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# Education and Skills Annual Report regional information pack: East Midlands

Ofsted today launches its Annual Report for 2015/16, which gives a state of the nation picture of the performance of early years, schools, colleges and further education and skills providers in England.

This year’s Annual Report has found that:

* England’s education system is not yet world class but there have been significant improvements.
* For the sixth year in a row, the proportion of good and outstanding nurseries, pre-schools and childminders has risen and is now at 91%. The proportion of good and outstanding nurseries is now almost the same in the most deprived areas of the country as in the least deprived.
* The proportion of good and outstanding primary schools has risen from 69% to 90% in five years. The reading ability of pupils eligible for free school meals at age seven in 2015 was six percentage points closer to the level of their peers than five years ago.
* Secondary schools have improved and 78% are now good or outstanding. However, secondary schools in the North and Midlands are still behind the rest of the country. The proportion of pupils who achieved highly by the end of primary school who then went on to achieve A/A\* in their GCSEs in the North and Midlands was six percentage points lower than in the rest of the country.
* The proportion of good or outstanding general further education colleges has declined from 77% in 2015 to 71% this year.
* There are some signs of improvement in the quality of apprenticeships. However, the supply of high-quality apprenticeships at level 3 is not yet meeting demand.

Ofsted Senior Operational Lead, Emma Ing, is available for interview to talk about the education performance in the region from 10 am. Please contact the press office on 03000 130415 or 03000 131134 to arrange an interview.

The key findings and headline facts for education performance in the region are below, along with:

1. a quote from Chris Russell, Regional Director, East Midlands
2. breakdown of primary and secondary school performance for the region
3. case studies of providers in the region that can be contacted
4. a list of outstanding providers in the region.

The Education and Skills Annual Report 2015/16 and press notice and a link to a Emma Ing talking about the key issues for the region can be found [here](https://www.gov.uk/government/collections/ofsted-annual-report-201516).

## Key findings and headline facts for the East Midlands

Too many children and young people are still not doing well enough in the East Midlands region. Despite the many advantages that the region enjoys, a high proportion of children are not doing well at school and in further education.

We have been working with providers to identify what works and what is less successful in driving improvements. One cheering fact is that schools in the region that were judged to require improvement are improving at a much faster rate than in the past. This year, we re-inspected 169 schools that we had previously judged to require improvement. Of these, 119 were found to now be offering a good education, 13 more than would have done if our improvement rate had remained consistent with that from 2013 to 2015. In addition, nine that had required improvement were judged to be outstanding – a fantastic achievement that directly benefits children and young people.

Over the year, significant work has got underway in all remits to ensure that all children succeed, but it is still the case that those who are disadvantaged by poverty, those who are looked after by the state and those who are at an early stage of learning English as a foreign language do particularly poorly.

### Early years

* **This year, an impressive 90% of registered early years providers are good or outstanding: only one percentage point below the national level.** Where provision is weaker, it is in our urban centres, particularly Leicester and Nottingham.
* The percentage of pupils who achieved a ‘good level of development’ at age five has improved between 2013 and 2016 in all local authorities regionally. However, outcomes for children in the East Midlands at age five are still a little below those nationally. Across the region in 2016, 67.6% of children achieved a ‘good level of development’: 2.3 percentage points below the national level.
* The gap between those pupils eligible for free school meals reaching a ‘good level of development’ and their peers is similar to the national picture, at 18 percentage points. However, Leicestershire has the second lowest proportion of children eligible for free school meals reaching this benchmark in England.
* More children eligible for free schools meals would likely reach a ‘good level of development’ at age five if participation in funded early education was higher.The proportion of two-year-olds benefiting from funded early education in good or outstanding providers, at 83%, is similar to England’s 84%. However, proportions are low in Rutland (60%) and Leicester (70%).

