

Bibliography

Ofsted publications referred to in this report

- i *2008 Tellus3: children and young people survey*, October 2008
- ii *A comparison of the effectiveness of level 3 provision in 25 post-16 institutions (070167)*, September 2008
- iii *Assessment for learning: the impact of National Strategy support (070244)*, October 2008
- iv *ESOL in the post-compulsory learning and skills sector: an evaluation (070229)*, October 2008
- v *Every language matters: an evaluation of the extent and impact of initial training to teach a wider range of world languages (070030)*, February 2008
- vi *Good practice in re-engaging disaffected and reluctant students in secondary schools (070255)*, October 2008
- vii *How well are they doing? The impact of children's centres and extended schools (070021)*, January 2008
- viii *How well new teachers are prepared to teach pupils with learning difficulties and/or disabilities (070223)*, September 2008
- ix *Identifying good practice: a survey of business, administration and law in colleges (070026)*, January 2008
- x *Identifying good practice: a survey of college provision in engineering and manufacturing technologies (070024)*, January 2008
- xi *Identifying good practice: a survey of college provision in construction, planning and the built environment (070025)*, January 2008
- xii *Identifying good practice: a survey of college provision in agriculture, horticulture and animal care (070028)*, January 2008
- xiii *Identifying good practice: a survey of post-16 science in colleges and schools (070027)*, January 2008
- xiv *Implementation of 14–19 reforms: an evaluation of progress (070258)*, September 2008
- xv *Looked after children – good practice in schools (070172)*, May 2008
- xvi *Mathematics: understanding the score (070063)*, September 2008
- xvii *Ofsted's inspection of Cafcass East Midlands: key challenges and opportunities (070205)*, February 2008
- xviii *Ofsted's inspection of Cafcass South East region (070226)*, May 2008
- xix *Ofsted's inspection of the experience of Cafcass service users in the family courts in South Yorkshire (080702)*, July 2008
- xx *Primary languages in initial teacher training: 'If I can teach geometry in Spanish, I can do anything...'* (070031), January 2008
- xxi *Responding to the Rose Review: schools' approaches to the systematic teaching of phonics (080038)*, May 2008
- xxii *Rising to the challenge: a review of the Teach First initial teacher training programme (070170)*, January 2008
- xxiii *Safeguarding children: the third joint chief inspectors' report on arrangements to safeguard children (080063)*, July 2008, www.safeguardingchildren.org.uk
- xxiv *Success in science (070195)*, June 2008
- xxv *Sustaining improvement: the journey from special measures (070221)*, June 2008
- xxvi *Teacher trainees and phonics: an evaluation of the response of providers of initial teacher training to the recommendations of the Rose Review (070257)*, June 2008
- xxvii *The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2006/07 (20070035)*, October 2007
- xxviii *The changing landscape of languages: an evaluation of language learning 2004/2007 (070053)*, July 2008
- xxix *The deployment, training and development of the reformed workforce (070222)*, November 2008
- xxx *The impact of programme-led apprenticeships (070232)*, July 2008
- xxxi *The impact of Train to Gain on skills in employment (070250)*, November 2008
- xxxii *The role of adult learning in community renewal: Neighbourhood Learning in Deprived Communities programmes (070228)*, September 2008
- xxxiii *White boys from low-income backgrounds: good practice in schools (070220)*, July 2008

Publications by the Children's Rights Director referred to in this report

xxxiv *Children on bullying* (070193), February 2008

xxxv *Children's care monitor 2008: children's views on how care is doing* (070207), August 2008

Other reports published by Ofsted in 2007/08

2007 Tellus2: children and young people survey (070218), November 2007

Annual performance assessment (APA) 2007: report on outcomes (070227), June 2008

Annual performance assessment 2007: the councils' responses (080040), April 2008

Attendance in secondary schools (070014), September 2007

Curriculum innovation in schools (070097), October 2008

Developing financially capable young people: a survey of good practice in personal finance education for 11–18-year-olds in schools and colleges (070029), March 2008

Developing young people's economic and business understanding: business education in secondary schools, colleges and initial teacher training 2004/07 (070096), forthcoming

