

# School performance in academy chains and local authorities - 2017

**Jon Andrews**  
June 2018

EDUCATION  
POLICY  
INSTITUTE

Research Area:  
School Performance,  
Admissions,  
and Capacity



This publication includes analysis of the National Pupil Database (NPD):

<https://www.gov.uk/government/collections/national-pupil-database>

The Department for Education is responsible for the collation and management of the NPD and is the Data Controller of NPD data. Any inferences or conclusions derived from the NPD in this publication are the responsibility of the Education Policy Institute and not the Department for Education.

ISBN: 978-1-909274-54-9

Published June 2018 Education Policy Institute.

This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 4.0 International License. For more information, visit: [creativecommons.org](https://creativecommons.org)

## About the author

**Jon Andrews** is Director for School System and Performance and Deputy Head of Research at the Education Policy Institute. As well as publishing a number of reports on the expansion of the academies programme he has co-authored reports on free schools, grammar and faith schools, school funding, the disadvantage gap, and world class standards. Prior to joining EPI, Jon worked in the Department for Education from 2003 to 2016, most recently heading the Department's Revenue Funding Analysis Unit.

## About the Education Policy Institute

The Education Policy Institute is an independent, impartial, and evidence-based research institute that promotes high quality education outcomes, regardless of social background. We achieve this through data-led analysis, innovative research and high-profile events.

Education can have a transformative effect on the life chances of young people, enabling them to fulfil their potential, have successful careers, and grasp opportunities. As well as having a positive impact on the individual, good quality education and child wellbeing also promotes economic productivity and a cohesive society.

Through our research, we provide insight, commentary, and a constructive critique of education policy in England – shedding light on what is working and where further progress needs to be made. Our research and analysis spans a young person's journey from the early years through to entry to the labour market.

Our core research areas include:

- Benchmarking English Education
- School Performance, Admissions, and Capacity
- Early Years Development
- Vulnerable Learners and Social Mobility
- Accountability, Assessment, and Inspection
- Curriculum and Qualifications
- Teacher Supply and Quality
- Education Funding
- Higher Education, Further Education, and Skills

Our experienced and dedicated team works closely with academics, think tanks, and other research foundations and charities to shape the policy agenda.



# Contents

About the author .....	3
About the Education Policy Institute .....	3
Foreword.....	6
Executive summary .....	8
Results.....	9
Recommendations .....	11
Part 1: The policy context .....	13
The Labour governments of 1997-2010 .....	13
The Coalition Government of 2010-2015 .....	13
David Cameron’s Conservative government 2015-16 .....	13
Theresa May’s Conservative governments, 2016 onwards .....	14
The number of academies, academy trusts and their structure .....	15
Existing evidence on academy performance .....	16
Part 2: Methodology .....	17
Previous approaches to measuring academy chain and local authority performance .....	17
Mainstream schools.....	17
Special schools .....	27
Stability of cohorts .....	30
Part 3: Results .....	31
Mainstream primary schools (Key Stage 2) .....	31
Secondary schools (Key Stage 4).....	37
Comparisons across key stages.....	42
Stability of cohorts .....	43
Performance of disadvantaged pupils .....	47
Provision for those with special educational needs and disabilities .....	49
Part 4: Policy implications.....	51
Recommendations .....	53
Annex 1: Complete tables at Key Stage 2 .....	55
Annex 2: Complete tables at Key Stage 4 .....	66
Annex 3: Pupils with special educational needs and disabilities – Key Stage 2.....	76
Annex 4: Pupils with special educational needs and disabilities – Key Stage 4.....	81

## Foreword

The Education Policy Institute is an independent, impartial and evidence based research institute which aims to promote high quality education outcomes for all, through analysis that both informs and influences the policy debate in England and internationally.

Over the last 20 years, one of the biggest changes in English education has been the growth of the academies programme. By the end of 2016/17 academic year, over two thirds of state-funded secondary schools and over a quarter of state-funded primary schools had academy status.

A rigorous evaluation of the performance of the overall academies programme, and of individual academy operators, has generally lagged behind the growth of the programme. But over the last two years the Education Policy Institute has published analysis by its own researchers, and in partnership with the London School of Economics, which allows a much better understanding of the impact of the academies programme on pupil attainment – both at a system level and for each (larger) academy chain.

The system level research is clear that the early sponsor academies programme under the 1997-2010 Labour government was successful in raising attainment compared with a similar “control” group of schools. But the rapid expansion of the academies programme since 2010 seems to have had little material impact on overall attainment, measured against a control group of schools.

This publication – “School Performance in Academy Chains and Local Authorities 2017” – does not explicitly seek to return to the comparative analysis of local authority schools and academy chains at a system level. Instead it seeks to fairly assess the performance of different groups of schools, in academy chains and in local authorities – building upon a similar EPI analysis carried out in 2016, but using an improved methodology.

The EPI research looks at both the current performance and rate of improvement of groups of schools, in order to establish the relative impact of different chains and local authorities. To ensure that comparisons between groups of schools are fair, EPI researchers have used a contextual measure of performance, which seeks to adjust for the different progress and outcomes of pupils with different characteristics. This ensures that what is measured is the impact of school quality, rather than the characteristics of school admissions.

As in 2016, this report shows the extent of variability of performance by academy chain and local authority. Academy chains and local authorities appear both at the top and the bottom of the performance tables. For students, it is more important to be in a high performing schools group, whether academy or local authority, than to be in an academy or local authority school in general. At Key Stage 4, the average student in one of the top performing chains or authorities will achieve half a grade higher in each of their GCSEs than the average pupil in one of the lowest performing groups. The difference between the top and bottom performing groups at Key Stage 2 is equivalent to over a term’s progress.

If the academies programme has failed to have a significant, system wide, impact in raising pupil attainment, it is particularly important that the government has a mechanism to move pupils out of low performing school groups into higher performing groups – or to raise the performance of the least effective providers.

However, this report suggests that many academy chains and local authorities at the bottom of the performance tables have been in this position for a number of years. This analysis could and should be used by policy makers to intervene more effectively against persistently underperforming school groups, as well as to learn any lessons from the highest performing school groups.

A handwritten signature in black ink, appearing to read "David Laws". The signature is written in a cursive, slightly slanted style.