### Primary

* **The proportion of primary aged children who attend a good school has improved markedly in every authority since 2012, except Rutland.** As of this year, 87% of children attend good or outstanding schools. However, this is still three percentage points below the national figure. In some authorities (Derby, Nottingham and Rutland), the gap between the percentage of good school provision and national is 10 percentage points or more. This year, Lincolnshire is the top performing authority in the region, with 93% of primary schools judged good or better. Only Rutland declined (down 12 percentage points).
* The East Midlands was the second poorest performing region for phonics nationally. Only two local authorities (Rutland, 86% and Lincolnshire, 83%) performed better than nationally. It is extremely disappointing that this important foundation for reading is not being well taught and that the gap between the ability of those who are disadvantaged and other children are not is very high.
* By the end of key stage 1, only in Rutland and Derbyshire are pupils doing as well as pupils nationally in reading, writing and mathematics, although pupils in Leicestershire are not far behind. Derby, Leicester and Nottingham were all among the 20 lowest ranked local authorities nationally for reading, writing, mathematics and science at key stage 1. This raises a question about the quality of provision in our urban areas.
* This year’s key stage 2 provisional results show that 50% of pupils in the East Midlands reached the new expected standard in reading, writing and mathematics. This is two percentage points lower than the national state-funded schools figure of 52%. The highest performing authorities were Rutland (53%), Nottinghamshire (52%) and Leicestershire (52%).
* In four of the nine local authorities, fewer than half of pupils reached the expected standard in reading, writing and mathematics. Derby and Northamptonshire (47%) had the lowest levels of attainment but outcomes were weak in Leicester (48%) and Nottingham (49%) too. Again, with the exception of Northamptonshire, **it is our urban areas where children are not doing as well as they should.**

**Secondary**

* **Although nationally over 81% of pupils attend good or outstanding schools, in the East Midlands this is true of just 75% of pupils.** Seven local authorities improved over the year, but five still perform below the national level. Leicester saw its national rank drop 37 places, but Lincolnshire gained 14 places.
* Pupils at key stage 4 do less well in the East Midlands than they do nationally. Provisional results for 2016 show that the region was the third poorest nationally for its Progress 8 score, with only Rutland above the national level. This demonstrates that our pupils are not making as good progress as those in most other regions. Furthermore, **Nottingham and Derby were among the joint 25 lowest ranked authorities for both Attainment 8 and Progress 8**, reflecting the failure of our urban areas to ensure that all pupils achieve well.
* In 2015, the difference in the proportions of pupils eligible for free school meals who achieved five GCSEs at grades A\* to C, including English and mathematics, and their peers was 30.1 percentage points: wider than the national gap of 27.9. There was considerable variation in this gap within the region: from 20.9 percentage points in Leicester to 34.1 in Lincolnshire. Leicester and Rutland were the only areas within the region where a larger proportion of pupils eligible for free school meals attained five GCSEs at grades A\* to C, including English and mathematics, than was the case nationally.

### Further education and skills

* In August 2016, 80% of providers are good or outstanding, one percentage point below the national level. However, there is marked variation in the quality of different types of provision regionally, with **the region’s general further education colleges and sixth form colleges comparing particularly poorly with those nationally**.
* In 2015, 67.1% of students achieved a level 2 qualification, including English and mathematics, by the age of 19: a little below the national rate of 67.9%. The difference between the regional and national rates was wider for those eligible for free school meals (40.8% regionally compared with 45.2% in England).
* Figures for those not in education, employment or training (NEET), at 3.9%, are among the lowest in England.

The proportion of 16- to 19-year-olds whose destinations were not known, at 6.5%, was below England’s 8.4%.

On 7 June 2016, Chris Russell, Regional Director, East Midlands, commented in an open letter on the poor standards in provision in Northamptonshire in all phases. The letter can be seen [here](https://www.gov.uk/government/publications/quality-of-education-in-northamptonshire). The results achieved by pupils in Northamptonshire in the summer of 2016 reflect the continued and worrying underperformance of schools and early years providers in this local authority.

