

## 1. INTRODUCTION

The 2010-11 Annual Report of HMCI comprises eight main sections prefaced by a Commentary discussing some of the key findings covered in more detail in the body of the report. The sections are:

- Early years and childcare
- Children's centres
- Maintained schools
- Initial teacher education
- Independent schools, non-maintained special schools and boarding schools
- Learning and skills
- Children's social care
- Children's services assessments

The report is completed by a Bibliography and four Annexes.

This summary reproduces in full the **Key Findings** that introduce each of the main sections. **Bold** font has been added to assist identification of topics/issues.

## 2. COMPLETE KEY FINDINGS

### Early years and childcare

*[The Early Years Foundation Stage was introduced in September 2008 and Ofsted inspects all early years providers registered to deliver it for children aged from birth to five years. There are just over 26,000 childcare providers on non-domestic premises and just over 57,000 childminders. Overall, however, childcare providers on non-domestic premises offer around four times as many places as childminders.]*

- The **number of providers** in the early years and childcare sector increased in 2010/11, reversing the trend seen in recent years of a fall in the number of providers.
- The **early years and childcare sector continues to perform well**. In 2010/11, the third year of inspecting against the requirements of the Early Years Foundation Stage, the proportion of early years registered providers judged as good or outstanding for overall effectiveness increased to 74% from 68% in 2009/10.
- Childcare providers that have been inspected against the requirements of the Early Years Foundation Stage and have subsequently left the sector are 10 times as likely to have been found inadequate than those that remained in the sector. This suggests that **inspection** against Early Years Foundation Stage requirements **has contributed to an overall increase in quality**.
- **Childcare on non-domestic premises**, for example nurseries and playgroups, continues to outperform childminders in terms of the quality of provision. The difference between the two in the percentage judged good or outstanding has increased for the last two years.
- Of the **providers judged inadequate under the previous framework** and that have since been inspected under the Early Years Foundation Stage, 98% are now judged satisfactory or better. Of the providers judged satisfactory under the previous framework, 56% improved at a subsequent Early Years Foundation Stage inspection.
- **Time and experience** help childcare providers develop outstanding quality. A childcare provider that has been registered for four or more years is more than twice as likely to be judged outstanding under the Early Years Foundation Stage as a provider that has been registered for a year or less.
- The **difference in the quality of provision** between providers in the most deprived areas and the least deprived areas remains too large, particularly for childminders. However, since 2009/10 the gap in the proportion of providers judged good or outstanding between the most and least deprived areas has narrowed slightly, from 19 to 16 percentage points for childminders, and from 12 to eight percentage points for providers of childcare on non-domestic premises.
- Early years providers perform less well in relation to the effectiveness of their **self-evaluation** and their **engagement with parents** than in other aspects of provision inspected. However, in both these aspects of provision the percentage of providers judged good or outstanding has risen since

last year. The rise has been particularly pronounced in the effectiveness of self-evaluation, which has increased by nine percentage points.

- The better providers have a **planned and systematic approach to children's learning** and development – particularly in the areas of communication, language and literacy. In the best settings there is a concerted effort to plan more purposeful activity led by adults to develop children's language and communication, including their emerging skills for early reading and writing. This has a positive impact on their progress.

### **Children's centres**

*[Ofsted has been inspecting children's centres since May 2010. Children's centres provide access to a range of services for children and their families, including early learning and childcare, family support, health services, support into employment and other specialist services.]*

- In this first full year of children's centre inspections, nearly all the 710 centres inspected have been judged as at least **satisfactory**, and just less than three quarters were judged as **good or outstanding**.
- Just under two thirds of the children's centres inspected this year were the **longest established (phase one) centres**. A much higher proportion of phase one centres (79%) were judged as good or outstanding than those established in phase two (63%), a difference of 16 percentage points.
- Children's centres are judged most positively for **keeping children safe and protected** and providing good-quality care, guidance and support. Three quarters were judged to have **good or outstanding leadership and management**.
- While most children's centres were judged as good or outstanding, two important areas which they find challenging are in demonstrating how they **match services to the needs of the children** and families who use the centre and **using evaluation to improve the services they offer**. These are key weaknesses which need attention.
- In the weaker centres in particular there is difficulty in **collecting and using data to demonstrate progress** against key performance indicators. This is sometimes not helped by the lack of comprehensive data provided by the local authority (LA) about the needs of the local population and clear targets for improving outcomes in the local area.
- Children's centres that are less strong in obtaining and using data, evaluating their services and monitoring take-up are less effective in targeting their services at **those in the community who are most in need**.