**Rt. Hon. David Laws**

Executive Chairman, Education Policy Institute.

## Executive summary

Academies are state-funded schools that sit outside of the control of local authorities. The introduction of academies (including free schools, university technical colleges and studio schools), has been one of the biggest changes to the English education system of the last few decades.

In March 2016 the Department for Education announced that it intended that all schools should become academies, or be in the process of becoming one, by 2020. However, the wider political changes in that time and the challenges of passing the necessary legislation have contributed to a scaling back of this ambition, with a greater political focus on other structural reforms such as expanding academic selection and increasing the number of faith based schools.

Nevertheless, over two thirds of state-funded secondary schools and over a quarter of state-funded primary schools and special schools were academies by the end of the 2016/17 and those proportions continue to increase. Three quarters of academies and free schools are part of a multi-academy trust. Our previous research has demonstrated that there is little difference in the performance of academies and local authority maintained schools when viewed at a system level.

The early sponsored academies (opened under the Labour government) demonstrated improvements equivalent to one grade in each of five GCSE subjects.<sup>1</sup> However, the impact of later sponsored academies was less conclusive with small improvements prior to opening (equivalent to one grade in one subject) continuing in the year after opening and then tailing off. Increases of one grade in one subject were also seen in schools rated as ‘outstanding’ that became converter academies but there was no such increase seen in schools previously rated as ‘good’ or ‘satisfactory’.

Such discussion about the performance of different school types taken at an aggregate level tells us little about the considerable variation in the performance of individual academy chains and local authority areas. This report sets out to do that. It provides the latest performance data at academy chain and local authority level utilising a new methodology, including presenting results for pupils in special schools for the first time.

Our headline performance measures for mainstream provision examine the outcomes that pupils achieve having controlled for differences in pupil intakes (for example, prior attainment and levels of disadvantage) and, crucially, the historic performance of the school.

Within this context, historic performance means the outcomes the school was achieving before it joined the school group in question.<sup>2</sup> This enables us to examine the impact that these groups are having on raising attainment in comparison to other groups.

---

<sup>1</sup> J. Andrews et al, ‘*The impact of academies on educational outcomes*’, July 2017

<sup>2</sup> If a school has been with the academy chain or local authority for more than four years at Key Stage 2 or five years at Key Stage 4, we control for results four or five years ago respectively. Further details are given in the methodology section.



## Results

Our findings continue to demonstrate the wide range of outcomes that are being achieved in different academy chains and local authorities. It remains the case that **what matters most is being in a high performing school group, not being in an academy rather than a local authority maintained school or vice-versa**. This means, consistent with our research at system level, neither a move to a fully academised system, nor a return to a system of local authority oversight (for the vast majority of schools), is likely to lead to an increase in school standards by itself.

**Amongst primary schools, pupils in high performing school groups achieve 2.2 more points on the new National Curriculum scale than pupils in low performing school groups, this is equivalent to over a term's progress.**<sup>3</sup> In fact, the *very* highest performing groups (those in the top 3) have scores of +2.0 and above, meaning that pupils in those schools actually achieve a term's more progress than they would in an *averagely performing school group*. Similarly, the *very* lowest performing groups (those in the bottom 3) have scores of -1.2 and below, meaning that pupils in those schools achieve half a term's less progress than they would in an *averagely performing school group*.

Local authorities make up 15 of the top 20 school groups at Key Stage 2. However, given the relative total number of local authorities and academy chains this means this is only slightly higher than would be expected. **Authorities in London continue to outperform other areas of the country**, with 14 of the 15 top local authorities being in the capital. Outside of London, Redcar and Cleveland was the highest performing local authority and was fifth overall. The highest performing academy chain is the Harris Federation with a score of +2.5. The Harris Federation was also the highest performing primary chain in our 2015 measures.

**Amongst secondary schools, pupils in high performing school groups achieve the equivalent of half a grade more in each of their GCSEs than pupils in low performing groups.**<sup>4</sup> In fact, the *very* highest performing groups (those in the top 3) have scores of +0.5 and above, meaning that pupils in those schools actually achieve half a grade more in each GCSE subject than they would in an *averagely performing school group*. Similarly, the *very* lowest performing groups (those in the bottom 3) have scores of -0.4 and below, meaning that pupils in those schools actually achieve around two-fifths of a grade lower in each of their GCSE subjects than they would in an *averagely performing school group*.

Academy chains are disproportionately found amongst the top 20 of secondary school groups. Fourteen of the top 20 are academy chains. Of the six local authorities that are in the top 20, five are in London. The highest performing academy chain is the Rodillian Academy. The highest performing large trusts are Outwood Grange and Harris. Outwood Grange was also in the top five on our 2015 measure.

This report highlights **a number of cases of sustained underperformance amongst academy chains, as well as the now dynamic nature of governance arrangements, with schools moving between different academy chains**.

---

<sup>3</sup> Taken as being the school groups at the 5<sup>th</sup> and 95<sup>th</sup> percentiles. At Key Stage 2 this equates to the groups in 13<sup>th</sup> and 224<sup>th</sup> place.

<sup>4</sup> Taken as being the school groups at the 5<sup>th</sup> and 95<sup>th</sup> percentiles. At Key Stage 4 this equates to the groups in 12<sup>th</sup> and 207<sup>th</sup> place.

Since our previous report, the Department for Education (DfE) has continued the process of moving academies from underperforming academy chains through the process known as academy rebrokerage. In some instances, this relates to individual academies. In others, a number of schools may be moved from an academy trust at one point, and in some cases the whole trust itself may be closed.

At Key Stage 2, the lowest performing academy chains include Wakefield City Academies Trust and the Education Fellowship Trust. **Both of these trusts have subsequently relinquished all of their schools.** The Education Fellowship Trust was in fact the lowest performing of any school group in our 2015 measures, and also amongst the lowest performers at Key Stage 4. The lowest performing group at Key Stage 4 was Bright Tribe, which in February of this year relinquished all but one of its schools in the north of England whilst keeping its schools in the south.<sup>5</sup>

The option to close down poorly performing trusts and move schools to new providers is one of the potential strengths of the academy system. It offers a flexibility that is not possible with a purely local authority based system with its inevitable geographical constraints.

