure 27: Year groups populated in free schools**

Based on 103 schools with secondary-aged pupils



Based on 119 schools with primary-aged pupils



Schools are included in one or both charts based on age range of pupils which the school is registered to provide for, taken from Edubase as at 2 September 2015. All-through schools are included in both charts.

Populated year group data taken from the 2015 school census.

Pupil referral units and special schools are not included in the data.

Source: Department for Education

## Governance

162. In every type of school, challenge and support for the leadership comes from a strong and effective governing body. It was clear from visits to schools that were not delivering well for pupils from low-income backgrounds that lack of challenge from governors was a contributing factor to schools failing to prioritise the attainment of this group. There was a relationship between weak governance and weak school self-evaluation. When the achievement of disadvantaged pupils is not included in the school's self-evaluation, governors were not effective in ensuring that pupil premium funding was used well.<sup>92</sup> In our report on the most able, we found that only a very small proportion of schools designated governors with responsibility for the performance of the most able pupils.<sup>93</sup>

92. We conducted 37 monitoring visits to schools with middling proportions of pupils eligible for the pupil premium (5–20%) where there were concerns about attainment and progress for this group of pupils and where the school was not adding significant value for them.

93. *The most able students: an update on progress since June 2013*, Ofsted, March 2015; [www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013](http://www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013).

163. Last year, we reported that reviews of governance were having a limited impact, often taking too long to arrange and not being carried out robustly. In 2012/13, we recommended an external review of governance in over a fifth of schools that were judged inadequate or requires improvement. An evaluation of the 350 schools that had been re-inspected since suggests that the impact has been positive, though it is difficult to separate out the impact of the external review from other factors influencing the school. Almost four fifths of schools that undertook an external review of governance improved their leadership and management judgement at their next inspection. The difference was considerably larger for secondary schools: 71% improved compared with 62% that did not undertake a review.
164. Where reviews had taken place, inspectors identified positive outcomes that included developing clearer action plans, improving the quality and recording of governing body meetings and making better use of information about outcomes to sharpen monitoring and hold leaders to account.

## Outward facing leadership

165. There are many partnerships, federations and informal relationships that drive quality, where they are effective. The DfE has published research that shows that while there is limited evidence that partnerships have a direct impact on pupil outcomes, there is widespread evidence of the impact on school improvement. What is challenging is the extraordinary diversity of these arrangements,<sup>94</sup> which defy attempts to categorise and measure them. Inspectors have seen an array of evidence this year that demonstrates how collaboration can create challenge and drive improvement.
166. From September 2015, when inspectors identify an early years leader, headteacher or college principal who has played a key role in turning around other institutions, Ofsted will send a letter to them acknowledging their leadership as exceptional. A copy of this letter will go to the Secretary of State and next year's Annual Report will also feature those leaders who have been recognised in this way.

### Case study

**St Mary Redcliffe and Temple School** is a very large comprehensive school in the heart of Bristol that is exceptionally outward looking in all it does. The school is not an academy or part of any formal school-to-school network, such as a federation or a trust. Nevertheless, the headteacher takes her role as a national leader of education very seriously and ensures that its influence goes well beyond her own school. She provides extensive leadership support to other schools within the Bristol area. Alongside the headteacher, the local authority has successfully brokered opportunities for a number of other leaders from the school to support colleagues in Bristol schools, including, remarkably, 10 specialist leaders in education. This sharing of high levels of expertise has helped improve the quality of education in partner schools considerably, including some where standards have historically been very low.

94. *School improvement: effective school partnerships*, Department for Education, October 2015; [www.gov.uk/government/publications/school-improvement-effective-school-partnerships](http://www.gov.uk/government/publications/school-improvement-effective-school-partnerships).

## Local authority school improvement

167. As part of our ongoing work to scrutinise the quality of oversight for schools, this year, Ofsted inspected arrangements for school improvement in 11 local authorities. The authorities we inspect are selected because we have concerns about the effectiveness of their arrangements. Some of the inspections this year were follow-up inspections to find out whether local authorities were making the improvements required. Ofsted's Regional Directors and Senior HMI regularly meet local authorities to discuss issues and practice in their areas.
168. Where local authorities were effective, they provided clear vision, purpose and direction regarding school improvement. This was understood and shared by the key stakeholders who had contributed to it. Elected members and senior officers had checked the impact of school improvement work closely. Funding decisions were robust and transparent and had provided, therefore, good value for money. Their evaluations of schools' effectiveness were driven by detailed analyses of performance information. These were then used well to determine the type and level of intervention and/or support required, including whether it needed to be commissioned directly or brokered via other organisations. Officers also ensured that there was good coordination and cooperation with the work of external strategic partners. For example, concerns about the performance of academies were routinely shared with the Regional Schools Commissioners and the Department for Education (DfE). They accurately identified schools about which there were concerns and categorised them to provide a suitable level of intervention.

### Case study

**Wakefield** is an example of an authority we inspected this year which has strengthened its arrangements for school improvement so that these provide a helpful transition to, and increase in capacity for, these new ways of working. School leaders take responsibility for improvements, working together on a number of programmes with varying aims. Training and support from school improvement advisers ensure that processes are robust and developmental. The capacity of schools to evaluate their own performance is enhanced by bespoke analyses of data that are produced swiftly on request.

The authority's programmes aimed at increasing the effectiveness of school leadership are more rigorous and are well received by headteachers. These are contributing to a rise in capacity as schools take responsibility for improvement. In the main, headteachers set the agenda for development and work with fellow professionals. School improvement officers have a training and moderation role.

169. Where local authorities were less effective, they had not consulted or communicated about their improvement strategies effectively enough. Consequently, key partners, including school leaders, had too little input into strategy and did not always understand their role and what was expected of them. In these instances, local authority arrangements to support school improvement lacked coherence. Where school-to-school support was in place, operational plans were not always clearly understood by leaders and practitioners and so improvement became too reliant on the work of local authority officers. Moreover, good schools were not sufficiently encouraged to work together to improve further. As a result, approaches to building leadership capacity across the system were variable in their effectiveness. Furthermore, examples of good practice were not identified quickly enough or shared effectively with those that could learn from them.
170. Some further issues identified in the 2013/14 Annual Report remain. These include a tendency to be too reactive, with an undue emphasis on working with 'failing' schools and a reluctance to use intervention powers to tackle schools that consistently underperform. Over half of the local authorities inspected had not made sufficient or effective enough use of their statutory powers to challenge schools' underperformance. They were too reliant on informal notices that lacked impact. A further continuing shortcoming of some weaker local authorities was fragile internal quality assurance processes. These did not rigorously check or evaluate the quality of support that was provided or brokered. Ineffective or complacent support partnerships were not always challenged or checked carefully enough.

## Multi-academy trusts

171. This year, we reviewed the improvement arrangements in four multi-academy trusts (MATs). Because our inspection work with MATs was entirely focused on those that were underperforming, we also conducted interviews with some leaders of MATs that have a track record of improving failing schools.
172. As with effective local authorities, the best performing MATs are also characterised by clarity of vision, a strong sense of purpose and by being outward-looking organisations with a culture of continual improvement. Effective trusts are adept at looking beyond their own boundaries to secure additional expertise and experience at both whole-trust level and academy leader or individual teacher level when needed. Some successful trusts have also developed highly productive links with local authorities.
173. At their best, MAT leaders know the academies within their family of schools well. They use assessment information proficiently to target support for individual academies and take robust action to tackle underperformance and weaknesses in leadership and governance. Successful leaders of academies in MATs understand their responsibilities and embrace the culture of high accountability.