### **Maintained schools**

*[In 2009 Ofsted introduced a revised inspection framework for the inspection of maintained schools and academies and a more risk-based approach to inspection in which good and outstanding schools are inspected less frequently. In 2010/11 outstanding schools, with the exception of nursery schools, were not inspected if the annual risk assessment showed no evidence of a decline in performance and the fundamental nature of the school was unchanged. As a result, the **schools inspected** in any one year are now **not representative of the whole population of schools**. However, the Annual Report provides summary data of the most recent inspection result for all schools open on 31 August 2011 compared with all schools open on 31 August 2010. This indicates that in 2010-11 there were: **2% more** schools judged **outstanding**, exactly **the same percentage** of schools judged **good**; **2% fewer** schools judged **satisfactory**; and **1% fewer** schools judged **inadequate**.]*

- **57% of the 5,727 schools inspected** in the past year were found to provide their pupils with a **good or outstanding** education. This is a similar proportion to that found last year.
- A more representative picture of the 'state of the nation' is given by looking at the most recent inspection judgement for **all schools** in England. This shows that **70%** of schools were found to have been delivering a good or better standard of education.
- **6%** of schools inspected this year were judged **inadequate**. This is a decrease from the 8% of schools inspected last year. However, this masks differences between types of school. Secondary schools were most likely to be judged inadequate, at 8%.
- Schools are **more likely to improve than decline between inspections**. However, the proportion that decline is a concern. Around a third of all schools inspected during 2010/11 improved their performance compared with their previous inspection and nearly half maintained their performance. Nearly a fifth received a lower overall effectiveness grade. This is a slightly more positive picture than in 2009/10.
- **40% of schools previously judged to be outstanding that were inspected this year declined**. These schools, with the exception of nursery schools, were selected for inspection following a risk assessment or because the nature of the school had changed. The majority had experienced a

decline in standards over time and a marked change in terms of senior leadership, staff turnover or the profile of their pupils. Three previously outstanding schools declined to inadequate.

- The proportion of previously satisfactory schools which improved increased from 42% last year to 46% this year. However, the **slow progress of satisfactory or 'stuck' schools continues to be a cause for concern**. 14% of all schools inspected this year, which is nearly 800 schools, have been judged satisfactory for at least their last two inspections and have no better than satisfactory capacity to improve.
- There are now **fewer schools in categories of concern** than last year and the **pace of their improvement has increased**: schools took on average 18 months to be removed from special measures this year in comparison with 20 months last year. It is encouraging that over a fifth of schools judged inadequate at their previous inspection had achieved substantial improvement and were found to be good or better when inspected again this year.
- There remains a **strong relationship between deprivation and weaker provision** and the gap in the quality of schools between socially deprived areas and more advantaged areas is a continuing concern. 71% of schools serving the least deprived pupils were judged to be good or outstanding compared with 48% of schools serving the most deprived pupils. However, of the schools serving the most deprived pupils, 7% were judged to be outstanding, showing that it is possible to buck this trend.
- The **quality of teaching** is still too variable and too much is satisfactory. Teaching was found to be good or outstanding in only 60% of schools overall. However, this is a slight increase from 2009/10. The quality of teaching in secondary schools has also improved slightly from 51% good or outstanding last year to 54% this year.
- A key requirement of schools is that they **teach pupils to read**. Ofsted's survey evidence shows that primary schools that were most successful in teaching children to read by six had a very rigorous, systematic approach to teaching phonic knowledge and skills. This laid the foundations for successful reading, writing and spelling. The approach was applied with a high degree of consistency and was sustained.
- The very large majority of schools are orderly places where **pupils' behaviour** is judged to be at least good: where teaching is good pupils' behaviour is usually at least good as well. Pupils' behaviour was good or outstanding in 87% of schools inspected this year compared with 86% last year. However, it was less strong in secondary schools, with 22% judged to have satisfactory behaviour and 2% inadequate behaviour.
- **Leadership and management** are good or outstanding in 67% of schools inspected this year, which is similar to the previous year. Given the importance of leadership and management in securing school improvement, there is an urgent need to build more capacity among school leaders in those schools that are not making enough progress, and particularly to tackle the variability in teaching within them.
- An important trend in education policy has been the increasing role that successful schools have played in supporting and working in **partnership with less successful schools**. Ofsted visited 10 federations of high-performing schools with weaker schools for a survey carried out this year. In all 10 such federations teaching and learning, achievement and behaviour had improved in the weaker schools and good outcomes had been maintained in the high-performing school.
- In 79% of all schools inspected this year **safeguarding procedures** were judged to be good or outstanding. It is now rare for inadequate procedures to be identified. This indicates that schools have considerably improved this area of their work and take their responsibilities in this area very seriously.
- Most of the **academies** inspected this year were sponsored academies where previously the school had experienced a history of failure or low performance. Of the 75 academies inspected this year, 40 were judged to be providing a good or outstanding education for their pupils and five were inadequate. The proportion of academies judged good or outstanding is similar to that for all secondary schools, although within this the proportion judged outstanding was higher at just over a fifth.