However, in some cases the process of rebrokerage has been slow (in the case of the Education Fellowship Trust over a year), and such delays are likely to have a detrimental impact on schools in terms of teacher retention and recruitment and their admissions.

There is currently limited evidence on the performance of schools after rebrokerage. We will examine this as more data becomes available.

We find examples of trusts with sustained low performance where intervention has been more limited. For example, the Greenwood Academies Trust was the second lowest performing academy group at Key Stage 4 in 2015 and fourth lowest performing in 2017. In 2017 it was announced that two of its schools were to be rebrokered; to date only one has.<sup>6</sup>

We also find **cases of sustained underperformance amongst local authorities.**

The 2015 results identified a number of local authorities with particularly low performing schools at Key Stage 2. Amongst the bottom 10 groups were Kirklees, Dorset, Central Bedfordshire, Walsall, Rutland, and Poole.

In many cases, this under-performance continues. Out of 237 local authorities and academy chains, all but one of those local authorities that we previously identified as underperforming (Central Bedfordshire) still rank lower than 200<sup>th</sup> for school improvement.

It is a similar story at Key Stage 4. Nottingham, Newcastle-upon-Tyne and Wolverhampton – all previously in the bottom 10 – continue to appear towards the bottom of the rankings.

**The levers available to the Department for Education to intervene in these local authority areas are limited.** Having proposed measures to force academisation in local authority areas where performance was low in the 2016 white paper 'Educational Excellence Everywhere', the Department for Education dropped its proposals after political difficulties and changes. Intervention will remain at individual school level.

---

<sup>5</sup> P. Allen-Kinross, 'Bright Tribe relinquishes all but one of its northern schools', Schools Week, March 2018.

<sup>6</sup> J. Dickens, 'Greenwood Academies Trust set to lose two schools', March 2017.

**Further work is required to understand the impact that academy chains and local authorities have on the quality of school places available to pupils with special educational needs and disabilities.**

This report highlights very wide variation in the Key Stage 2 and Key Stage 4 outcomes for these pupils across different school groups.

However, that in itself does not necessarily reflect variation in underlying effectiveness of those groups. Instead it could reflect wider variation in the type of provision being offered and the effect of individual pupils' special educational need or disability on their educational outcomes.

Furthermore, a simple 'league table' of these results risks penalising those chains that are inclusive in nature whilst not providing results for those groups with low numbers of such pupils. We will continue to consider these measures further and have published the data we do have to encourage a wider debate.

## Recommendations

Given the findings of this report, and our previous studies into the impact of academy chains and local authority schools, the Department for Education should:

### **1. Identify those academy chains where there is a significant risk of failure and build sponsor capacity in those geographical areas that are at risk from chain failure before it occurs**

If the academy system is to function properly there needs to be a better understanding of where failure may happen in the future in order to ensure that capacity is available in other trusts before it occurs. The performance measures provided in this report, combined with measures beyond pupil outcomes (such as financial management), should provide a good basis for identifying such academy chains.

A simple data exercise will not necessarily be able to accurately predict the failure of an individual trust. However, by combining the results together it will be possible to identify areas of the country that are particularly vulnerable to failure – for example, by quantifying the number of school places that are in academy chains that *may* fail. Regional Schools Commissioners should focus on ensuring capacity is available in these areas should it prove necessary.

### **2. Allow capacity to be provided through high performing local authorities and allow them to take over schools from underperforming academy chains**

Schools should continue to be allowed to remain within a local authority if they choose to do so. This is particularly the case where both the school and the local authority have been identified as high performing. This is a logical conclusion if we are to move away from full academisation. In some circumstances it may be appropriate for schools to return to local authority oversight in the same way that a school may be moved to a high performing academy chain. This would provide additional capacity within the system and would go some way to reducing the time taken for rebrokerage.

### **3. Challenge poorly performing local authorities and use school level interventions where possible**

We have identified a number of local authority areas which are consistently poor performing. Whilst the Department for Education does not have the power to force academisation in those areas as it had planned, they should scrutinise and challenge those local authorities through the Regional Schools Commissioners to ensure that schools receive the support required. The Department for Education should also consider how they can intervene at an individual school level in these areas,

particularly how new single performance measures (in place of the dual floor standard and coasting school measure) might be constructed to reach those areas.

#### **4. Continue to publish performance information at academy chain level and consider measures for local authorities too**

If the system is to be effective it needs a good, and consistent, understanding of where high and low performance is occurring. The Department for Education is therefore right to continue to publish performance information at academy chain level.

However, given that we are now in a mixed system with a move away from a policy of full academisation, the Department for Education should reconsider its decision not to publish comparable information for local authorities (beyond published measures that include all schools, maintained and academy, within an area).

This should be developed further by:

- taking account of the context in which schools are operating, given the different intakes across different school groups;
- including results over a number of years so as to not immediately 'reward' school groups where poor performing schools are removed; and
- using historic measures that are relatively consistent over time even if they are not precisely what were used in performance tables in that year. This will give the Department greater flexibility in how it develops its measures and enable a longer time series to measure improvement over time.

Measures for all groups should also consider the provision of high quality school places to pupils in special schools and alternative provision.

## Part 1: The policy context

Academies are state-funded schools that sit outside of the control of local authorities. The introduction of academies (including free schools, university technical colleges and studio schools), has been one of the biggest changes to the English education system of the last few decades.

### The Labour governments of 1997-2010

The first academies were opened in 2002, under Tony Blair's Labour government. They were initially envisaged as raising educational standards in disadvantaged communities and areas of low performance. By the end of the Labour government in May 2010, there were 203 academies in England. The vast majority of these had replaced previously failing local authority schools. Over this period some sponsors took on several schools, and so the emergence of multi-academy trusts began. By August 2010, seven sponsors (Ark, E-ACT, United Learning Trust, the Harris Federation, the Ormiston Trust, Oasis and the Academies Enterprise Trust) sponsored six or more academies. United Learning Trust sponsored the largest number, at 17 academies.<sup>7</sup>

### The Coalition Government of 2010-2015

From 2010 the academies programme significantly expanded and evolved. The Academies Act 2010 enabled all primary, secondary and special schools to apply to become an academy, with schools rated as 'outstanding' by Ofsted to be considered first. Over time, this expanded to allow schools rated 'good with outstanding features' to convert and any school, irrespective of Ofsted grade, to convert if it partnered with an excellent school or a trust with a strong track record of improvement. The Coalition Government also continued with the forced academisation of low performing schools.