174. Not all MATs have been successful in consistently raising standards across their range of schools. Less effective ones do not have a clear rationale for the selection of schools into the trust or a clear strategy for creating coherent geographical clusters. Plans to meet the specific needs of individual academies are not always sufficiently customised. Headteachers within MATs do not always provide each other with mutual support or share available expertise. Opportunities for school-to-school support within some trusts are limited. Trusts do not always directly provide or commission specific support. They tend to rely instead on academies joining local networks outside of the MAT. As with weaker local authorities, some MAT leaders do not undertake sufficiently rigorous checks on individual academy performance or arrangements for safeguarding pupils.
175. While governance arrangements are clear and well understood by stakeholders in the best cases, this is not true of all MATs. In some, the scheme of delegation is insufficiently clear about the demarcation of responsibilities between the trust board and local governing bodies. In addition, some governing bodies focus too much on operational matters. One MAT decided to take back some delegated responsibilities until its academies improved. The local governing bodies within this MAT focused solely on pupils' achievement.

### Case study

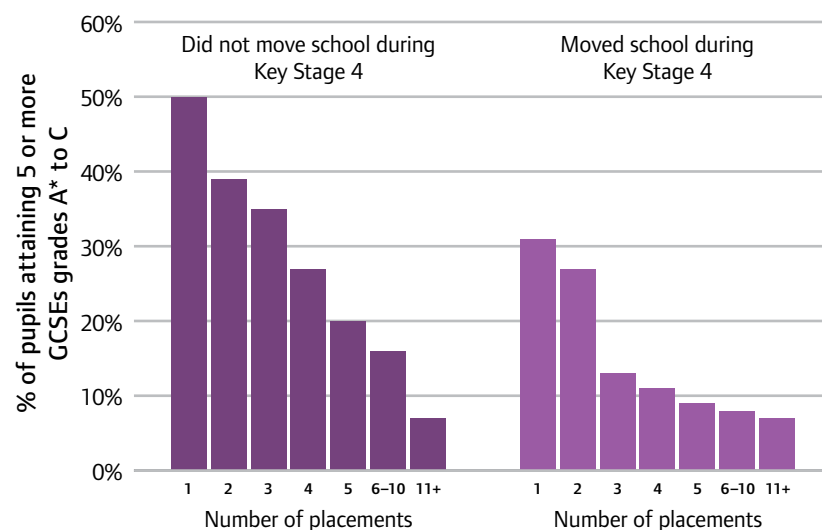
The **Cabot Learning Federation** (CLF) has in place excellent systems for monitoring the quality of each school within the group. The CLF has a good understanding of the strengths and weaknesses of each school. As a result, clear and appropriate priorities are rigorously identified and tackled swiftly.

The CLF is well resourced, which means it is well placed to support historically underperforming schools to improve. The CLF provides high-quality training programmes that contribute to improvement across the federation. The federation's approach to staff development is supported through a coaching programme, individual and joint academy training, whole federation conferences, peer reviews and cross-federation groups. These strong links between academies are having a positive impact on outcomes. Staff are appointed to the CLF and not an individual school. Therefore, expertise and skills are shared across the federation and the sharing of best practice is evident in the improving outcomes of individual schools.

## Collaborating for children looked after

176. As we reported in our Social Care Annual Report 2013–14,<sup>95</sup> there are around 70,000 children looked after in England. A child is looked after if they have been in the care of the local authority for more than 24 hours. The most common reasons that children and young people are taken into care are abuse and neglect. The largest group of children looked after are 10- to 15-year-olds (37%).
177. Creating the right context for children looked after to flourish requires a partnership between social care professionals and schools. In 2014, just 12% of children in Key Stage 4 who had been looked after for one year or more achieved five GCSEs at grades A\* to C, including English and mathematics compared with 56.6% of the total cohort.<sup>96</sup> The context is important: many children and young people living in care have been deeply traumatised before they entered the care system; around two thirds have a special educational need. Children looked after are also not a homogenous group. The length of time that a child or young person experiences abuse or neglect before becoming looked after, and the stability or otherwise of their time in care, can have dramatically different effects on their ability to learn and progress well. Those pupils who were continuously looked after, had placement stability and did not move school during Key Stage 4 were more than six times more likely to gain five GCSEs at grades A\* to C, in any subject, than those with 11 or more moves in the same period.

**Figure 28: GCSE attainment for children looked after by a local authority, by number of placements and whether they moved school in Years 10 or 11**



Only children who have been looked after continually for three years or more are included. Placements are only counted if they occurred in the three years prior to the pupil taking their GCSE examinations. GCSE attainment is for pupils who took the examinations in 2011, 2012 or 2013, and is based on five or more A\* to C grades in any subject. Some percentages are based on small numbers. Pupil information, including the length of time children have been looked after, is taken from the 2013 national pupil database. Source: Department for Education

95. *Ofsted Annual Report: social care 2013–14*, Ofsted, March 2015; [www.gov.uk/government/publications/ofsted-social-care-annual-report-201314](http://www.gov.uk/government/publications/ofsted-social-care-annual-report-201314).

96. Outcomes for children looked after by local authorities; National tables: SFR49/2014, Department for Education, December 2014; [www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-local-authorities](http://www.gov.uk/government/statistics/outcomes-for-children-looked-after-by-local-authorities).

178. Robust oversight and challenge is essential in raising the attainment of children looked after. In many areas, this function has been carried out for some time by a virtual headteacher – someone appointed to promote the educational achievement of children looked after by the local authority. The Children and Families Act 2014 made it a statutory requirement that every local authority in England appoint a virtual headteacher. In some areas, there is more than one person supporting the educational attainment of children looked after alongside the virtual headteacher, who together make up a virtual school.
179. It is also a requirement that every child looked after have a personal education plan (PEP). The pupil's school is jointly responsible for the quality of the PEP along with the local authority that looks after the pupil. PEPs are a record of the pupil's experience, progress and achievement (academic and otherwise). If used effectively, PEPs should be a useful tool to help professionals work with the pupil to think through what that individual pupil should be striving for, and the support they need to do this.
180. In around half of the local authorities inspected under the single inspection framework for children's social care this year,<sup>97</sup> inspectors commented positively on the contribution of virtual headteachers. Performance in other local authority areas was mixed. Virtual headteachers are not required to monitor the progress of children looked after past the age of 16. Lack of support for older children from virtual headteachers limited the ability of a number of authorities to improve long-term outcomes.
181. Where practice was strong, virtual heads were playing an important role in improving attendance and preventing exclusions, monitoring care leavers, ensuring that PEPs were effective and driving improvement in attainment through ensuring that educational provision met the needs of children looked after.
182. Overall, however, too few children looked after had PEPs that were up to date and included SMART (specific, measurable, achievable, relevant, time-bound) targets that supported pupils to make good progress. Where PEPs were used well, for example in Enfield, target setting was specific enough to reflect the particular needs of the pupil and the plans included the pupil's own views. As a result, the plans worked and contributed to better achievement. However, more often, PEPs were not of a high enough quality.
183. Inspectors in the East of England looked at the support for children looked after in 44 schools in the region. In the large majority of schools, someone (usually the headteacher, deputy head or special educational needs coordinator) was identified as having responsibility for these pupils. These leaders often had regular contact with the virtual school head. Many of the schools provided the virtual school head with data on the attendance and achievement of these pupils at least termly, but at least a third did not. The large majority felt the support from the virtual school was effective in raising standards. Pupil premium spending was not spent effectively enough to specifically benefit children looked after in around half of the schools, which is of concern given the low outcomes for this group.
184. Building on the findings in the East of England, we will be working with local authorities to widen this review of the impact of virtual headteachers to other regions and will report on the findings of this work in future annual reports.