### **Initial teacher education**

*[Ofsted has now completed the latest inspection cycle for initial teacher education. The findings in this Annual Report reflect the quality of provision in all providers in the sector inspected between September 2008 and August 2011.]*

- Most initial teacher education inspected by Ofsted has been judged to be good or outstanding, although this varies between phases. There is **very little inadequate provision**.

- There is **more outstanding provision in primary and secondary partnerships led by higher education institutions than in school-centred partnerships or employment-based routes**. Around 80% of trainees follow training programmes offered by a higher education institution.
- There continues to be a higher proportion of provision that is no better than satisfactory in the **further education and skills sector** than in primary and secondary initial teacher education.
- Primary trainees do not always have sufficient, well-timed opportunities to teach early reading using a systematic phonics approach.
- Not all trainees on secondary initial teacher education programmes have sufficient **opportunities to apply their knowledge of teaching students from a wide ability range**, those with special educational needs and/or disabilities and from a diverse range of backgrounds.
- 17% of primary providers, 16% of secondary providers, 20% of employment based providers and 30% of providers of initial teacher education in the further education sector self-evaluated the overall effectiveness of their provision and capacity to improve higher than inspectors. This discrepancy is largely attributable to providers **not assessing rigorously enough the impact of their training on trainees' outcomes**.
- **Teach First** recruits highly qualified trainees who, during their first year of training, have a considerable impact on the achievement of their students in schools in challenging circumstances.

### **Independent schools, non-maintained special schools and boarding schools**

*[There are around 2,400 independent schools in England educating roughly 7% of all children. Just over half of these schools are members of independent schools associations and are inspected by independent inspectorates which are approved by the Department for Education for this purpose. The remaining independent schools are referred to as the 'non-association independent schools', and they are inspected by Ofsted.]*

- Since 2005/06, there has been a continual improvement in the proportion of non-association independent schools which **meet all or almost all of the regulations**, so that the very large majority of schools now meet at least 90% of them. This is the final year of the second cycle of inspections in non-association independent schools.
- There has been a strong **rise in the proportion of schools meeting all the regulations** for independent schools. This has increased from 36% in 2009/10 to 45% in 2010/11.
- One in eight schools still does not make adequate arrangements for **pupils' welfare, health and safety**. This remains a **serious concern**.
- This year the quality of education in **non-association independent schools** is broadly similar to last year, with 67% of schools judged good or outstanding. The proportion of schools providing an inadequate quality of education has remained at 4%.
- In over two thirds of schools pupils make good progress. This outcome is particularly supported by effective teachers who know their subject well.
- Most non-association independent schools emphasise the acquisition of **basic skills** well and provide an orderly and purposeful environment in which teaching is effective and pupils learn and make progress. However, while **teaching** was at least good in two thirds of the schools, it was outstanding in only 7% – an indication that in these schools teaching is often well planned but seldom inspiring.
- Pupils' **behaviour** is a major strength. Non-association independent special schools are often effective in helping pupils with behavioural, emotional and social difficulties to manage and improve their behaviour.
- This year Ofsted inspected 29 **non-maintained special schools**. In the large majority of schools the overall effectiveness was at least good, with over a quarter outstanding. One school was judged to be inadequate.