In September 2014, eight Regional Schools Commissioners (RSCs) were appointed with responsibility to approve academy conversions in their region and to intervene in underperforming academies.<sup>8</sup>

During the five years of the Coalition government, and largely under Michael Gove's tenure as Education Secretary, the number of academies increased from 203 to over 4,000 – with around 60 per cent of secondary schools, 15 per cent of primary schools, and 15 per cent of special schools having academy status. This included new free schools, studio schools, and university technical colleges.

### David Cameron's Conservative government 2015-16

The push for academisation continued in 2015-16. The 2016 Education and Adoption Act was passed requiring any school deemed by Ofsted as 'inadequate' – meaning it has serious weaknesses or requires special measures – to be issued with an academy order. The Act also gave the Secretary of State, working through the Regional Schools Commissioners, the power to intervene in 'coasting schools'. These were schools where, over a three-year period, results were not necessarily low but pupils were not making the progress that they should. These schools would not automatically face academisation and Regional Schools Commissioners were to consider the most appropriate response which could include:

---

<sup>7</sup> National Audit Office, *'The Academies Programme'*, September 2010, p.14.

<sup>8</sup> D. Foster & R. Long, *'House of Commons Briefing Paper 7308: Regional School Commissioners'*, August 2017.

- no further action if they were convinced the school was supporting its pupils well;
- additional support and challenge;
- forcing the governing body of the maintained school to enter into arrangements which will support the school to bring about sufficient improvement;
- adding governors or appointing an Interim Executive Board (IEB) to the school; or
- the school becoming a sponsored academy.

After the Education and Adoption Act received Royal Assent, the Department for Education set out its vision that every school should be an academy (or in the process of becoming an academy) by 2020.<sup>9</sup> The Department also stated that most schools would form or join a multi-academy trust, with an expectation that there would be ‘many more’ MATs with oversight of around 10 to 15 academies.

The announcement requiring all schools to become academies was highly controversial and faced strong resistance in Parliament. As a result, in early May 2016, the then Secretary of State, Nicky Morgan, announced a U-turn on the universal conversion programme, stating that the Department would no longer seek to require all schools to become academies. Instead, it would introduce new legislative powers to trigger an area-wide conversion to academies if a local authority was deemed to be under-performing or if it was no longer financially viable for the authority to run its own schools (because a critical mass has already converted to academy status).<sup>10</sup>

### Theresa May’s Conservative governments, 2016 onwards

Academisation has been far less prominent under Theresa May’s leadership. The September 2016 consultation ‘Schools that work for Everyone’ instead focused on the role of independent schools, faith schools, and, most controversially, selective schools in providing good school places. In October 2016, ministers formally announced that plans for the Education for All Bill – which would have introduced the legislation required to force area-wide conversion – had been dropped.<sup>11</sup> That is not to say that the plans did not affect the rate of academisation. Having been slowing for several years, the number of schools that converted to academy status during 2016/17 increased substantially, most likely in response to the overall direction of travel that had seemed to be in place.

However, the duties and powers from the Education and Adoption Act – designed to speed up the academisation process – do not appear to have had the transformative effect that was imagined. It emerged that schools rated as ‘inadequate’ were waiting many months to be taken over by an academy sponsor and there was rarely formal action in response to a school meeting the coasting schools definition.<sup>12,13</sup> Perhaps reflecting this practical reality, the Secretary of State announced in May 2018 that the Department for Education would “*only enforce academy conversion, leadership change or changing the trust a school is part of when there has been an Ofsted Inadequate judgement. So that means we will not be forcibly turning schools into academies unless there is that judgement.*”

<sup>9</sup> Department for Education, ‘*Educational Excellence Everywhere*’, March 2016, p.15.

<sup>10</sup> Department for Education, ‘*Next steps to spread educational excellence everywhere announced*’, May 2016.

<sup>11</sup> R. Vaughan, ‘*Government scraps Education for All Bill*’, TES, October 2016

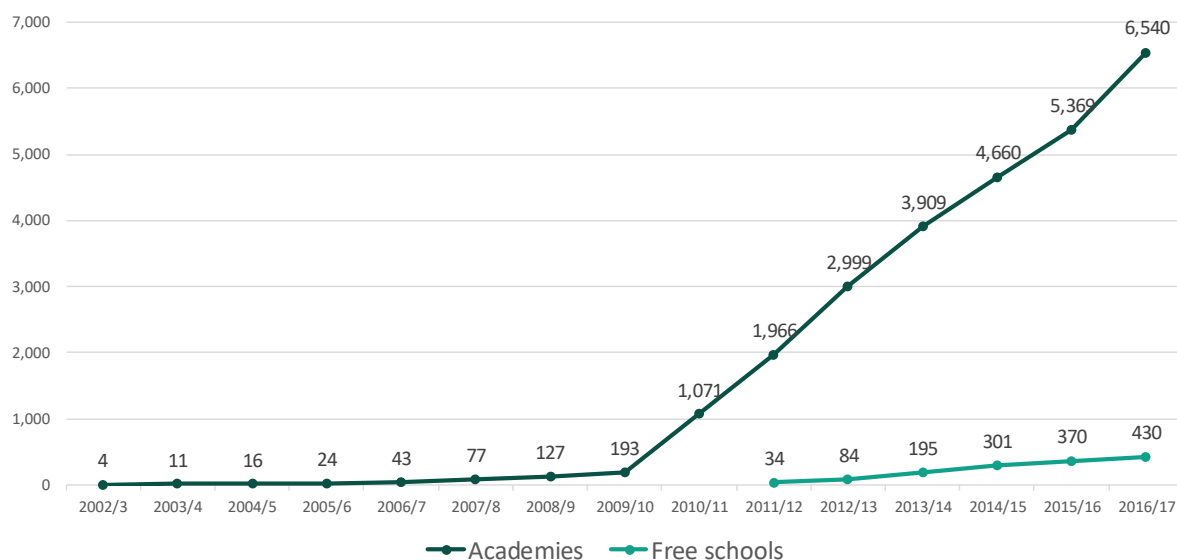
<sup>12</sup> M. George, ‘*Exclusive: Failure to find sponsors raises ‘serious’ questions over academisation law*’, TES, October 2017.