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97. We reviewed all 32 all local authority social care inspection reports published during the 2014/15 academic year.





# Promoting British values, preventing radicalisation and protecting children

185. In all our inspections, Ofsted’s inspectors evaluate how well children and learners are kept safe. In schools, inspectors also consider how well teaching, the curriculum and other activities promote the social, moral, spiritual and cultural development of pupils. Where schools do this effectively, this will include helping pupils to develop an acceptance and understanding of the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. Effective schools will also help prepare pupils for life in modern Britain.
186. It has been evident from inspections this year that, as with every aspect of school practice, some schools achieve this more effectively than others. It is still the case that for the overwhelming majority of schools of all types, these values are integral to their school ethos and approach. This is illustrated by the following examples.

## Case studies

The school’s pupils are caring, hard-working and well-adjusted young people with a strong respect for British democracy. The school’s motto is ‘Improvement is limitless’, and staff, pupils, parents and governors are united behind it. The school places great importance on the values of hard work, a love of learning, service to others and caring for each other. Many pupils contest roles and positions of responsibility including associate governor roles and school council. They have a healthy respect for British democracy and historic freedoms and can identify the risks posed by extremist ideas and groups.

*Beauchamps High School, Wickford*

The school serves pupils whose special educational needs cannot be met in a mainstream school, and its aim is that they ‘blossom into self-motivated productive members of British society’. British values are continuously being reinforced through the innovative Kovod Habriyous curriculum, which encourages pupils to always show respect to others, regardless of religion, culture or lifestyle, as prescribed by the Torah. Pupils learn to respect the views of others and gain tolerance and understanding of people from other backgrounds. Pupils’ personal targets include: ‘I know that people like to dress according to their religion and culture and I must respect and be tolerant of others who have different religions and cultures’. They learn about their own religion and heritage and gain information about others from different backgrounds within lesson activities. The headteacher works harmoniously with all staff to ensure that pupils are provided with a rich range of learning experiences and activities.

*Haskel School, Gateshead*

## Case studies

Through assemblies and citizenship projects, pupils learn that living under the rule of law protects individuals. This helps them to develop values of fairness, tolerance, understanding and respect for others. The school uses the experiences of the wide range of ethnic groups represented in the school to share aspects of their customs and cultures. This helps to foster the good relations seen throughout the school.

***Dollis Junior School, Mill Hill***

Volunteering and community service are encouraged and pupils respond enthusiastically and compassionately. They take on leadership roles willingly and raise funds for numerous charities. The school ensures that pupils have opportunities to consider and discuss national and world issues, such as Ebola and terrorism. During a school trip to Canada in 2012, pupils were witness to a fatal shooting incident in a shopping mall. This incident, in which their teacher shielded pupils from harm, is still used to prompt discussion about risk and personal courage.

***The Petersfield School, Hampshire***

The aim of the school is to produce talented individuals who play a positive role in their communities and become exemplary British citizens. Leaders regularly review the excellent quality of learning activities on offer to ensure that these best prepare students for their future economic well-being and for life in modern Britain. Students develop high levels of appreciation and respect for different cultures, traditions and customs. For example, religious education includes good attention to developing students' understanding of major world faiths. Pupils are given a broad general knowledge of public institutions and services in England and are taught to respect the civil and criminal law. Students respond very quickly to the school's high expectations regarding behaviour and blossom into caring young citizens who want to take their place in modern Britain. The distribution of Christmas cards in the community promotes the development of strong community relations.

***Darul Uloom Al Arabiya Al Islamiya, Holcombe***

187. Very exceptionally, inspectors find schools whose ethos, approach or curriculum does not fully support the requirement to promote fundamental British values. Following the emergence of concerns in 2014 about the prevalence of extreme views and practices in a number of Birmingham schools, five schools were judged inadequate. In these schools, there were concerns about the extent to which they were preparing pupils for life in modern Britain. The Secretary of State subsequently wrote to all schools in April 2014, making clear that the responsibilities that all schools have to safeguard pupils includes protecting pupils from the risk of radicalisation. Of the five schools, all have been re-constituted, with changes of structure, name, governance and/or trust. Two have been inspected again, but none has yet improved from inadequate.

188. This year, in a small number of cases, inspectors found schools to be failing to protect pupils from the risk of radicalisation or to adequately prepare them for life in modern Britain. In maintained schools, less than 1% of schools were found inadequate for behaviour and safety this year on the basis of concerns of this kind. Since September 2014, independent schools have been required to meet a specific Independent School Standard that requires schools to actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths, and beliefs. Since the introduction of this standard, we have carried out 248 independent school inspections, and found that 10 schools did not meet the standard. In these schools, common concerns included links to individuals associated with extremist views and actions, such as through social media postings and web pages linked to the school. These schools did not make use of the government's Prevent strategy to identify and counter extremism, even where they had specifically been made aware of risks to pupils. In some schools, there were also concerns about separation of girls and boys, so that girls and boys did not have equal access to all the school's facilities.
189. The non-association independent schools that were criticised for their work in preparing pupils for life in modern Britain were also weak in a number of other areas, such as safeguarding in early years, poor attendance, weaknesses in the quality of teaching, low attainment or buildings that did not meet minimum standards. All of these were linked to weaknesses in leadership and management.
190. Compliance with the Prevent strategy is now a legal requirement of all FE colleges and independent training providers. In October 2015, the government launched the counter extremism strategy, which makes reference to the role of the FE sector in tackling the threat to the UK of all forms of extremism. Since the launch of the Prevent strategy guidance, all FE institutions have been tasked with reviewing their safeguarding policies by undertaking a self-assessment, risk assessment and producing an action plan. In 2015/16, Ofsted inspectors will be paying particular attention to compliance with the Prevent strategy and counter extremism strategy as part of safeguarding, leadership and governance. Ofsted will also undertake thematic visits to colleges during 2016 to investigate their effectiveness in responding to these new obligations.

## Suspected unregistered schools

191. While independent schools provide an option for parents who are looking for something the mainstream doesn't offer, they must still meet the required standards for the quality of teaching, leadership and safety.<sup>98</sup> Independent schools operating on a full-time basis must be registered and inspected to ensure that standards are upheld. There are instances each year, however, where schools have been identified as operating without being registered. This is not only illegal but means that children and young people are learning in an environment that has not been subject to any safeguards.

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98. The Education (Independent School Standards) Regulations 2014; [www.legislation.gov.uk/uksi/2014/3283/contents/made](http://www.legislation.gov.uk/uksi/2014/3283/contents/made).