### **Learning and skills**

*[A proportionate approach has been taken to inspections carried out since September 2009. This means that the sample of providers selected for inspection this year contained both a greater percentage of previously satisfactory or inadequate providers, and a greater percentage of good or outstanding providers that are believed to be at risk of declining than would be found in the population of providers as a whole. As a result, **learning and skills providers inspected in any one year are not representative of the whole population of providers** and comparisons between years are not straightforward.]*

- There is **too little outstanding teaching** in learning and skills providers inspected this year. Only 13 independent learning providers and two employer providers were judged outstanding for the quality of teaching. No colleges, adult and community learning providers or prisons received an overall outstanding judgement for the quality of teaching.

- Less than half **the colleges inspected** this year were judged to be good or outstanding. However, this is in the context of a risk-based approach to inspection. A more representative and more positive picture of the 'state of the nation' is given by looking at the most recent inspection judgement for **all colleges**, rather than just those inspected this year. This shows that **70%** of colleges were judged **good or outstanding** at their most recent inspection.
- A high proportion of previously good **colleges, selected for inspection** on the basis of Ofsted's risk assessment, have **declined in their performance** this year. In 2009/10 around a quarter of colleges previously judged to be good declined compared with over two fifths this year.
- The **slow progress** of colleges that were previously found to be satisfactory remains a concern. Of the 40 previously satisfactory colleges inspected in 2010/11, 22 continue to be no better than satisfactory and two declined. Sixteen colleges remain satisfactory on their third inspection.
- Only three of the 11 **independent specialist colleges** inspected this year were judged to be good, seven were satisfactory and one was inadequate.
- Independent learning providers deliver the majority of work-based learning, including apprenticeships. Within the context of a more risk-based approach to inspection, there has been a substantial **increase this year in the percentage of independent learning providers judged good or outstanding**; from 47% in 2009/10 to 55% in 2010/11. The percentage judged to be outstanding has increased from 4% last year to 10% this year.
- Strong **leadership**, a readiness to respond to the **recommendations** of previous inspections, effective **self-assessment** and use of **feedback from learners** were the hallmarks of those independent learning providers that improved to become outstanding this year.
- Ten of the 16 **employer providers** inspected this year were judged to be outstanding or good, and six were judged as satisfactory. These are similar proportions to last year. Employer providers are on the whole good at ensuring that learning programmes are well planned and support learners to gain the skills they need to do their jobs.
- Although 33 of the 45 **adult and community learning providers** inspected this year were judged to be good, only one provider was judged to be outstanding overall and no providers were judged outstanding for the quality of teaching for the second year running. However, the sector performed strongly in terms of including and engaging hard to reach and vulnerable learners.
- The high proportion of provision that is no better than satisfactory in **prisons and young offender institutions** is a concern. Leadership and management and the extent to which provision meets the needs and interests of learners are key factors limiting improvement.

### **Children's social care**

*[The Introduction to this section says that the **pressure on the system** noted in the previous year 'has not abated', with continuing increased demand in the numbers of both children who are looked after and those on child protection plans. It also notes that: 'At the same time, local authorities have made significant cuts to their budgets for the financial year 2011–12 and, while many have sought to protect children's social care services, the financial pressures have been powerful. It is too early, based on inspections carried out in the first year of a four-year spending review programme, to make firm statements based on inspection evidence about the impact of these pressures on services and outcomes for the most vulnerable children'.]*