Early years: leading to excellence (080044), August 2008, www.ofsted.gov.uk/leadingtoexcellence

Education for a technologically advanced nation: design and technology in schools 2004–07 (070224), June 2008

Evaluation of the Primary and Secondary National Strategies 2005–07 (070033), February 2008

Food in schools: encouraging healthier eating (070016), October 2007

Geography in schools: changing practice (070044), January 2008

How colleges improve: a review of effective practice (080083), September 2008

Leading citizenship in schools: questions for school leaders arising from an Ofsted invitation conference (20080007), January 2008

Learning outside the classroom: how far should you go? (070219) October 2008

Poetry in schools: a survey of practice, 2006/07 (070034), December 2007

Pupil referral units: establishing successful practice in pupil referral units and local authorities (070019), September 2007

Reaching the Key Stage 2 standard in swimming: standards and provision including the impact on swimming of the Physical Education and School Club Links strategy (070023), November 2007

Reducing exclusions of black pupils from secondary schools: examples of good practice (070240), March 2008

Reforming and developing the school workforce (070020), October 2007

Schools and sustainability: a climate for change? (070173), May 2008

Learning lessons, taking action: Ofsted's evaluations of serious case reviews 1 April 2007 to 31 March 2008 (080112), forthcoming

The initial training of further education teachers: findings from 2006/07 inspections of courses leading to national awarding body qualifications (070194), January 2008

The Young Apprenticeships programme 2004–07: an evaluation (070032), December 2007

Using data, improving schools (070260), August 2008

Other reports by the Children's Rights Director published in 2007/08

Children's experience of private fostering (070209), September 2008

Children on care standards: children's views on National Minimum Standards for children's social care (070140), December 2007

Children's views on advocacy (070139), May 2008

Future care: children's advice on future care standards (080181), October 2008

Making ContactPoint work: children's views on the government guidance (070171), October 2007

Parents on council care (070208), June 2008

Other publications, including reports, consultation papers and frameworks are available from Ofsted's website: www.ofsted.gov.uk

Annex 1. Definitions

Table 1. Inspection frameworks

Type of inspection	Framework	Effective since	Legislation
Childcare and nursery education in registered childcare provision	Inspecting outcomes: inspections of childcare and, where applicable, funded nursery education in registered provision	April 2005	Section 79 of the Children Act 1989 as inserted by the Care Standards Act 2000 and as further amended by the Children Act 2004 and the Education Act 2005; and section 122 of the School Standards and Framework Act 1998 as amended by the Education Act 2005
Maintained schools	Every Child Matters: framework for inspection of schools in England	September 2005	Section 5 of the Education Act 2005
Independent schools	The framework for inspecting independent schools	September 2003	Section 162(a) of the Education Act as amended by the Education Act 2005
Post-16 education and training (FE colleges, independent specialist colleges, work-based learning, adult and community learning, nextstep, learndirect, Department for Work and Pensions employment programmes)	Common inspection framework for inspecting education and training	April 2005	The Education and Inspections Act 2006 (123–126) Employment and Training Act 1973
Initial teacher education	Framework for the inspection of initial training for the award of qualified teacher status 2005–11	September 2005	Section 18A of the Education Act 1994 as inserted by the Teaching and Higher Education Act 1998
Children's social care	Inspecting for better lives – delivering change is the Commission for Social Care Inspection framework, adapted by Ofsted for inspections of social care provision	April 2007	Sections 80 and 87 of the Children Act 1989. Sections 31, 45 and 105 of the Care Standards Act 2000. Sections 146, 147 and 148 of the Education and Inspections Act 2006

Type of inspection	Framework	Effective since	Legislation
Children and Family Court Advisory and Support Service (Cafcass)	Framework for inspection of the Children and Family Court Advisory and Support Service (Cafcass) 2007	April 2007	Sections 143–145 of the Education and Inspections Act 2006
Local authority children's services	Every Child Matters: framework for the inspection of children's services	September 2005	Sections 20–24 of the Children Act 2004

Inspection judgements

Inspectors make judgements about pupils'/students' achievements and the quality of provision using a four-point scale:

- Grade 1 Outstanding**
- Grade 2 Good**
- Grade 3 Satisfactory**
- Grade 4 Inadequate**

Use of proportions in this report

In this report proportions are described in different ways. If sample sizes are small – generally fewer than 100 – scale is expressed using actual numbers of institutions to which particular judgements apply.