192. In the past year, Ofsted has carried out inspections of 13 suspected unregistered schools. In nine cases, inspectors judged that an unregistered school was being carried out on the premises, and in each of these cases, inspectors recorded safeguarding concerns. In six of the nine cases, there were concerns that staff did not have the appropriate Disclosure and Barring Scheme (DBS) checks and in three schools that the designated lead for safeguarding had not had the appropriate safeguarding training. In two cases, there were concerns that the curriculum was not broad and balanced. In one of these, and a further case, there were concerns that the school had links to an individual associated with extremist views. The nine suspected unregistered schools were attended by an estimated 650 pupils.

### Pupils missing from school

193. This year, inspectors visited schools in London and Birmingham and identified that the names of a high number of pupils were being deleted from school registers without either the schools or the local authorities having detailed information about where those pupils had gone. The current regulations place no legal duty on schools to investigate or record the onward destination of pupils who are deleted from an admissions register, nor do they require local authorities to check the whereabouts of these children in all cases. Most pupils deleted from registers are likely to be safe and receiving a suitable education in mainstream schools, registered independent schools or in their home. However, there is also the real possibility that some may be at risk, possibly in unregistered provision or in more serious circumstances. We called for the regulations relating to in-year transfer, which date back to 2006, to be reviewed urgently, and therefore we welcomed the government's announcement of just such a review.



# Conclusion

194. England's education presents a varied picture. Increasingly, the quality of education for children before the age of 11 is high, but from age 11 onwards, the picture is less promising. Secondary schools have not improved as quickly as primary schools, and increasingly general FE colleges are struggling. This is true to some extent in all parts of the country, but it is in the North and Midlands that these weaknesses are having the greatest impact. As a result, the destinations for young people leaving schools and colleges across these regions are not as positive. A higher proportion of young people go on to take up apprenticeships in the North and Midlands, but our inspections show that the quality of what is on offer is often poor.
195. Unfortunately, it is the most disadvantaged who suffer disproportionately when education is not good enough, and therefore securing high quality teaching for these pupils should be the highest priority. Progress for the most disadvantaged pupils needs leaders who make their progress a priority and who have the skills to put their vision into action. The lack of teaching and leadership capacity to make this possible should be a national concern.
196. There are a lot of initiatives aiming to improve teaching and leadership, but given the complexity of the system and number of different types of schools and providers, and the multiplicity of oversight bodies, it is not a simple task to bring about improvement on a national scale. In this context, inspection is very important: Ofsted's inspectors are one of the few elements that are common to every part of the system. As a result, our inspections provide a national view.
197. This is why, from September 2015, we have introduced the new common inspection framework that aligns inspection across all the education remits Ofsted inspects. Inspections are consistent and comparable, making the same judgements in the same language across all phases and types of education. Inspectors look at leaders' ambition for all children and learners, particularly the most disadvantaged.
198. New short inspections for good schools and FE and skills providers have been designed to focus on the quality of leadership and the capacity of leaders to drive improvement. They emphasise honest, challenging professional dialogue. They also start from the assumption that the school or provider is still good. But because inspections are more frequent it also means that, where there is decline, it will be identified more quickly so that improvement can start earlier.
199. We have also revitalised our workforce by contracting directly with inspectors for maintained schools, academies, non-association independent schools and FE and skills. We contracted with just over 1,500 professionals to become Ofsted Inspectors, of whom around 70% are serving practitioners. Ofsted will benefit from having the expertise and first-hand insight of these current leaders of good and outstanding providers on our inspection teams. Ofsted Inspectors will gain inspection experience that they can use to build capacity in the institutions they lead and across the education and skills sectors more widely.





# Annex 1: Regional attainment, progress and destinations

Area	Size		Allocation	Attainment and progress (percentages)							Inspection outcomes (percentage)		Pupil characteristics (percentages)	
	Number of secondary schools	Number of pupils in secondary schools		Allocation per pupil (2014-15)	5+ A* to C including English and mathematics (2015)	KS2-4 progress in English (2015)	KS2-4 progress in mathematics (2015)	Entered EBacc (2015)	Achieved EBacc (2015)	KSS level 2 by age 19 with English and mathematics (2014)	KSS level 3 by age 19 (2014)	Pupils in good or outstanding secondary schools	Pupils eligible for free school meals (2015)	SEND (2015)
North West	458	407,322	£5,248	54.9	68	63.1	37.4	23.2	66.0	57.0	72	16	16	
North East	185	151,618	£5,196	54.4	67.1	62.5	34.8	21.2	65.0	52.0	72	17	17	
Yorkshire and the Humber	311	312,552	£5,196	53.8	67.8	63.7	35.0	21.1	64.0	53.0	70	15	15	
West Midlands	418	345,477	£5,219	54.1	68.8	64.6	35.9	21.8	64.0	55.0	73	16	16	
East Midlands	294	272,597	£5,018	53.0	65.6	64.3	35.7	20.8	65.0	54.0	72	13	15	
<b>North and Midlands</b>	<b>1,666</b>	<b>1,489,566</b>	<b>£5,184</b>	<b>54.1</b>	<b>67.6</b>	<b>63.7</b>	<b>35.9</b>	<b>21.8</b>	<b>65.0</b>	<b>54.7</b>	<b>72</b>	<b>15</b>	<b>16</b>	
South West	343	307,659	£4,799	57.1	71	67.9	38.0	23.3	66.0	56.0	83	10	16	
South East	504	496,887	£4,864	59.0	72.6	69.3	40.8	26.3	66.0	58.0	82	9	15	
London	474	480,831	£6,172	59.5	74.6	71.3	46.9	29.8	68.0	64.0	87	20	16	
East	395	360,311	£4,984	57.3	71.6	68.9	38.5	24.0	66.0	58.0	77	10	14	
<b>South and East</b>	<b>1,716</b>	<b>1,645,688</b>	<b>£5,247</b>	<b>58.4</b>	<b>72.6</b>	<b>69.5</b>	<b>41.3</b>	<b>26.2</b>	<b>67.0</b>	<b>59.2</b>	<b>83</b>	<b>13</b>	<b>15</b>	
<b>England</b>	<b>3,382</b>	<b>3,135,254</b>	<b>£5,216</b>	<b>56.3</b>	<b>70.2</b>	<b>66.6</b>	<b>37.8</b>	<b>24.0</b>	<b>66.0</b>	<b>57.0</b>	<b>77</b>	<b>14</b>	<b>15</b>	

School size figures based on Edubase at 2 September 2015.

Allocation data is the schools block funding allocation for 2014/15 from the Department for Education.

2015 Key Stage 4 attainment data are provisional and includes state-funded schools only.

SEND data include all schools including independent schools. SEND pupils with both SEN support and EHC plans are included (and their predecessor equivalences).

Source: Department for Education and Ofsted.