- Ofsted introduced a new framework for the inspection of **children's homes** in April 2011. Of the 731 homes receiving a full inspection under the new framework, **77% were judged good or outstanding**. This maintains the clear trajectory of improvement seen since September 2007 when just 58% were good or outstanding.
- There are 327 **children's homes that also provide education** or are linked to education providers. At their most recent inspection the education provided was judged good or outstanding in around half of these children's homes. However, in **11% education was inadequate**. This is a serious concern given the very low attainment of many children in care and the outstanding support they need to overcome barriers to learning.
- The quality of care this year in the four **secure training centres** inspected by Ofsted was outstanding in three centres and inadequate in one. A downward trend in the use of restraint in secure training centres has been observed over the last two years.
- Of the 102 **fostering agencies and services** inspected this year, 79% were providing good or better services. These services were characterised by their commitment to continual improvement and learning from the views of children and young people, foster carers and social workers. However, 21% of these services were no better than satisfactory, leaving no room for complacency.
- All but seven of the 68 **adoption agencies** inspected were found to be good or outstanding in terms of their overall effectiveness. However, too many children are waiting far too long to be adopted.
- **Unannounced inspections** of 133 LAs' contact, referral and assessment arrangements have been carried out, and in the vast majority of them appropriate actions have been taken to improve the

arrangements for children at risk since their previous inspection between June 2009 and August 2010. Only three LAs received a priority action which identifies a serious weakness that is placing children at risk of inadequate protection and of significant harm.

- Forty-seven LAs received a **full safeguarding inspection**, which looks at a wider range of cases and services than an unannounced inspection of contact, referral and assessment arrangements. In around one fifth of the LAs inspected this year services to keep children and young people safe were inadequate. This is a serious concern. All the inadequate authorities were judged to be placing children at risk of significant harm, with delays in responding to children and families noted in every inspection.
- Of the 46 **looked after children services** inspected, 26 were adequate, 19 were good and one was inadequate. It is a concern that in no LAs inspected this year were such services found to be outstanding overall. Looked after children need outstanding services if they are to be supported to reach their potential.
- Three **Cafcass service areas** received unannounced inspections of progress. In two of these progress was good, but in one it was inadequate.

### **Children's services assessments**

*[These are the annual assessments of children's services in each of the 152 LAs with children's services responsibilities in England. The annual assessment is made on a four-point scale: 4 – Performs excellently (significantly exceeding minimum requirements); 3 – Performs well (exceeding them); 2 – Performs adequately (meets only minimum requirements); 1 – Performs poorly (does not meet them).]*

- The 2011 children's services assessments show that the **large majority of LAs provide good children's services**. However, even in the best performing LAs there are areas for further improvement.
- A slightly **higher proportion of LAs are judged to be performing well or excellently** in 2011 compared with 2010. Within this, the number of authorities judged to be performing excellently has increased by eight.
- The LAs judged to be performing excellently represent **all LA types** – counties, unitaries, and metropolitan and London boroughs – and are spread across the country. However, **London boroughs continue to perform better**, on average, than other types of LA. Since last year there has been an increase in the number of London boroughs that are performing well or excellently.
- **15** out of 147 LAs are judged to be **performing poorly**, the same number as last year. All but one of these have substantial inadequacies in their safeguarding arrangements. Common concerns include poor leadership and management, weak performance management arrangements, and practices that potentially place some children and young people at serious risk of harm.
- **25** LAs have **improved** their performance since last year, 11 of which have improved from performing adequately to performing well. These authorities have been successful in tackling the weaknesses identified in earlier assessments, in ensuring greater consistency in services and settings which are inspected, and in improving outcomes for children and young people.
- **7** LAs have **declined** in their performance since last year. In these authorities, the quality of services inspected is mixed, education outcomes have often not improved or are improving at a slower rate than comparators, or weaknesses identified in recent inspections of safeguarding arrangements have contributed to a lower assessment.

**The report can be viewed/downloaded either as a complete document or in individual sections at: <http://www.ofsted.gov.uk/resources/annualreport1011> [\*]**

**It can also be obtained in print (£37.00) from The Stationery Office at: TSO, PO Box 29, Norwich, NR3 1GN; Tel: 0870 600 5522; Fax: 0870 600 5533.**

*[\*Almost certainly, the end of this URL should be .../annualreport2011 – reflecting the year of the Report. It may therefore be prudent to watch out for a correction in due course.]*