<sup>13</sup> Department for Education, ‘*Schools causing concern*’, p11 February 2018.

## The number of academies, academy trusts and their structure

By the end of the 2016/17 academic year (the year to which results in this report refer) there were 4,644 converter academies, 1,896 sponsored academies, and 430 free schools, UTCs and studio schools open in England. A quarter of state-funded primary schools, just over two thirds of state-funded secondary schools, and a quarter of state-funded special schools were academies.

**Figure 1.1: Academies and free schools open in August 2017 by year of opening<sup>14</sup>**



By the end of the 2016/17 academic year, three quarters of academies were operating within multi-academy trusts of which there were a total of 1,295. In 2017, the Education Policy Institute, working in partnership with Ambition School Leadership, examined the characteristics of multi-academy trusts.<sup>15</sup> That analysis showed that:

- the vast majority are small starter or established trusts with a limited number of system leader trusts;<sup>16</sup>
- the majority have a mix of academy types or are predominantly converter academies and have a mix of phases;
- large system leader trusts are predominantly well-established academy sponsors rather than trusts of converter academies;
- nearly three-quarters of trusts are tightly clustered with all schools in the trust being within one hour's travel time of all other schools in the trust, however there are some trusts where more than a fifth of schools are isolated. There is some evidence of school isolation being addressed over time;
- system-leader trusts and predominantly sponsored trusts have more pupils for whom English is an additional language (EAL), or who are eligible for the pupil premium, or who have low prior attainment than other trusts;

<sup>14</sup> Excludes schools that have subsequently closed so, whilst overall trend is the same, this is not the number open at each point in time.

<sup>15</sup> Education Policy Institute and Ambition School Leadership, 'Quantitative analysis of the characteristics and performance of multi-academy trusts', November 2017

<sup>16</sup> As defined by the National Schools Commissioner based on pupil numbers: <1,200 starter trusts; up to 5,000, established trusts; up to 12,000, national trusts; more than 12,000, system leader trusts.

- clustering and isolation of schools do not appear to be correlated with pupil characteristics and it is likely that any differences in characteristics relate to the types of schools and trusts rather than their location; and
- similarly, the phase mix of schools is not strongly correlated with pupil characteristics.

### Existing evidence on academy performance

In July 2017, the Education Policy Institute published a report examining the impact of academies on educational outcomes, drawing on its own analysis and that produced in partnership with the LSE.<sup>17</sup> It found that:

- the early sponsored academies, which opened under the Labour governments between 2002 and 2010, had, on average, a positive effect on pupils' attainment at the end of secondary school. This was equivalent to one grade in each of five GCSE subjects;
- sponsored academies that were established between 2010 and 2014 under the Coalition Government showed an initial improvement in results in the year prior to the school becoming an academy (equivalent to around one GCSE grade in one subject). This increased further in the year during which the school became a sponsored academy, but then that improvement tailed off over the following four years;
- the effects of converter academies on GCSE attainments was far smaller than the effects of the pre-2010 sponsored academies and is, in some cases, undetectable. Whilst there were, on average, improvements of one grade in each of two GCSE subjects in schools previously rated as 'outstanding', there was no positive effect in those schools previously rated as 'good' or 'satisfactory'; and
- there was considerable variation in the performance of both multi-academy trusts and local authorities. Indeed, the variation *within* MATs and local authorities was far greater than the variation *between* the two groups.

Subsequent analysis of the relationship between multi-academy trust structure – such as size, mix of school type, and geographic spread – and performance found no clear and consistent relationship.<sup>18</sup>

Free schools are a type of academy and are often part of multi-academy trusts. At present, there is insufficient data to reach robust conclusions on the effectiveness – positive or negative – of free schools in terms of Ofsted outcomes and pupil attainment and progress. Such measures present a mixed picture and currently have serious limitations as to the extent to which they can be taken to be a measure of the effectiveness of the programme.<sup>19</sup>

---

<sup>17</sup> J. Andrews et al, 'The impact of academies on educational outcomes', July 2017.

<sup>18</sup> Education Policy Institute and Ambition School Leadership, 'Quantitative analysis of the characteristics and performance of multi-academy trusts', November 2017.

<sup>19</sup> J. Andrews and R. Johnes, 'Free schools in England', November 2017.



## Part 2: Methodology

### Previous approaches to measuring academy chain and local authority performance

When considering measures for accountability purposes, simple aggregations of school level attainment measures (for example, the average Attainment 8 score) risk introducing perverse incentives. This is because an academy chain would have a disincentive to take on a low-performing school – since it would likely pull its average performance down – and an incentive to take on a high-performing school. Headline measures should therefore take account of a school’s starting point and capture the improvement that has occurred under the chain.

In our 2016 publication we adopted the same methodology that the Department for Education used in a statistical working paper of proposed measures of performance within academy chains and within local authorities that aimed to do this.<sup>20</sup> We therefore had two measures:

- how well schools in a given chain or local authority are *currently* performing (based on current value-added scores);<sup>21</sup> and
- how that performance has changed over time by looking at *improvement* in value-added scores.

The second of these relied on grouping schools together in a baseline year (typically the year the school opened as an academy) by their performance in that year. Their change in performance was then compared to the average change in performance of schools with a similar starting point.

Scores for multi-academy trusts and local authorities were then the average of their school scores with weights applied according to how long a school had been with the trust or authority and the number of pupils.

### Mainstream schools

This report applies the same overall principles as our previous report. For both Key Stage 2 and Key Stage 4 we have two measures of performance. In other words, we examine:

- how pupils within the academy chain or local authority are currently performing (as measured by the progress they make); and
- how results within that academy chain or local authority have improved over time.

We continue to build chain and local authority scores by aggregating scores for the schools within each group. However, we have made a number of important changes to this year’s publication to better reflect the relative effectiveness of individual chains and local authorities and to allow for the changes that have been made to school accountability as set out below.

As ever, we invite comment and discussion of our methodology.

---

<sup>20</sup> Department for Education, ‘*Measuring the performance of schools within academy chains and local authorities*’, March 2015.