Area	Level 2 attainment in English and mathematics	Key Stage 5 attainment		Level 2 and 3 apprenticeship success rates 16-18	
	Percentage attaining GCSE grades A* to C or other level 2 qualifications in English and mathematics at age 19, for those who had not achieved this level by age 16	Percentage of students achieving at least two substantial level 3 qualifications	Percentage of students achieving grades AAB or better at A level, of which at least two are in facilitating subjects	Level 2 overall apprenticeship success rate	Level 3 overall apprenticeship success rate
North West	18.0	89.0	10.7	68.8	77.1
North East	16.9	84.5	9.5	69.1	72.1
Yorkshire and the Humber	17.5	87.7	10.1	71.4	78.3
West Midlands	14.5	87.4	9.6	71.5	77.7
East Midlands	17.6	88.4	10.2	69.2	75.2
<b>North and Midlands</b>	<b>16.9</b>	<b>87.8</b>	<b>10.1</b>	<b>70.1</b>	<b>76.4</b>
South West	17.5	87.6	12.4	72.1	75.4
South East	16.4	89.6	12.8	68.5	72.1
London	17.5	88.5	12.4	65.2	74.1
East	16.2	89.2	12.4	68.1	71.6
<b>South and East</b>	<b>16.9</b>	<b>88.8</b>	<b>12.5</b>	<b>68.8</b>	<b>73.2</b>
<b>England</b>	<b>16.9</b>	<b>88.3</b>	<b>11.5</b>	<b>69.5</b>	<b>75.0</b>

Area	Destinations after Key Stage 5 (percentages)					
	Apprenticeships	HEIs	HEIs (FSM)	Top third HEIs	Top third HEIs (FSM)	Destination not sustained/recorded NEET (FSM)
North West	6	51	42	16	7	5
North East	8	50	38	12	6	6
Yorkshire and the Humber	6	49	41	13	5	4
West Midlands	5	49	42	16	9	3
East Midlands	6	47	37	16	7	4
<b>North and Midlands</b>	<b>6</b>	<b>49</b>	<b>41</b>	<b>15</b>	<b>7</b>	<b>4</b>
South West	5	40	31	16	7	4
South East	4	43	33	21	9	4
London	3	56	56	22	14	2
East	5	46	37	18	8	4
<b>South and East</b>	<b>4</b>	<b>47</b>	<b>47</b>	<b>20</b>	<b>10</b>	<b>3</b>
<b>England</b>	<b>5</b>	<b>48</b>	<b>44</b>	<b>17</b>	<b>9</b>	<b>3</b>

Level 2 attainment, 2013/14, Department for Education

Key Stage 5 attainment, 2014/15 (provisional), Department for Education

Apprenticeship success rates, 2013/14, Skills Funding Agency and Department for Business, Innovation & Skills

Key Stage 5 pupil destinations, 2013 to 2014 (provisional), Department for Education

HEIs = higher education institutions, FSM = free school meals and NEET = not in education, employment or training

## Annex 2: Key statistics

### Overall effectiveness of open maintained schools and academies at their most recent inspection as at 31 August 2015, by phase and type

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement	Inadequate
Nursery schools		408	59	38	2	1
Primary schools (total)		16,290	18	67	14	1
Of which	local authority maintained	14,021	17	68	14	1
	academy converters	1,790	29	61	9	1
	sponsor-led academies	410	8	52	34	7
	free schools	69	30	49	19	1
Secondary schools (total)		3,182	21	53	21	5
Of which	local authority maintained	1,243	13	56	26	5
	city and technology colleges	3	67	33	0	0
	academy converters	1,385	32	53	12	3
	sponsor-led academies	456	11	42	34	13
	free schools	66	24	52	18	6
	university technical colleges	11	9	45	27	18
	studio schools	18	11	44	39	6
Special schools (total)		1,015	38	54	6	2
Of which	local authority maintained	809	36	56	6	2
	academy converters	123	54	41	3	2
	sponsor-led academies	7	0	100	0	0
	non-maintained special	69	35	48	12	6
	free schools	7	29	57	14	0
Pupil referral unit (total)		335	18	67	11	4
Of which	local authority maintained	292	17	67	12	4
	academy converters	27	26	70	4	0
	free schools	16	19	63	13	6
All provision		21,230	20	64	14	2

Based on inspections conducted by 31 August 2015 and published by 5 October 2015.

Includes section 5 inspections and section 8 deemed section 5 inspections.

Percentages are rounded and may not add to 100.

Source: Ofsted

**Data View:** Inspection findings can also be viewed at [www.gov.uk/government/organisations/ofsted/about/statistics](http://www.gov.uk/government/organisations/ofsted/about/statistics). Data View enables users to compare the performance of providers over time from Ofsted inspection across England by region, local authority, and constituency area. From December 2015, users can also compare the performance of individual providers in an area.

**Overall effectiveness of maintained schools and academies inspected between 1 September 2014 and 31 August 2015, by phase and type**

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement	Inadequate
<b>Nursery schools</b>		128	57	41	1	2
<b>Primary schools (total)</b>		3,655	9	64	23	4
Of which	local authority maintained	3,061	8	65	23	4
	academy converters	310	14	63	20	3
	sponsor-led academies	246	7	54	33	6
	free schools	38	37	47	13	3
<b>Secondary schools (total)</b>		870	9	42	36	12
Of which	local authority maintained	337	6	42	39	12
	academy converters	288	14	48	29	10
	sponsor-led academies	188	5	34	45	16
	free schools	38	21	50	18	11
	university technical colleges	7	14	43	29	14
	studio schools	12	8	42	42	8
<b>Special schools (total)</b>		281	36	49	10	6
Of which	local authority maintained	206	36	51	7	6
	academy converters	35	57	29	11	3
	sponsor-led academies	6	0	100	0	0
	non-maintained special	30	17	47	23	13
	free schools	4	25	50	25	0
<b>Pupil referral unit (total)</b>		107	21	55	17	7
Of which	local authority maintained	84	20	55	18	7
	academy converters	11	45	45	9	0
	free schools	12	8	67	17	8
<b>All provision</b>		5,041	12	59	24	5

Based on inspections conducted by 31 August 2015 and published by 5 October 2015.

Includes section 5 inspections and section 8 deemed section 5 inspections.

Percentages are rounded and may not add to 100.

Source: Ofsted

**Overall effectiveness of non-association independent schools at their most recent inspection, as at 31 August 2015**

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement	Inadequate
<b>Independent schools</b>	<b>(total)</b>	<b>554</b>	<b>14</b>	<b>61</b>	<b>16</b>	<b>9</b>
of which	Age range of pupils 0-11 years	219	17	63	15	5
	Age range from 11 years plus	175	11	59	21	9
	Age range of pupils 0-18 years	160	14	61	11	14
<b>Independent special schools</b>	<b>(total)</b>	<b>440</b>	<b>15</b>	<b>61</b>	<b>20</b>	<b>5</b>

Where a provider did not receive an overall effectiveness judgement for their inspection, they have been excluded.  
Source: Ofsted

**Overall effectiveness of non-association independent schools inspected between 1 September 2014 and 31 August 2015**

		Total number of inspections	Percentage of inspections			
			Outstanding	Good	Requires improvement	Inadequate
<b>Independent schools</b>	<b>(total)</b>	<b>134</b>	<b>13</b>	<b>44</b>	<b>18</b>	<b>25</b>
of which	Age range of pupils 0-11 years	46	20	48	20	13
	Age range from 11 years plus	58	16	45	21	19
	Age range of pupils 0-18 years	30	0	37	10	53
<b>Independent special schools</b>	<b>(total)</b>	<b>143</b>	<b>10</b>	<b>71</b>	<b>11</b>	<b>8</b>

Where a provider did not receive an overall effectiveness judgement for their inspection, they have been excluded.  
Percentages are rounded and may not add to 100.  
Source: Ofsted

**Overall effectiveness of further education and skills providers at their most recent inspection, as at 31 August 2015**