Proportions, which are used when sample sizes are large, are expressed in a number of ways: percentages, common fractions and general descriptions such as 'majority', 'minority' or 'most'. Where general descriptions are used, they relate broadly to percentages as shown in Table 2.

Table 2. Expressions of proportions in words

Proportion	Description
97–100%	Vast/overwhelming majority or almost all
80–96%	Very large majority, most
65–79%	Large majority
51–64%	Majority
35–49%	Minority
20–34%	Small minority
4–19%	Very small minority, few
0–3%	Almost none, very few

Annex 1. Definitions continued

Ofsted's powers to investigate complaints about schools

The Education Act 2005, as amended, gives Ofsted powers to consider whether to investigate certain complaints, known as qualifying complaints, made about maintained schools in England. Ofsted may investigate qualifying complaints made by any person.

To qualify, a complaint must relate to whole school rather than individual issues, such as when:

- ✘ the school is not providing a good enough education
- ✘ the pupils are not achieving as much as they should, or their needs are not being met
- ✘ the school is not well led and managed, or is not using its resources efficiently
- ✘ the pupils' personal development and well-being are being neglected.

However, Ofsted's remit does not include complaints about:

- ✘ admissions policy
- ✘ exclusions of individual pupils
- ✘ individual special educational needs
- ✘ temporary exceptions to the curriculum
- ✘ religious education or the religious character of the school.

Ofsted is not in a position to:

- ✘ investigate incidents that are alleged to have taken place, except where they are part of a pattern that give rise to whole school concerns
- ✘ judge how well a school investigated or responded to a complaint
- ✘ mediate between a parent or carer and a school to resolve a dispute.

More detailed information for anyone who wishes to make a complaint about a school can be found on Ofsted's website: www.ofsted.gov.uk

Joint area reviews

Ofsted undertakes joint area reviews in partnership with the following inspectorates:

- ✘ the Audit Commission
- ✘ the Healthcare Commission
- ✘ HM Crown Prosecution Service Inspectorate
- ✘ HM Inspectorate of Constabulary
- ✘ HM Inspectorate of Prisons
- ✘ HM Inspectorate of Probation.

Inspectors carrying out joint area reviews make judgements on the basis of a common grading scale, set out in Table 3.

Table 3. Common grading scale for joint area reviews

Grade	Descriptor
Grade 4: Outstanding	A service that delivers well above minimum requirements for children and young people, is innovative and cost-effective, and fully contributes to raising expectations and the achievement of wider outcomes for the community.
Grade 3: Good	A service that consistently delivers above minimum requirements for children and young people, has some innovative practice and is increasingly cost-effective while making contributions to wider outcomes for the community.
Grade 2: Adequate	A service that delivers minimum requirements for children and young people, but is not demonstrably cost-effective nor contributes significantly to wider outcomes for the community.
Grade 1: Inadequate	A service that does not deliver minimum requirements for children and young people, is not cost-effective and makes little or no contribution to wider outcomes for the community.

Annex 2. Inspection evidence

Table 4. Number of inspections⁷²

	Period covered	Number of inspections
Childcare and nursery education		
Day care	July 2007 to August 2008	11,000
Childminders ⁷³	July 2007 to August 2008	20,000
Total		31,000
Maintained schools and pupil referral units		
Nursery schools	September 2007 to July 2008	137
Primary schools	September 2007 to July 2008	6,075
Secondary schools without sixth forms	September 2007 to July 2008	546
Secondary schools with sixth forms ⁷⁴	September 2007 to July 2008	608 ⁷⁵
Academies	September 2007 to July 2008	10
Special schools ⁷⁶	September 2007 to July 2008	352
Pupil referral units	September 2007 to July 2008	138
Total		7,866
Non-association independent schools		
S162A inspections ⁷⁷	September 2007 to August 2008	433
School registration visits	September 2007 to August 2008	124 ⁷⁸
Material change visits	September 2007 to August 2008	16
Emergency visits ⁷⁹	September 2007 to August 2008	72
Total		645
Colleges of further education		
General further education colleges, tertiary colleges, specialist further education colleges and the further education provision in higher education institutions	September 2007 to June 2008	80 ⁸⁰
Sixth form colleges	September 2007 to June 2008	33

⁷² These were the inspections for which Ofsted held data in September 2008.