<sup>21</sup> Value-added measures pupil performance, controlling for prior attainment. It is an estimate of school effectiveness.

## Prior attainment

Our previous measures were derived from school level 'value-added' measures. Value-added measures capture the performance of pupils in comparison with pupils with similar levels of prior attainment. Prior attainment is a strong predictor of outcomes. For example, around half of the variation in outcomes at the end of secondary school is explained by outcomes at the end of primary.

As per our previous publication, our Key Stage 4 measures control for attainment at the end of Key Stage 2. Specifically, we use the average fine grade in English (the combination of reading and writing) and mathematics.<sup>22</sup>

We have made two significant changes for measures at Key Stage 2. We have previously controlled for prior attainment using outcomes at the end of Key Stage 1. However, this might be considered unfair on those schools that perform particularly well during Key Stage 1 (since they would have higher prior attainment and hence higher predicted outcomes at Key Stage 2). There are known systematic differences in the value-added outcomes of junior schools and all-through primary schools.

Instead, we use outcomes at age 5 from the Early Years Foundation Stage Profile (the total points in communication, language and literacy; and problem solving, reasoning and numeracy) as a control in our new measures for current performance.

Unfortunately, it is not possible to create a long time series of school scores in this way. This is because the necessary pupil level data was not collected until 2007 (prior to this the Department for Education collected a 10 per cent sample for monitoring purposes). This means the earliest measure that can be calculated is for 2013 – since there are six years between the end of the foundation stage and the end of Key Stage 2. In order to establish a reliable baseline, or starting point, for our improvement we need to go back further than this.

Therefore, we have taken the decision to not include prior attainment in our improvement measures at Key Stage 2. Given the importance of prior attainment in predicting outcomes this may seem unfair. However, there are two ways in which our headline measures allow for this. Firstly, as set out below, we are controlling for a range of other characteristics. Since these themselves are correlated with prior attainment they act as a proxy for it in the model.

Secondly, our improvement measures compare the outcomes of a school at two different points in time and so, in the absence of significant changes to a school intake, we are able to identify underlying improvements.

This does make an assumption that two schools with the same level of attainment have the same potential to demonstrate improvement. However, schools with similar outcomes can be in very different situations in regards to effectiveness (e.g. a school might be achieving very high results given the characteristics of pupils in the school and so would have a very high value-added score, a

---

<sup>22</sup> See 'Example of fine level calculation' within DfE, 'Secondary accountability measures' for more information. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/696998/Secondary\\_accountability-measures.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/696998/Secondary_accountability-measures.pdf)

second school may be achieving the same outcomes but based on national averages might be expected to achieve much more highly. The potential to improve is likely to be higher in the second.

### **Contextualised results**

Our previous research has demonstrated that there are systematic differences in the outcomes achieved by groups of pupils with different characteristics. For example, pupils from economically disadvantaged backgrounds are around 19 months behind their peers by the end of Key Stage 4.<sup>23</sup>

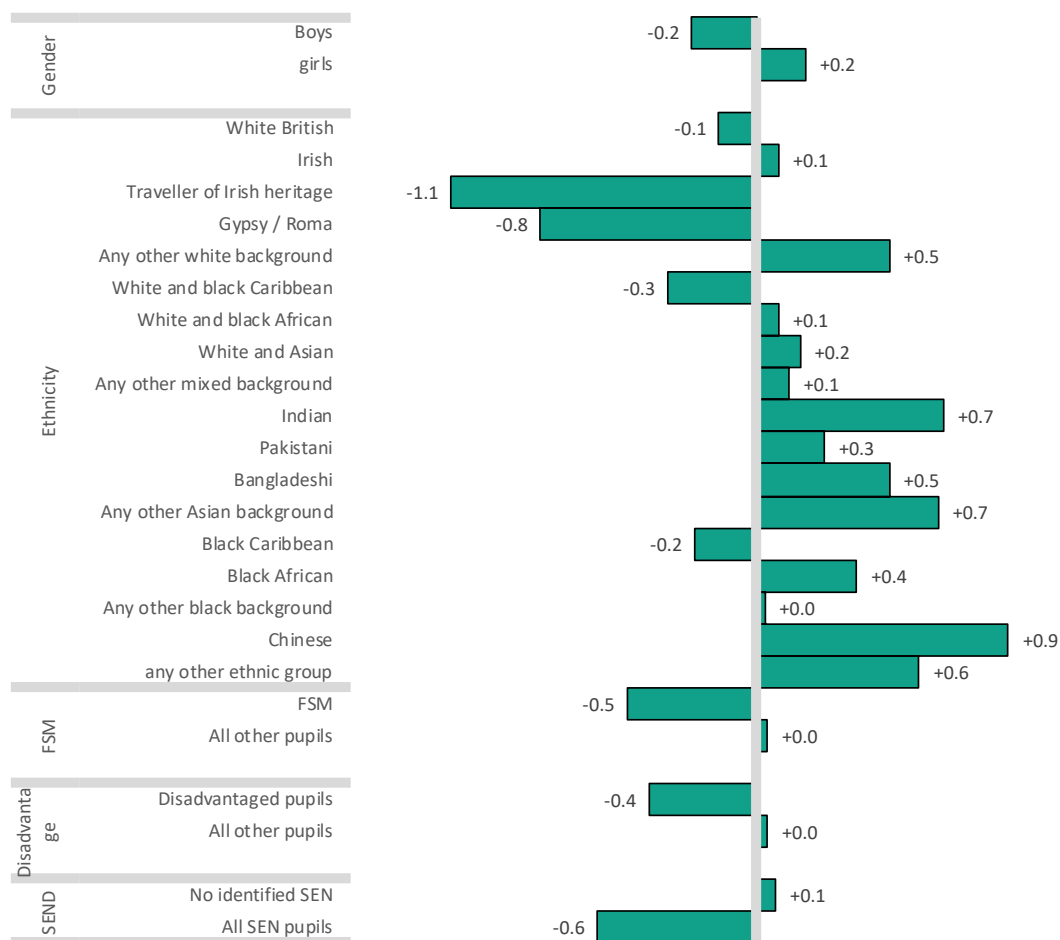
Whilst prior attainment is the strongest predictor of outcomes, it alone does not explain this gap. In other words, a pupil from a disadvantaged background will, on average, make less progress than a non-disadvantaged pupil with the same level of prior attainment.