## Quote from Christopher Russell, Regional Director, East Midlands

Commenting on the region’s education performance, Christopher Russell, Regional Director, East Midlands said:

‘It remains a matter of concern that many children and young people are not doing well enough in the East Midlands region. While some schools, colleges and work-based learning providers are working with determination and creativity to ensure fabulous outcomes for their pupils and students, there are too many providers in which pupils, particularly those disadvantaged through poverty, are not doing as well as they should.

In the early years, our children do just a little less well than nationally. But provision is weaker in our towns and cities, particularly Leicester and Nottingham.

The proportion of primary aged children who attend a good school has improved markedly but it is still below the national proportion. Primary schools are particularly weak in Derby, Nottingham and Rutland.

It is at secondary level, however, where our young people really fall behind. Just 75% of pupils attend good or better schools, compared with 81% nationally. Sixteen-year-old pupils in the East Midlands had made much less progress than their peers nationally since they left primary school. Nottingham and Derby were among the 25 lowest ranked authorities for both the attainment and progress of their pupils.

The region’s further education and college sector compares poorly with that nationally, but overall, the proportion of our further education providers that are good and outstanding is just below the national proportion.’

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

**Wyberton Primary School, Boston, Lincolnshire (**[**120681**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120681)**)**Inspected July 2016: outstanding, previously good.

This school demonstrated highly impressive improvement across its provision. Its leadership team is characterised by an absolute determination to ensure that pupils catch up from their starting points and to give them the very best education possible.

* Senior leaders have the highest expectations of every pupil and are determined that pupils are exceptionally well prepared for secondary school.
* Staff are a high-performing, united team whose consistency of approach and delivery ensures high-quality education in every year group in the school.
* The governing body, while strongly supportive of the hard work of staff, is rigorous and effective in its challenge to senior leaders.
* Pupils benefit from being immersed in a rich curriculum, enhanced by an array of extra-curricular opportunities. They are very keen to come to school to learn because lessons are consistently well delivered by knowledgeable teachers who make learning both fun and challenging for them.
* Staff take care to ensure that they meet the needs of pupils who are disadvantaged, who need to catch up, who have special educational needs and/or disabilities or who are vulnerable.

Nine East Midlands schools previously judged to require improvement in the region were this year judged outstanding: **Dronfield Henry Fanshaw School, Derbyshire (**[**112969**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112969)**); The Bluecoat School, Stamford (**[**120399**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120399)**); The Parks School, Oakham, Leicestershire (**[**120355**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120355)**); Ivy House School, Derby (**[**113047**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/113047)**); Lawn Primary School, Derby (**[**112779**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112779)**); Cranford Church of England Primary School, Kettering (**[**121966**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/121966)**); Branston Community Academy, Lincoln (**[**136358**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136358)**); Blakesley Church of England Primary School, Northamptonshire (**[**121959**](https://reports.ofsted.gov.uk/provider/files/2594409/urn/121959.pdf)**)** and **Great Casterton CofE primary school, Rutland (**[**120185**](https://reports.ofsted.gov.uk/provider/files/2593088/urn/120185.pdf)**)**

A school that requires improvement has significant weaknesses that mean that it is not yet good, but leaders of these schools managed to transform them to become outstanding within two years. Reading their reports, key characteristics emerge:

* inspirational leadership, by leaders who really know their schools well and have a strong vision of what can be achieved and demonstrate considerable drive to make sure that the pupils get the best possible deal
* great teamwork by all staff at the school who sign up to achieve   
  the vision
* high expectations of the pupils.

These schools tailor their teaching and support to meet every individual pupil’s needs. They have developed exciting curriculums.

Overwhelmingly, these outstanding schools have managed to make learning enjoyable.

**Greasley Beauvale Primary School, Nottinghamshire (**[**135433**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135433)**)**Inspected May 2016: good, previously requires improvement.

The inspirational headteacher of this primary school grew frustrated with some parents’ reluctance to support their children in school and investigated the impact on children’s learning of parents’ engagement with school. Her results are startling.