⁷³ Excludes the inspections of approximately 2,000 childminders that were deemed to have no children on roll at the time of inspection.

⁷⁴ Includes city technology colleges.

⁷⁵ Includes one school that has had a reinspection.

⁷⁶ Includes 28 section 5 inspections of non-maintained special schools.

⁷⁷ These are full inspections of independent schools carried out under the S162a framework.

⁷⁸ Nine schools were visited twice so in total 115 schools had registration visits.

⁷⁹ Emergency visits cover announced and unannounced visits, as well as visits to follow up S162 concerns.

⁸⁰ Includes seven full reinspections of general further education colleges.

Annex 2. Inspection evidence continued

Table 4. Number of inspections continued

	Period covered	Number of inspections
Independent specialist colleges	September 2007 to June 2008	22 ⁸¹
Dance and drama schools	September 2007 to June 2008	15
Total		150
Adult learning⁸²		
Work-based learning (including Train to Gain)	July 2007 to August 2008	257
Adult and community learning providers	July 2007 to August 2008	49
New Deal (prime contractors), Programme Centres and Employment Zones	July 2007 to August 2008	49
Workstep	July 2007 to August 2008	38
learndirect	July 2007 to August 2008	59
nextstep	July 2007 to August 2008	14
Reinspections ⁸³	July 2007 to August 2008	14
Total		480
Children's social care		
Adoption support agencies	July 2007 to August 2008	1
Boarding schools (care only)	July 2007 to August 2008	187
Children's homes ⁸⁴	July 2007 to August 2008	3,874
Further education colleges (care only)	July 2007 to August 2008	19
Independent fostering agencies	July 2007 to August 2008	233
Local authority adoption service	July 2007 to August 2008	49
Local authority fostering service	July 2007 to August 2008	127
Private fostering arrangements	July 2007 to August 2008	59
Residential family centres	July 2007 to August 2008	34
Residential special schools	July 2007 to August 2008	207
Voluntary adoption agencies	July 2007 to August 2008	11
Total		4,801

126 ⁸¹ Includes four full reinspections of independent specialist colleges.

⁸² During the period July 2007 to August 2008, there were 23 'multi-remit' inspections of providers where more than one type of provision was inspected on the same occasion. The overall effectiveness of each component was separately graded and the data are included in this report in the relevant type of provision table.

⁸³ These are full reinspections of adult learning providers found inadequate at their previous inspections.

⁸⁴ Children's homes registered at the start of the inspection cycle will have received at least two inspections during the year.

Table 4. Number of inspections continued

	Period covered	Number of inspections
Education and training for children and young people in secure settings⁸⁵		
Secure children's homes	July 2007 to August 2008	7
Secure training centres	July 2007 to August 2008	6 ⁸⁶
Total		13
Care for children and young people in secure settings		
Secure children's homes	July 2007 to August 2008	18
Secure training centres	July 2007 to August 2008	9 ⁸⁷
Total		27
Offender learning and skills		
Juvenile establishments ⁸⁸	July 2007 to August 2008	2
Prisons (adult and young offender) ⁸⁹	July 2007 to August 2008	35 ⁹⁰
Probation offender management ⁹¹	July 2007 to August 2008	13
Youth offending teams ⁹²	July 2007 to August 2008	44
Total		94
Other inspections		
Joint area reviews of children's services in local authorities	September 2007 to May 2008	44
Initial teacher education	September 2007 to July 2008	87
Inspection of service provision by the Children and Family Court Advisory and Support Service (Cafcass) to children and families	June and July 2007 November and December 2007 February 2008	East Midlands South East South Yorkshire ⁹³

⁸⁵ Education and training inspections took place as part of the care inspections for secure settings providers.