Current 'value-added' based measures such as Progress 8 fail to take this into account. This is seen in the national average Progress 8 scores for different groups of pupils (Figure 2.1). After controlling for prior attainment, disadvantaged pupils achieve nearly half a grade lower in each of their Progress 8 subjects than non-disadvantaged pupils. Similarly, pupils from black Caribbean, traveller of Irish heritage and gypsy and Roma backgrounds all achieve lower outcomes.

---

<sup>23</sup> J. Andrews *et al*, 'Closing the gap? Trends in educational attainment and disadvantage', August 2017.

**Figure 2.1: Average progress 8 score by pupil characteristics, 2017<sup>24</sup>**



The Department for Education made a conscious decision in 2010 to not take account of these factors.

Prior to that, measures of progress that controlled for these differences, known as contextual value-added, had been published for schools for a number of years. However, the Coalition Government of 2010-15 argued that such measures *‘[have] the effect of expecting different levels of progress from different groups of pupils on the basis of their ethnic background, or family circumstances, which we think is wrong in principle. It is morally wrong to have an attainment measure which entrenches low aspirations for children because of their background.’*<sup>25</sup>

Whilst there are arguments for and against the inclusion of these factors, we believe that they improve our measures of effectiveness for academy chains and local authorities.<sup>26</sup> Academy chains have not expanded randomly and there are significant differences in the make-up of trusts. For example, they range from large sponsor-led trusts taking on underperforming schools to small trusts of high performing schools.

<sup>24</sup> DfE, *‘Revised GCSE and equivalent results in England 2016 to 2017’*, January 2018

<sup>25</sup> DfE, *‘The importance of teaching – the schools white paper 2010’*, November 2010.

<sup>26</sup> For further discussion of contextual value-added and its removal from performance tables see G. Leckie & H. Goldstein, *‘The evolution of school league tables in England 1992–2016: ‘Contextual value-added’, ‘expected progress’ and ‘Progress 8’*, January 2017

Even amongst larger trusts there is wide variation meaning that, in some, around half of pupils are classified as disadvantaged whereas there are others in which less than a fifth are.<sup>27</sup>

Therefore, our headline measures control for:

- Pupil prior attainment<sup>28</sup>
- Pupil eligibility for free school meals
- Levels of disadvantage in pupil's home LSOA<sup>29</sup>
- Pupil has an identified special educational need or disability
- Pupil has English as an additional language – separate factors for those that were in a state-funded school during Key Stage 1 and those who joined during Key Stage 2 – including interaction with prior attainment<sup>30</sup>
- Pupil ethnicity and interaction between ethnicity and level of disadvantage of pupil's home postcode

There is no single 'correct' way of controlling for differences between schools, local authorities and academy trusts and the use of different factors can produce different results. We have however, used a set of controls that reflect the key drivers for differences in outcomes, that vary between different trusts and local authorities, and for which we have reliable and consistent data over a number of years. In order to see the impact of these contextual factors on the results we have included a non-contextualised measure. Contextualising results has less of an effect when considering improvement in results since, unless the intakes of schools change significantly over time, the systematic differences in results of different groups affects both the baseline and the outcome.

### **Outcome measures**

In publications relating to the 2016 and 2017 data, the Department for Education has not included an improvement measure (though it plans to do so in future). This is because reforms to the school accountability system mean that outcome measures at both Key Stage 2 and Key Stage 4 are not directly comparable over time. Specifically, 2016 was the first year that pupils were assessed under the new national curriculum at the end of Key Stage 2 (and using scaled scores rather than levels) and Key Stage 4 saw the introduction of Progress 8 for all schools.<sup>31</sup>

It is not possible to apply these measures retrospectively. At Key Stage 2 the approach to assessment is different and is against a different underlying curriculum. At Key Stage 4, whilst it is possible to apply the logic of the Progress 8 calculation to earlier years it is unlikely to yield satisfactory results since the accountability measure in place in any given year is a significant driver of subject and

---

<sup>27</sup> Education Policy Institute and Ambition School Leadership, *'Quantitative analysis of the characteristics and performance of multi-academy trusts'*, November 2017.

<sup>28</sup> Prior attainment is not included within the Key Stage 2 improvement measure. For further discussion see 'Prior attainment'.

<sup>29</sup> Lower layer super output areas, or LSOAs, are small geographic areas comprising between 400 and 1,200 households. There are around 33,000 LSOAs in England.

<sup>30</sup> For a detailed discussion of the differences in outcomes of pupils for whom English is an additional language see J. Hutchinson, *'Educational outcomes of children with English as an additional language'*, February 2018.

<sup>31</sup> A value-added measure based on English, mathematics, three other EBacc subjects and three further subjects.

qualification choices. Put simply, historic Progress 8 scores are likely to reflect the very different curriculum choices that were made rather than relating to change in underlying effectiveness.

Given the long time series involved for the improvement measure (preferably going back to 2008) it will not be possible to have a directly comparable time series for another eight years. There are therefore two options.

The first is to simply rely on a shorter time series than has previously been used. Currently this would mean just one year of improvement (2016 to 2017) and so is unlikely to properly demonstrate the changes that are being seen in a local authority or academy chain.

The second option is to construct a measure that is stable over time, even if it is not the exact measure that was in use. The key objective here is to find a measure that can be calculated for each year and is strongly correlated with the measure of accountability that was actually in use in that year.

At Key Stage 2 pupils have been assessed in reading, writing, and mathematics in each year over the period. Whilst there is no direct way of unpicking the effects of reforms in the national curriculum and assessment there is a strong correlation between schools that were high performing under the old and new arrangements (including earlier smaller reforms such as the move to make reading teacher assessed). The reforms mean that results are centred around a different average and have a different spread. We therefore base our model on a pupil's performance across these subjects but first we standardise their scores so that nationally they have a mean of zero and a standard deviation of one in each year.

At Key Stage 4 there have been a number of changes to school accountability over the period required. Figure 2.2 shows the key attainment and value-added measures that were used in secondary school performance tables from 2008 to 2017.