		Total number inspected	Percentage of providers			
			Outstanding	Good	Requires improvement/satisfactory	Inadequate
<b>Colleges</b>	<b>(total)</b>	<b>324</b>	<b>21</b>	<b>60</b>	<b>16</b>	<b>3</b>
of which	general further education colleges	215	16	61	20	3
	sixth form colleges	94	34	54	9	3
	specialist further education colleges	15	20	80	0	0
<b>Independent specialist colleges</b>	<b>(total)</b>	<b>55</b>	<b>15</b>	<b>69</b>	<b>13</b>	<b>4</b>
<b>Community learning and skills providers</b>	<b>(total)</b>	<b>241</b>	<b>5</b>	<b>82</b>	<b>10</b>	<b>3</b>
of which	specialist designated institutions	10	30	60	0	10
	not for profit organisations	90	7	76	16	2
	local authority providers	141	3	87	7	3
<b>Independent learning providers</b>	<b>(total)</b>	<b>428</b>	<b>12</b>	<b>68</b>	<b>18</b>	<b>3</b>
of which	independent learning providers	370	9	69	18	3
	employer providers	58	26	59	12	3
<b>16-19 academies</b>	<b>(total)</b>	<b>10</b>	<b>10</b>	<b>20</b>	<b>50</b>	<b>20</b>
of which	16-19 academy converters	2	0	0	100	0
	16-19 free schools	7	14	29	29	29
	16-19 sponsor led academies	1	0	0	100	0
<b>All providers</b>	<b>(total)</b>	<b>1,058</b>	<b>13</b>	<b>68</b>	<b>15</b>	<b>3</b>

Percentages are rounded and may not add to 100.  
Source: Ofsted

## Overall effectiveness of further education and skills providers inspected between 1 September 2014 and 31 August 2015

		Total number of inspections	Percentage of inspections			
			Outstanding	Good	Requires improvement	Inadequate
<b>Colleges</b>	<b>(total)</b>	66	3	38	47	12
of which	general further education colleges	48	4	31	54	10
	sixth form colleges	15	0	47	33	20
	specialist further education colleges	3	0	100	0	0
<b>Independent specialist colleges</b>	<b>(total)</b>	11	0	45	36	18
<b>Community learning and skills providers</b>	<b>(total)</b>	60	3	53	32	12
of which	specialist designated institutions	2	0	50	0	50
	not for profit organisations	25	4	44	44	8
	local authority providers	33	3	61	24	12
<b>Independent learning providers</b>	<b>(total)</b>	127	6	45	39	11
of which	independent learning providers	114	4	46	39	11
	employer providers	13	23	31	31	15
<b>16-19 academies</b>	<b>(total)</b>	6	0	17	50	33
of which	16-19 academy converters	-	-	-	-	-
	16-19 free schools	5	0	20	40	40
	16-19 sponsor-led academies	1	0	0	100	0
<b>Further education in higher education institutions</b>	<b>(total)</b>	2	100	0	0	0
<b>All providers</b>	<b>(total)</b>	272	5	44	39	12
<b>Prisons and young offender institutions</b>	<b>(total)</b>	50	4	24	56	16

The number of inspections given for prisons, young offender institutions and other jurisdiction inspections are for inspections published between 1 September 2014 and 31 August 2015.

Judgements on further education (FE) in higher education institutions (HEIs), relate just to the FE provision being delivered within the HEI provider.

Percentages are rounded and may not add to 100.

Source: Ofsted





## Annex 3: Primary performance by area

Primary schools				
Local authority	Region	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)	% of pupils in academies
North Tyneside	North East, Yorkshire and Humber	99	▲ 2	1
Newcastle upon Tyne	North East, Yorkshire and Humber	97	▲ 1	8
Kingston upon Thames	London	97	▲ 10	15
Camden	London	96	▼ -2	1
Lewisham	London	95	▲ 7	2
Trafford	North West	95	▼ -1	9
Bedford	East of England	95	▬ 0	24
Westminster	London	95	▲ 4	19
Cheshire East	North West	95	▲ 2	28
Torbay	South West	94	▲ 14	64
Bournemouth	South West	93	▲ 17	40
Barnet	London	93	▲ 2	9
Gloucestershire	South West	93	▲ 1	19
Harrow	London	93	▲ 7	10
Wandsworth	London	93	▼ -3	9
Greenwich	London	93	▲ 6	0
Richmond upon Thames	London	93	▼ -1	4
Wigan	North West	93	▲ 4	11
Sutton	London	93	▲ 1	17
Ealing	London	92	▲ 2	3
Redbridge	London	92	▲ 9	3
South Tyneside	North East, Yorkshire and Humber	92	▼ -1	10
Stockton-on-Tees	North East, Yorkshire and Humber	92	▲ 1	19
Kensington and Chelsea	London	91	▼ -3	4
Knowsley	North West	91	▲ 6	2
Gateshead	North East, Yorkshire and Humber	91	▼ -2	3
Durham	North East, Yorkshire and Humber	91	▲ 2	6
Brent	London	91	▲ 4	9
Halton	North West	91	▲ 5	3
Bexley	London	90	▲ 11	42
Stockport	North West	90	▼ -2	5
Manchester	North West	90	▲ 3	22
St. Helens	North West	90	▲ 2	4
Hackney	London	90	▼ -1	6
Cheshire West and Chester	North West	90	▲ 4	7
Lambeth	London	90	▲ 3	3
Leeds	North East, Yorkshire and Humber	90	▲ 5	9
Bath and North East Somerset	South West	90	▲ 9	10
Buckinghamshire	South East	90	▲ 5	9

Primary schools				
Local authority	Region	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)	% of pupils in academies
Tower Hamlets	London	90	▼ -1	8
Cornwall	South West	89	▲ 4	48
Darlington	North East, Yorkshire and Humber	89	▼ -2	66
Lancashire	North West	89	▲ 2	2
Brighton and Hove	South East	89	▲ 10	3
Sunderland	North East, Yorkshire and Humber	89	▲ 2	24
Solihull	West Midlands	89	▲ 5	15
Warrington	North West	89	▲ 5	0
Hartlepool	North East, Yorkshire and Humber	88	▼ -1	20
Herefordshire	West Midlands	88	▲ 5	25
Northumberland	North East, Yorkshire and Humber	88	▼ -2	10
Central Bedfordshire	East of England	88	▼ -1	29
South Gloucestershire	South West	88	▲ 6	7
Cumbria	North West	88	▬ 0	11
Rutland	East Midlands	88	▲ 8	61
Telford and Wrekin	West Midlands	88	▲ 7	3
Bristol	South West	88	▲ 7	38
Worcestershire	West Midlands	88	▼ -1	17
Wiltshire	South West	88	▲ 6	24
Swindon	South West	87	▲ 7	41
Bury	North West	87	▲ 3	8
York	North East, Yorkshire and Humber	87	▲ 1	12
Dudley	West Midlands	87	▲ 3	5
Somerset	South West	87	▬ 0	24
Southwark	London	87	▲ 1	11
Haringey	London	87	▲ 2	14
Poole	South West	87	▲ 1	31
Wirral	North West	87	▼ -1	3
Bolton	North West	87	▬ 0	11
Waltham Forest	London	87	▼ -1	32
Devon	South West	87	▬ 0	20
Enfield	London	87	▲ 10	5
Hounslow	London	87	▲ 17	8
North Somerset	South West	86	▲ 8	8
Lincolnshire	East Midlands	86	▲ 1	35
Calderdale	North East, Yorkshire and Humber	86	▼ -2	28
Croydon	London	86	▲ 11	37
Oldham	North West	86	▲ 6	15