Since 2011, the school has openly categorised all parents into one of four categories:

* Parent group A: The actively involved, ‘go above and beyond’ highly supportive parent – can be a bit demanding in a negative way.
* Parent group B: Involved, these parents attend parents evening, work effectively with the school and understand its work.
* Parent group C: Do little to support their child’s learning and very little to support the school but will attend events occasionally.
* Parent group D: Do nothing to support their child’s learning or the school; is rarely in school.

Children of parents in groups A and B make significantly better progress and do a great deal better than those whose parents are in groups C and D. They are much less likely to encounter difficulties at school.

At this school, considerable efforts are made with parents in groups C and D to build a supportive working relationship and help them engage with the school. This has involved helping teachers develop good relationships with all parents, rearranging meetings to suit parents’ needs and finding ways of helping parents to engage with the school. The informal ‘parents’ parliament’ held at the local pub to talk over common issues and ‘a date with dads’ club are two examples.

There have been some tough conversations. Telling a parent what the impact their lack of engagement is having on the life chances of their child is not easy. But for many children at this school, it is making a huge difference.

**Beaumont Leys School, Leicester (**[**120281**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120281)**)**Inspected (short inspection) September 2016: good, previously good.

Leaders and governors have an acute understanding of the barriers facing the pupils who attend the school. One barrier for some pupils is their failure to understand the possibilities that exist outside of their community. In order to tackle this, an extensive programme of careers information advice and guidance is in place from the start of Year 7. Leaders believe that pupils do not fully appreciate that they write their life story with the decisions they make at school and so plan extensively to ensure that these decisions are as positive as possible. In addition:

* the culture within the school promotes pupils’ ‘success’, ‘best self’ and ‘future self’
* each pupil receives an individual interview to support them as they continue their education, employment or training beyond school
* every pupil is involved in a two-week work placement; this includes some of the most challenging pupils; work placements are chosen to meet pupils’ needs without lowering their expectations
* leaders employ a ‘futures adviser’ to work with challenging pupils to help them develop the skills they need for their future
* leaders work with Leicestershire Cares, a local charity, to provide pupils with the opportunity to refine their employability skills
* leaders are developing an alumni register in order to be able to offer relevant support from people working locally.

**The Bluecoat School, Stamford (**[**120399**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120399)**)**Inspected December 2015: outstanding, previously requires improvement.

When The Bluecoat School, Stamford, was inspected in October 2013, it was judged to require improvement. One area that needed to improve was the achievement of disadvantaged pupils. The headteacher, Carol Hines, had only been in post for a matter of weeks. Two years later, the school was judged to be outstanding.

She says:

‘I started with the children, to try to understand why they appeared to be lacking motivation in their education. We found that they were lacking motivation because all they were doing were things that they felt they were failures in. They weren’t excited. They didn't look forward to their lessons.

So I challenged the staff and said let's have a look at what we're offering because the children don’t want to be here – they’re not excited to learn, they don’t view what we’re doing for them as meaningful and they're not connecting with the fact that their education matters.

We started to build learning experiences that fired pupils up a little bit and gave them an excitement.’

Pupils now describe themselves as proud of their school. They’re aware that their school has changed for the better. They say it’s exciting and that they want to be there.

**Derby College (**[**133585**](https://reports.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/133585)**)**Inspected March 2016: good, previously requires improvement.

The college has formed partnerships with employers to create employment and skills academies and employer academies. These are designed to give apprentices and learners extra-curricular activities related to employment, such as projects, work placements, workplace visits/specialist speakers and masterclasses and entrepreneurial and enterprise activities.

Every learner/apprentice, whether attached to a specific employer or an employment and skills academy, participates in activities specific to the sector in which they have chosen to study throughout the duration of their learning. The purpose of the employer academies is to give the students specific knowledge and skills that are aligned to the needs of the employer, preparing the learners to make a smooth transition from education into work.

Each employer interviews learners who apply to work in their academy and they pledge to give a second, formal interview with the chance of gaining employment or an apprenticeship after their full-time studies.