⁸⁶ Total number of inspections includes four key (full) inspections, one random (interim) inspection and one monitoring visit.

⁸⁷ Total number of inspections includes four key (full) inspections, four random (interim) inspections and one monitoring visit.

^{88,89} Jointly inspected in partnership with Her Majesty's Inspectorate of Prisons.

⁹⁰ Includes the full reinspections of six prisons.

^{91,92} Jointly inspected in partnership with Her Majesty's Inspectorate of Probation.

⁹³ This was a thematic inspection which looked at the experience of Cafcass service users in family courts in South Yorkshire.

Annex 3. Other analyses

Inspection results by school phase^{94, 95}

Table 5. Primary schools

Aspects of the school	Percentage of schools ⁹⁶			
	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness				
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	13	50	33	4
How well does the school work in partnership with others to promote learners' well-being?	30	58	11	0
The effectiveness of the Foundation Stage	15	64	20	1
The capacity to make any necessary improvements	17	57	25	2
Achievement and standards				
How well do learners achieve?	13	50	33	4
The standards reached by learners ⁹⁷	10	38	47	6
How well learners make progress, taking account of any significant variations between groups of learners	13	50	33	4
How well learners with learning difficulties and/or disabilities make progress	14	55	28	3
Personal development and well-being				
How good is the overall personal development and well-being of the learners?	35	55	10	0
The extent of learners' spiritual, moral, social and cultural development	34	56	10	0
The extent to which learners adopt healthy lifestyles	36	57	7	0
The extent to which learners adopt safe practices	33	59	7	0
How well learners enjoy their education	41	52	7	0
The attendance of learners	11	44	43	2
The behaviour of learners	37	56	7	0

128 ⁹⁴ Main inspection judgements include all section 5 inspections – both standard inspections and reduced tariff inspections.

⁹⁵ These are inspections for the full 2007/08 academic year.

⁹⁶ Percentages are rounded and do not always add exactly to 100.

⁹⁷ Grade 1 – Exceptionally and consistently high; Grade 2 – Generally above average with none significantly below average; Grade 3 – Broadly average to below average; Grade 4 – Exceptionally low.

Table 5. Primary schools continued

Aspects of the school	Percentage of schools ⁹⁸			
	Outstanding	Good	Satisfactory	Inadequate
The extent to which learners make a positive contribution to the community	35	53	11	0
How well learners develop workplace and other skills that will contribute to their future economic well-being	20	44	33	3
The quality of provision				
How effective are teaching and learning in meeting the full range of the learners' needs?	12	52	34	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	19	50	30	1
How well are learners cared for, guided and supported?	28	48	23	1
Leadership and management				
How effective are leadership and management in raising achievement and supporting all learners?	15	52	31	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	19	50	29	2
How effectively leaders and managers use challenging targets to raise standards	16	50	31	3
The effectiveness of the school's self-evaluation	17	54	26	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	17	49	31	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	14	51	31	4
The extent to which governors and other supervisory boards discharge their responsibilities	13	53	32	2

⁹⁸ Percentages are rounded and do not always add exactly to 100.

Annex 3. Other analyses continued

Table 6. Secondary schools⁹⁹

Aspects of the school	Percentage of schools ¹⁰⁰			
	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness				
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	17	40	34	9
How well does the school work in partnership with others to promote learners' well-being?	36	51	13	0
The effectiveness of boarding provision	75	25	0	0
The capacity to make any necessary improvements	23	52	22	3
Achievement and standards				
How well do learners achieve?	15	41	35	8
The standards reached by learners ¹⁰¹	14	28	49	9
How well learners make progress, taking account of any significant variations between groups of learners	15	42	35	8
How well learners with learning difficulties and/or disabilities make progress	17	44	33	6
Personal development and well-being				
How good is the overall personal development and well-being of the learners?	29	48	22	1
The extent of learners' spiritual, moral, social and cultural development	27	49	23	1
The extent to which learners adopt healthy lifestyles	27	57	16	0
The extent to which learners adopt safe practices	27	56	17	1
How well learners enjoy their education	29	49	22	1
The attendance of learners	16	36	41	6
The behaviour of learners	23	49	26	2

130 ⁹⁹ Includes academies and city technology colleges.