Primary schools				
Local authority	Region	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)	% of pupils in academies
Leicestershire	East Midlands	85	▲ 2	50
Oxfordshire	South East	85	▲ 4	27
Southend-on-Sea	East of England	85	▲ 12	12
Hertfordshire	East of England	85	▲ 1	9
Islington	London	85	▼ -5	6
Peterborough	East of England	85	▲ 5	21
Shropshire	West Midlands	85	▲ 4	9
Blackburn with Darwen	North West	85	▲ 2	11
Sefton	North West	85	▼ -4	0
Hammersmith and Fulham	London	85	▬ 0	14
Surrey	South East	85	▲ 9	18
Redcar and Cleveland	North East, Yorkshire and Humber	84	▲ 4	27
Coventry	West Midlands	84	▲ 10	15
Liverpool	North West	84	▼ -2	1
Rochdale	North West	84	▲ 1	3
North Yorkshire	North East, Yorkshire and Humber	84	▲ 6	6
Kirklees	North East, Yorkshire and Humber	84	▲ 9	8
Kingston upon Hull	North East, Yorkshire and Humber	84	▲ 5	63
Hampshire	South East	84	▲ 2	3
Nottinghamshire	East Midlands	84	▬ 0	16
Warwickshire	West Midlands	83	▲ 5	18
Southampton	South East	83	▼ -1	30
Sandwell	West Midlands	83	▲ 1	17
Wakefield	North East, Yorkshire and Humber	83	▲ 9	42
Salford	North West	82	▼ -1	7
Portsmouth	South East	82	▲ 12	22
Essex	East of England	82	▲ 9	25
Milton Keynes	South East	82	▬ 0	20
Newham	London	82	▼ -3	6
Middlesbrough	North East, Yorkshire and Humber	82	▲ 1	30
Merton	London	81	▲ 5	5
Kent	South East	81	▲ 10	25
Barnsley	North East, Yorkshire and Humber	81	▲ 2	34
Wokingham	South East	81	▲ 6	1
Tameside	North West	80	▬ 0	7
Staffordshire	West Midlands	80	▲ 2	16
Norfolk	East of England	79	▲ 8	17
Hillingdon	London	79	▼ -2	28

Primary schools				
Local authority	Region	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)	% of pupils in academies
Blackpool	North West	79	▼ -2	52
Luton	East of England	79	▲ 2	15
Stoke-on-Trent	West Midlands	79	▲ 11	34
Cambridgeshire	East of England	78	▲ 2	19
Birmingham	West Midlands	78	▼ -2	28
Dorset	South West	78	▼ -3	17
Derbyshire	East Midlands	78	▼ -1	5
North Lincolnshire	North East, Yorkshire and Humber	78	▲ 3	26
Bromley	London	77	▼ -4	77
Havering	London	77	▼ -3	12
Plymouth	South West	77	▬ 0	15
Windsor and Maidenhead	South East	77	▼ -2	16
East Riding of Yorkshire	North East, Yorkshire and Humber	76	▲ 5	7
Barking and Dagenham	London	76	▲ 8	3
West Sussex	South East	76	▬ 0	22
Rotherham	North East, Yorkshire and Humber	76	▲ 2	34
Suffolk	East of England	76	▲ 4	18
Slough	South East	75	▲ 8	56
Nottingham	East Midlands	75	▬ 0	47
Wolverhampton	West Midlands	74	▲ 7	19
Northamptonshire	East Midlands	74	▲ 2	43
East Sussex	South East	73	▲ 11	17
Reading	South East	73	▼ -1	13
Leicester	East Midlands	72	▲ 2	7
Thurrock	East of England	72	▼ -1	71
Derby	East Midlands	72	▼ -1	9
Sheffield	North East, Yorkshire and Humber	72	▲ 2	25
Walsall	West Midlands	71	▲ 3	17
West Berkshire	South East	69	▬ 0	4
North East Lincolnshire	North East, Yorkshire and Humber	67	▼ -1	76
Bradford	North East, Yorkshire and Humber	67	▼ -6	12
Isle of Wight	South East	64	▼ -6	8
Bracknell Forest	South East	64	▲ 4	2
Doncaster	North East, Yorkshire and Humber	64	▲ 6	20
Medway	South East	62	▲ 9	30

Based on inspections conducted by 31 August 2015 and published by 5 October 2015.

The Isles of Scilly and the City of London are excluded

Source: Ofsted and Department for Education



## Annex 4: Secondary performance by area

Secondary schools				
Local authority	Region	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)	% of pupils in academies 2015
Bournemouth	South West	100	▲ 17	100
Bromley	London	100	▲ 7	95
Haringey	London	100	▬ 0	42
Islington	London	100	▬ 0	22
Kensington and Chelsea	London	100	▬ 0	77
Lambeth	London	100	▲ 8	51
Wandsworth	London	100	▲ 6	85
Ealing	London	100	▲ 25	35
Southwark	London	99	▲ 4	86
Hackney	London	99	▲ 1	55
Wokingham	South East	98	▼ -1	69
Hounslow	London	95	▼ -5	82
Harrow	London	95	▬ 0	81
Surrey	South East	95	▲ 1	63
Bath and North East Somerset	South West	94	▼ -2	81
York	North East, Yorkshire and Humber	94	▲ 2	22
North Somerset	South West	93	▬ 0	82
Dorset	South West	93	▲ 9	55
Enfield	London	92	▲ 9	34
Wiltshire	South West	92	▲ 4	85
Bristol	South West	92	▲ 21	81
South Tyneside	North East, Yorkshire and Humber	92	▲ 1	28
Trafford	North West	92	▬ 0	75
Luton	East of England	92	▲ 9	58
Newham	London	90	▲ 1	33
Rotherham	North East, Yorkshire and Humber	90	▬ 0	70
Cheshire East	North West	90	▲ 13	71
Redbridge	London	90	▲ 5	38
Greenwich	London	90	▼ -1	56
Medway	South East	89	▲ 6	95
Kingston upon Thames	London	89	▲ 7	94
Thurrock	East of England	89	▼ -4	94
Hammersmith and Fulham	London	89	▲ 7	80
Oxfordshire	South East	88	▲ 3	89
Barnet	London	88	▼ -1	73
Worcestershire	West Midlands	88	▲ 5	78
Merton	London	88	▲ 2	29