Every activity undertaken is evaluated and the effectiveness is measured for the impact the activities have on the learners’ development of knowledge and skills for the area they are studying or working in.

**Care leavers in Lincolnshire**

Young people leaving care often have to overcome significant barriers to employment and learning. Inevitably, they will have experienced disruption to their childhood and this is likely to have had a negative effect on their school attendance and achievement. Some may have complex health or emotional needs and some may have poor independent living skills.

The Care Leavers Service in Lincolnshire has been well supported by politicians, who have challenged the service and helped it develop good operational and strategic management. The service has developed strong and effective partnership arrangements to increase opportunities for care leavers in work experience, training and employment across Lincolnshire.

As a result, most care leavers are making satisfactory or better progress from their generally low starting points. Key to success has been the effective brokering of education, employment and training places for care leavers. Professionals spent considerable time ensuring that the training and apprenticeships available were offering the right work environment, ethos and experience to secure the best outcomes for care leavers.

Care leavers who had applied to the care leavers’ apprenticeship scheme have received very effective support from the specialist education employment and training team, support that has been both thorough and tailored to individual needs.

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

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Primary schools1** | | | | | |
| **Rank**2 | **Local authority** | **% of pupils in good or outstanding schools 2016** | **Change from 2015 (%pts)** | **Change from 2012 (%pts)** | **% of pupils in academies 2016** |
| 51 | Lincolnshire | 93 | 7 | 27 | 36 |
| 88 | Nottinghamshire | 90 | 7 | 19 | 19 |
| 98 | Leicestershire | 89 | 4 | 21 | 50 |
| 119 | Leicester | 86 | 14 | 23 | 12 |
| 120 | Derbyshire | 86 | 8 | 24 | 6 |
| 136 | Northamptonshire | 82 | 8 | 23 | 47 |
| 139 | Nottingham | 80 | 5 | 9 | 48 |
| 142 | Derby | 78 | 6 | 35 | 11 |
| 145 | Rutland | 76 | -12 | 0 | 71 |
|  |  |  |  |  |  |
|  |  |  |  |  | *Source: Ofsted and Department for Education* |
|  |  |  |  |  |  |
| 1. Inspections conducted by 31 August 2016 where the inspection report was published by 30 September 2016 | | | | |  |  |
| 2. Isles of Scilly and City of London excluded from analysis due to small numbers | | | |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Secondary schools1** | | | | | |
| **Rank**2 | **Local authority** | **% of pupils in good or outstanding schools 2016** | **Change from 2015 (%pts)** | **Change from 2012 (%pts)** | **% of pupils in academies 2016** |
| 68 | Leicestershire | 85 | 3 | 8 | 97 |
| 71 | Nottingham | 84 | 1 | 18 | 92 |
| 74 | Lincolnshire | 83 | 7 | 3 | 92 |
| 81 | Nottinghamshire | 81 | 1 | 18 | 92 |
| 109 | Leicester | 72 | -8 | -4 | 12 |
| 120 | Northamptonshire | 68 | 7 | 21 | 95 |
| 122 | Derby | 67 | -6 | 25 | 59 |
| 125 | Rutland | 66 | 2 | -34 | 100 |
| 131 | Derbyshire | 62 | 10 | 4 | 45 |
|  |  |  |  |  |  |
|  |  |  |  |  | *Source: Ofsted and Department for Education* |
| 1. Inspections conducted by 31 August 2016 where the inspection report was published by 30 September 2016 | | | | |  |  |
| 2. Isles of Scilly and City of London excluded from analysis due to small numbers | | | |  |  |  |