¹⁰⁰ Percentages are rounded and do not always add exactly to 100.

¹⁰¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Table 6. Secondary schools continued

Aspects of the school	Percentage of schools ¹⁰²			
	Outstanding	Good	Satisfactory	Inadequate
Personal development and well-being				
The extent to which learners make a positive contribution to the community	35	48	17	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	23	42	30	5
The quality of provision				
How effective are teaching and learning in meeting the full range of the learners' needs?	10	48	37	5
How well do the curriculum and other activities meet the range of needs and interests of learners?	24	50	25	1
How well are learners cared for, guided and supported?	30	46	22	1
Leadership and management				
How effective are leadership and management in raising achievement and supporting all learners?	20	46	30	4
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	23	44	29	4
How effectively leaders and managers use challenging targets to raise standards	20	43	32	5
The effectiveness of the school's self-evaluation	22	48	26	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	22	42	31	5
How effectively and efficiently resources, including staff, are deployed to achieve value for money	20	41	31	8
The extent to which governors and other supervisory boards discharge their responsibilities	20	48	29	3

¹⁰² Percentages are rounded and do not always add exactly to 100.

Annex 3. Other analyses continued

Table 7. Special schools

Aspects of the school	Percentage of schools ¹⁰³			
	Outstanding	Good	Satisfactory	Inadequate
Overall effectiveness				
How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	26	54	18	2
How well does the school work in partnership with others to promote learners' well-being?	55	38	6	1
The effectiveness of the Foundation Stage	44	46	8	1
The effectiveness of boarding provision	38	55	8	0
The capacity to make any necessary improvements	28	54	16	2
Achievement and standards				
How well do learners achieve?	23	58	18	2
The standards reached by learners ¹⁰⁴	0	0	13	87
How well learners make progress, taking account of any significant variations between groups of learners	23	57	18	2
How well learners with learning difficulties and/or disabilities make progress	23	57	18	2
Personal development and well-being				
How good is the overall personal development and well-being of the learners?	57	36	6	1
The extent of learners' spiritual, moral, social and cultural development	55	37	7	1
The extent to which learners adopt healthy lifestyles	56	37	7	0
The extent to which learners adopt safe practices	50	41	7	2
How well learners enjoy their education	62	31	5	1
The attendance of learners	16	62	18	3
The behaviour of learners	49	42	8	1

103 Percentages are rounded and do not always add exactly to 100.

104 Grade 1 – Exceptionally and consistently high; Grade 2 – Generally above average with none significantly below average; Grade 3 – Broadly average to below average; Grade 4 – Exceptionally low.

Table 7. Special schools continued

Aspects of the school	Percentage of schools ¹⁰⁵			
	Outstanding	Good	Satisfactory	Inadequate
The extent to which learners make a positive contribution to the community	53	38	9	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	41	45	13	1
The quality of provision				
How effective are teaching and learning in meeting the full range of the learners' needs?	21	59	18	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	33	50	16	1
How well are learners cared for, guided and supported?	51	38	10	2
Leadership and management				
How effective are leadership and management in raising achievement and supporting all learners?	27	54	17	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	34	47	16	2
How effectively leaders and managers use challenging targets to raise standards	27	45	25	3
The effectiveness of the school's self-evaluation	26	54	18	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	35	48	15	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	29	54	15	2
The extent to which governors and other supervisory boards discharge their responsibilities	22	51	24	3

¹⁰⁵ Percentages are rounded and do not always add exactly to 100.