Secondary schools				
Local authority	Region	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)	% of pupils in academies 2015
North Tyneside	North East, Yorkshire and Humber	87	▼ -1	22
Westminster	London	87	▼ -13	91
Sutton	London	87	▬ 0	81
Herefordshire	West Midlands	87	▲ 4	65
Warwickshire	West Midlands	86	▲ 6	76
Essex	East of England	86	▲ 12	92
Southend-on-Sea	East of England	86	▲ 17	94
Newcastle upon Tyne	North East, Yorkshire and Humber	86	▲ 2	60
Gloucestershire	South West	86	▲ 15	88
North Lincolnshire	North East, Yorkshire and Humber	85	▲ 15	72
Bexley	London	85	▲ 12	100
Slough	South East	85	▬ 0	68
Devon	South West	85	▲ 6	60
Kent	South East	84	▬ 0	73
Gateshead	North East, Yorkshire and Humber	84	▲ 10	75
Hertfordshire	East of England	84	▲ 5	77
Peterborough	East of England	84	▲ 16	76
Lancashire	North West	84	▲ 3	27
Cheshire West and Chester	North West	84	▲ 5	47
Tower Hamlets	London	83	▼ -10	8
Nottingham	East Midlands	83	▲ 26	91
Barking and Dagenham	London	82	▲ 8	26
Southampton	South East	82	▲ 7	31
Camden	London	82	▬ 0	7
East Sussex	South East	82	▼ -2	53
Hampshire	South East	82	▲ 7	48
Leicestershire	East Midlands	81	▲ 9	97
Plymouth	South West	81	▬ 0	91
Hillingdon	London	81	▲ 6	92
Solihull	West Midlands	81	▲ 1	85
Brighton and Hove	South East	81	▲ 1	12
Somerset	South West	81	▲ 5	73
Nottinghamshire	East Midlands	81	▬ 0	90
Cornwall	South West	81	▼ -3	62
Leicester	East Midlands	80	▼ -8	5
Richmond upon Thames	London	80	▲ 3	88
Bedford	East of England	80	▲ 3	80
West Sussex	South East	79	▲ 10	40

Secondary schools				
Local authority	Region	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)	% of pupils in academies 2015
North Yorkshire	North East, Yorkshire and Humber	79	▲ 4	31
Sheffield	North East, Yorkshire and Humber	79	▲ 22	78
Durham	North East, Yorkshire and Humber	78	▼ -9	51
Leeds	North East, Yorkshire and Humber	78	▲ 5	50
Redcar and Cleveland	North East, Yorkshire and Humber	78	▲ 26	66
North East Lincolnshire	North East, Yorkshire and Humber	77	▲ 23	100
Cumbria	North West	77	▲ 8	64
Calderdale	North East, Yorkshire and Humber	77	▲ 5	79
Blackburn with Darwen	North West	77	▲ 9	64
Rochdale	North West	77	▼ -9	26
Wolverhampton	West Midlands	77	▲ 9	65
Central Bedfordshire	East of England	76	▲ 4	81
Lincolnshire	East Midlands	76	▼ -1	91
Croydon	London	76	▲ 2	71
Bolton	North West	76	▲ 12	21
Milton Keynes	South East	75	■ 0	64
Birmingham	West Midlands	74	▲ 1	59
Bury	North West	74	▼ -17	0
Wigan	North West	74	▼ -3	26
Stockport	North West	74	▼ -9	30
Manchester	North West	74	▲ 10	62
Buckinghamshire	South East	74	▲ 2	80
Bracknell Forest	South East	74	▲ 1	15
Shropshire	West Midlands	73	▼ -2	60
West Berkshire	South East	73	▼ -6	63
Waltham Forest	London	73	▲ 1	35
Derby	East Midlands	72	▼ -14	59
Sefton	North West	72	▲ 17	52
Kirklees	North East, Yorkshire and Humber	72	▲ 2	57
Wakefield	North East, Yorkshire and Humber	71	▼ -11	93
Wirral	North West	71	▲ 3	73
Portsmouth	South East	71	▲ 18	54
Sunderland	North East, Yorkshire and Humber	71	▼ -1	77
Suffolk	East of England	70	▼ -3	73
Halton	North West	70	▼ -7	54
Staffordshire	West Midlands	70	▼ -2	44
Darlington	North East, Yorkshire and Humber	69	▲ 15	100
East Riding of Yorkshire	North East, Yorkshire and Humber	68	▲ 22	35

Secondary schools				
Local authority	Region	% of pupils in good or outstanding schools 2015	Change from 2014 (%pts)	% of pupils in academies 2015
Poole	South West	68	▼ -19	67
Reading	South East	68	▲ 1	78
Brent	London	67	▲ 4	80
Norfolk	East of England	67	▲ 4	72
Walsall	West Midlands	67	▲ 10	79
Kingston upon Hull	North East, Yorkshire and Humber	65	▲ 10	61
Lewisham	London	65	▼ -2	30
Telford and Wrekin	West Midlands	65	▼ -24	47
Rutland	East Midlands	64	▼ -36	100
Dudley	West Midlands	63	▲ 8	54
Warrington	North West	61	▼ -6	73
Windsor and Maidenhead	South East	61	▲ 1	72
Northamptonshire	East Midlands	61	▼ -5	91
Barnsley	North East, Yorkshire and Humber	59	▲ 12	10
Salford	North West	59	■ 0	26
Torbay	South West	59	■ 0	76
Liverpool	North West	57	▼ -20	47
Sandwell	West Midlands	57	▲ 4	70
Coventry	West Midlands	57	▼ -10	71
Havering	London	56	▼ -10	84
St. Helens	North West	56	▲ 21	24
Northumberland	North East, Yorkshire and Humber	55	▼ -11	47
South Gloucestershire	South West	54	▲ 3	85
Middlesbrough	North East, Yorkshire and Humber	54	▲ 6	63
Derbyshire	East Midlands	53	▲ 10	40
Swindon	South West	52	▲ 2	91
Stockton-on-Tees	North East, Yorkshire and Humber	52	▲ 6	65
Stoke-on-Trent	West Midlands	51	▼ -2	82
Tameside	North West	49	■ 0	51
Hartlepool	North East, Yorkshire and Humber	48	▲ 13	61
Cambridgeshire	East of England	45	▼ -10	97
Bradford	North East, Yorkshire and Humber	42	▲ 3	46
Doncaster	North East, Yorkshire and Humber	37	■ 0	100
Oldham	North West	36	■ 0	56
Blackpool	North West	35	▼ -3	84
Isle of Wight	South East	22	▲ 5	48
Knowsley	North West	0	▼ -77	46

Based on inspections conducted by 31 August 2015 and published by 5 October 2015.

The Isles of Scilly and the City of London are excluded

Source: Ofsted and Department for Education

# Ofsted reports 2014/15

## Schools

Key stage 3: the wasted years?, September 2015;

[www.gov.uk/government/publications/key-stage-3-the-wasted-years](http://www.gov.uk/government/publications/key-stage-3-the-wasted-years)

School leaders' views on the impact of inspection, March 2015;

[www.gov.uk/government/publications/school-leaders-views-on-the-impact-of-inspection](http://www.gov.uk/government/publications/school-leaders-views-on-the-impact-of-inspection)

The most able students: an update on progress since 2013, March 2015;

[www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013](http://www.gov.uk/government/publications/the-most-able-students-an-update-on-progress-since-june-2013)

Overcoming barriers – ensuring that Roma children are fully engaged and achieving in education, December 2014;

[www.gov.uk/government/publications/ensuring-roma-children-achieve-in-education](http://www.gov.uk/government/publications/ensuring-roma-children-achieve-in-education)

The Primary PE and Sport Premium: Good practice to maximise effective use of the funding, October 2014;

[www.gov.uk/government/publications/the-pe-and-sport-premium-for-primary-schools](http://www.gov.uk/government/publications/the-pe-and-sport-premium-for-primary-schools)

Below the radar: low level disruption in the country's classrooms, September 2014;

[www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms](http://www.gov.uk/government/publications/below-the-radar-low-level-disruption-in-the-countrys-classrooms)

## FE and skills

Apprenticeships: developing skills for future prosperity, October 2015;

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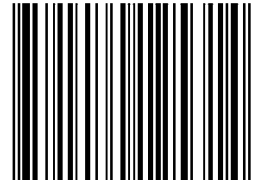








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