## List of education and skills providers judged outstanding in 2015/16

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| --- | --- | --- | --- | --- | --- |
| Report | URN | Name | Provider type | Provision type | Local authority |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/113047) | 113047 | Ivy House School | Community Special School | Special | Derby |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112779) | 112779 | Lawn Primary School | Community School | Primary | Derby |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70018) | 70018 | University of Derby | Initial teacher education | Primary QTS | Derby |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70018) | 70018 | University of Derby | Initial teacher education | ITE in FE | Derby |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112932) | 112932 | Chapel-en-le-Frith High School | Community School | Secondary | Derbyshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/112969) | 112969 | Dronfield Henry Fanshawe School | Voluntary Controlled School | Secondary | Derbyshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/141994) | 141994 | Longdon Park School | Independent special school | Schools | Derbyshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131327) | 131327 | The Linnet Independent Learning Centre | Independent special school | Schools | Derbyshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135241) | 135241 | The Meadows | Independent special school | Schools | Derbyshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135530) | 135530 | Gryphon School | Independent special school | Schools | Leicester |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139983) | 139983 | Humberstone Junior School | Academy Converter | Primary | Leicester |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70163) | 70163 | Leicester & Leicestershire SCITT | Initial teacher education | Primary QTS | Leicester |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70040) | 70040 | University of Leicester | Initial teacher education | Primary QTS | Leicester |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138156) | 138156 | Dorothy Goodman School Hinckley | Academy Special Converter | Special | Leicestershire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137905) | 137905 | Forest Way School | Academy Special Converter | Special | Leicestershire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136949) | 136949 | Meadow View Farm School | Independent special school | Schools | Leicestershire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/135217) | 135217 | Sketchley School | Independent special school | Schools | Leicestershire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120173) | 120173 | Woodhouse Eaves St Paul's Church of England Primary School | Voluntary Controlled School | Primary | Leicestershire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138291) | 138291 | Boston West Academy | Academy Converter | Primary | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/136358) | 136358 | Branston Community Academy | Academy Converter | Secondary | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120740) | 120740 | Kisimul School | Independent special school | Schools | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138637) | 138637 | Louth Kidgate Primary School | Academy Converter | Primary | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137327) | 137327 | St George's Preparatory School & Little Dragons Preschool | Independent school | Schools | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120399) | 120399 | The Bluecoat School, Stamford | Community School | Primary | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139625) | 139625 | The Eresby School, Spilsby | Academy Special Converter | Special | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120755) | 120755 | The St Francis Special School, Lincoln | Community Special School | Special | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120614) | 120614 | The Tydd St Mary Church of England Primary School | Voluntary Aided School | Primary | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120681) | 120681 | Wyberton Primary School | Foundation School | Primary | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120364) | 120364 | Wyndham Park Nursery School | LA Nursery School | Nursery | Lincolnshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/121959) | 121959 | Blakesley Church of England Primary School | Voluntary Controlled School | Primary | Northamptonshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/121966) | 121966 | Cranford Church of England Primary School | Voluntary Controlled School | Primary | Northamptonshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/140051) | 140051 | Havelock Infant School | Academy Converter | Primary | Northamptonshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/137875) | 137875 | Kingsley School | Academy Special Converter | Special | Northamptonshire |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138340) | 138340 | St Teresa's Catholic Primary School | Academy Converter | Primary | Nottingham |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/70338) | 70338 | Teach First East Midlands Local Area Office | Initial teacher education | Primary and Secondary QTS | Nottingham |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120185) | 120185 | Great Casterton CofE Primary School | Voluntary Controlled School | Primary | Rutland |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/120355) | 120355 | The Parks School | Community Special School | Special | Rutland |
| [Report](http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/131018) | 131018 | The Shires | Independent special school | Schools | Rutland |

**Notes:**

Except where noted, inspections must have taken place between 1 September 2015 and 31 August 2016.

### Explore Ofsted inspection outcomes with Data View

Data View gives users the ability to view inspection outcomes over time by remit, phase and provider type/group at regional, local authority and constituency level. Selected areas of the country can be viewed alongside the England level as well as in direct comparison with up to 10 statistical neighbours. Users are also able to identify individual providers by their overall effectiveness and to link directly to the provider page on the Ofsted reports website.

<https://public.tableau.com/views/Dataview/Viewregionalperformanceovertime>.