Annex 3. Other analyses continued

Schools causing concern

Table 8. Numbers and proportions of schools in different categories of concern at 31 August 2008

		Primary		Secondary		Special		PRU		Total	
		06/07	07/08	06/07	07/08	06/07	07/08	06/07	07/08	06/07	07/08
Special measures	No.	181	157	47	50	9	14	9	12	246	233
	%	1.0	0.9	1.4	1.5	0.8	1.3	2.0	2.6	1.1	1.1
Notice to improve	No.	203	168	86	70	7	2	9 ¹⁰⁶	1	305 ¹⁰⁷	241
	%	1.2	1.0	2.5	2.1	0.6	0.2	2.0 ¹⁰⁸	0.2	1.4	1.1

Table 9. Numbers of schools placed in, and removed from, each of the categories of concern in inspections in 2007/08, and those that closed while in these categories at 31 August 2008

		Primary		Secondary		Special		PRU		Total	
		06/07	07/08	06/07	07/08	06/07	07/08	06/07	07/08	06/07	07/08
Special measures	In	137	102	30	34	11	7	7	8	185	151
	Out	83	120	35	27	6	2	6	3	130	152
	Closed (while in SM)	10	5	2	4	2	0	3	2	17	11
Notice to improve	In	175	153	76	68	5	1	9	2	265	224
	Out	179	183	87	74	1	6	9	8	276	271
	Closed (while in Ntl)	1	4	6	5	0	0	0	2	7	11

Annex 4. Glossary

This list is not intended to be exhaustive but rather to provide definitions or explanations of some of the key terms that are used in the Annual Report and which may be unfamiliar to readers.

Term	Definition or explanation
Childcare and early learning	
Ofsted registers the following types of childcare:	
Childminding	This is provision that takes place on domestic premises for a total period, or periods, of more than two hours a day, excluding the hours of 18.00 to 02.00.
Crèches	Crèches provide occasional care on particular premises for more than two hours a day, on more than five days a year, for example when parents are shopping or attending a conference.
Full day care	Provision of care for a continuous period of four hours or more.
Sessional day care	Provision for children attending part time for no more than five sessions a week, each session being no more than four hours in any day.
Multiple day care	Provision of more than one type of day care on the premises.
Out-of-school care	Provision for children aged three and over, operating before and after school or during the school holidays.
Other terms used in the childcare and early education section of this report	
Early education	In this report, early education refers specifically and only to publicly funded early education. Ofsted inspects all settings in receipt of public funding to deliver free early years education for children aged three and four. These settings are required to deliver the Foundation Stage curriculum, which focuses on the distinct needs of children aged three until the end of the reception year of primary school.
Six areas of learning	<p>The Foundation Stage curriculum in operation in the period covered by this report was organised into the following six areas of learning:</p> <ul style="list-style-type: none"> ✘ personal, social and emotional development ✘ communication, language and literacy ✘ mathematical development ✘ development of knowledge and understanding of the world ✘ physical development ✘ creative development. <p>The early learning goals set out the expectations of what most children will achieve by the end of the Foundation Stage.</p>

Annex 4. Glossary continued

Term	Definition or explanation
Every Child Matters	<p>The Children Act 2004 identifies the following outcomes in relation to improving children's well-being:</p> <ul style="list-style-type: none"> ✧ physical and mental health and emotional well-being ✧ protection from harm and neglect ✧ education, training and recreation ✧ the contribution made by them to society ✧ social and economic well-being.
Registration of providers	<p>The Childcare Act 2006 sets out the arrangements for two registers held by Ofsted. The Early Years Register is for those who are required to register to provide care for children aged from birth to 31 August following their fifth birthday. The Childcare Register has two parts: a compulsory part for those who are required to register to provide care for children from the 1 September following their fifth birthday until they reach their eighth birthday; and a voluntary part that people may choose to join if they provide care for which compulsory registration is not required, for example nannies and short-term care such as crèches; or those that provide care for children aged eight to the age of 18.</p>
Maintained schools	
Categories of concern	<p>There are two Ofsted categories of concern: (1) a school is made subject to special measures if it is failing to give its pupils an acceptable standard of education and if the persons responsible for leading, governing or managing the school are not demonstrating the capacity to secure the necessary improvement; (2) a school is given a notice to improve if it is judged through inspection to be: a) failing to provide an acceptable standard of education but demonstrating the capacity to improve, or b) not failing to provide an acceptable standard of education but performing significantly less well than it might in all the circumstances reasonably be expected to perform.</p>
Core subjects	<p>The three core subjects of the National Curriculum are English, mathematics and science.</p>
Every Child Matters	<p>See above.</p>
Key Stages	<p>These are the five stages of the maintained school curriculum between the ages of three and 16 years:</p> <ul style="list-style-type: none"> ✧ Foundation Stage: 3–5 years ✧ Key Stage 1: 5–7 years ✧ Key Stage 2: 7–11 years ✧ Key Stage 3: 11–14 years ✧ Key Stage 4: 14–16 years.

Term	Definition or explanation
Pupil referral unit (PRU)	Pupil referral units provide education to children of compulsory school age who, because of illness, exclusion or otherwise, are unable to attend a mainstream or special school.
Youth justice system	
Youth offending teams (YOTs)	The youth justice system aims to prevent offending by children and young people aged between 10 and 17 years. Youth offending teams work in coordinated ways at a local level to achieve that aim.
National qualification levels	
Explanation of national qualification levels	<ul style="list-style-type: none"> ✘ Level 1 includes qualifications at level 1 and level 'E' (entry level), such as NVQs, foundation GNVQs and other foundation or pre-foundation qualifications. ✘ Level 2 includes level 2 NVQs, intermediate GNVQs and precursors (BTEC first certificate or first diploma, City and Guilds Diploma of Vocational Education at intermediate level), GCSEs and other intermediate level qualifications. ✘ Level 3 includes level 3 NVQs, advanced GNVQs and precursors (BTEC national certificate or national diploma, City and Guilds Diploma of Vocational Education at national level), advanced VCEs, GCE A, A2 and AS levels and other advanced level qualifications.
Adult skills	
Adult and community learning	Adult and community learning, provided by councils, the voluntary and community sector, specialist adult education establishments and by some further education colleges, is diverse in character and aims to meet the needs and interests of a wide range of communities and the different groups within them. Provision includes courses for those who have not participated in learning for some years and courses leading to qualifications, especially those that contribute to level 2 qualification targets.
Apprenticeships	Apprenticeships are work-based learning programmes for young people below the age of 25. Apprenticeships, which last approximately two years, equate to a level 2 qualification; Advanced Apprenticeships generally last three years and provide a qualification at level 3.
Employment Zones	Employment Zones, located in areas of high deprivation and need, receive more funding than New Deal programmes, and provide particularly intensive support.

Annex 4. Glossary continued

Term	Definition or explanation
learndirect	learndirect provides flexible online courses and qualifications that can be taken from home, work or through local centres and university partners (www.learndirect.co.uk/aboutlearndirect).
New Deal	These programmes, funded by the Department for Work and Pensions, are designed to help people improve their employability skills and find work. There are one or more prime contractors in each region, which receive funding and distribute it among a variety of subcontractors.
nextstep	nextstep is the national information, advice and guidance service for adults. There is one main nextstep contractor in each of the local Learning and Skills Council areas. They subcontract some or all of their provision to a range of specialist providers and agencies. Their main focus is on clients without a level 2 qualification.
Prime contractors	Prime contractors receive funding from the Department for Work and Pensions to offer employability training; they allocate this to a range of subcontractors, according to local need.
Train to Gain	The Train to Gain initiative enables employers to access free training for employees without a level 2 qualification to undertake training towards one. Skills brokers work with employers to identify their training needs and link them with appropriate training providers.
Ufi	Ufi (University for Industry) was established in 1998 and set up learndirect, the e-learning network, to support the skills development and employability of the working population.
Workstep	This is provision for learners with a disability and/or learning difficulty. The aim of Workstep is to enable participants to progress to unsupported employment where this is feasible and, where it is not, to help them improve their skills and develop their potential within their existing supported work environment.

Printed in the UK for The Stationery Office Limited
on behalf of the Controller of Her Majesty's Stationery Office
ID5925677 11/08

Printed on Paper containing 75% recycled fibre content minimum.