**Figure 2.2: Attainment and value-added measures used in secondary school performance tables**

	<b>Attainment / Threshold measures</b>	<b>'Value-added' type measures</b>
2008	5+A*-C GCSEs (and equivalent qualifications) including English and mathematics GCSE	Contextual value-added measures based on best 8 GCSEs and equivalent qualifications.
2009	As above	As above but with additional points for performance in English and mathematics
2010	As above	As above
2011	As above	Value-added measure based on best 8 GCSEs and equivalent qualifications
2012	As above	As above
2013	As above	As above
2014	As above but with a reduced contribution from equivalent qualifications. <sup>32</sup>	As above but with a reduced contribution from equivalent qualifications.
2015	As above	As above
2016	Attainment 8	Progress 8 <sup>33</sup>
2017	As above but with reformed GCSEs in English and mathematics.	As above but with reformed GCSEs in English and mathematics.

Therefore, consistent over time is:

- The inclusion of GCSE outcomes in the measure
- A particular emphasis on English and mathematics in some way in every year.

What is inconsistent over time is:

- The volume and value of equivalent qualifications
- The number of GCSEs that are included.

The simplest approach would be to just use a measure based on GCSE English and mathematics. However, this would produce misleading results for those schools that have had at some point a very narrow focus on those two subjects (for example, a school that previously focused on English and mathematics at the expense of other subjects but now achieves similar results across a broader range of subjects would appear to have not improved. Yet clearly the latter case provides a better, balanced curriculum and set of qualifications for an individual pupil.

At Key Stage 4 we therefore use a 'best 5 GCSEs' measure, consisting of English, mathematics and a pupil's best results in three other GCSE subjects. This provides a balance between old measures including a wide range of subjects, and the more prescriptive approach of Progress 8. In each year the measure is correlated with the outcome measure that was in use at the time. In other words, the relative performance of schools is consistent across measures – a school that was previously rated as high performing would be high performing on this new measure.

<sup>32</sup> From 2014 the range of equivalent qualifications that were included in Performance Tables was greatly reduced. Those that remained had their size capped as being equivalent to one GCSE and a maximum of two non-GCSEs per pupil were included.

<sup>33</sup> This was the first year that a value-added measure had been central to school accountability as it formed the government's floor standard.

## Structure of underlying pupil level models

Our measures for academy chains and local authorities are constructed from school level performance measures. School-level scores are, in turn, generated from pupil-level data held within the National Pupil Database, using a multi-level modelling approach. This recognises the underlying structure of the data of pupils nested within schools.

In measures of current performance we control for prior attainment and, for the contextualised models, the additional pupil characteristics as set out above.<sup>34</sup>

We have constructed these models, and associated school scores for each year back to 2008. It is necessary to go back this far as these scores form the baseline needed to calculate an improvement measure.

The improvement measures follow a similar form to the current performance measures but include an additional control for the school's value-added score in a baseline year. The baseline year is five years ago (at Key Stage 4, a cut off of four years is used for Key Stage 2) for schools with results published over that period and who have remained with the same school group during that time. In other circumstances it is:

- the final year as a predecessor school for schools that have become an academy more recently than five (or four) years ago; or
- the final year with the original academy chain for academies that have moved between academy chains more recently than five (or four) years ago; or
- the first year of results for new provision schools that had their first set of results within the last five (or four) years.

As with school performance tables, the status of a school in terms of its type and the group it is associated with, is taken as at September in the academic year to which results refer.

For example, for results in 2017:

- School A is an academy that converted from a local authority school in May 2013. Its baseline year is then 2013.
- School B is a free school that opened in September 2011 and first had results published in the 2016 performance tables. Its baseline year is 2016.
- School C became an academy in November 2012. In June 2015 it moved from its original academy trust to join a new sponsor. Its baseline year is 2015.

When calculating a school's baseline value-added score:

- Results from predecessor schools are linked together with the current school in order to calculate a baseline. Where a school has multiple predecessors, the results from each predecessor are combined together.
- Where possible, the baseline score is a combination of three years of results (so a baseline of 2011 includes results from 2009, 2010 and 2011). This is to allow for volatility in measures at

---

<sup>34</sup> Our prior attainment includes squared and cubic terms to allow for a curved relationship between prior attainment and outcomes.



school level and for measures in an individual year being atypical as a measure of effectiveness for the school.

We calculate a separate improvement model for each possible baseline year (so for example, Key Stage 4 2017 has five models, 2012-2016). Rather than just include pupils at schools with the same baseline year, each model includes all schools with data for that year even if it is not the baseline year for that individual school. Calculating models based only on schools with the same baseline year would be likely to produce misleading results since the type of school converting to academy status is different each year, particularly earlier in the academies programme. Therefore, we are comparing a school's results to all schools over the same period, not just those that share the same baseline year.

### **Grouping schools within academy chains and local authorities**

Schools are grouped with a local authority if they are a community school, foundation school, voluntary aided school, or a voluntary controlled school.

Schools are grouped under an academy chain using the trust and sponsor information recorded on the Department for Education's 'Get information about schools' service (formerly Edubase).<sup>35</sup> Where a trust appears under a sponsor we have taken this higher level as being the school grouping (so a chain may have multiple academy trusts within it).

This data provides a snapshot at the point of download (we have used an extract taken in August 2017) and does not record a change in school trust that did not result in a change of school identifier (known as the school URN). Therefore, we have supplemented this using published data on schools that have moved between trusts.<sup>36</sup> However, this dataset does not cover all years and naming conventions for trusts are inconsistent between datasets with no separate unique identifiers included.

Whilst we have made every reasonable effort to assign schools against the correct academy chain, the quality of the published data mean that in some instances some schools may not have the data of joining a chain correctly recorded, or may be incorrectly assigned to a particular chain. We believe this would affect only a very small minority of school groups.

Note that the published number of schools with performance data is often higher than that published by the Department for Education. Whilst both sets of analyses rely on schools that were open at the start of the academic year, the Department for Education measures apply an additional condition that the school must have been open for the previous two years.

### **Averaging results across several years**

Our previous report referred to results in a single academic year. We adopted the same methodology as the Department for Education when determining which schools should be associated with each academy chain and local authority – schools were included if they were with the chain or local authority at the start of the academic year to which the results refer.

---

<sup>35</sup> <https://get-information-schools.service.gov.uk/>

<sup>36</sup> DfE, 'Academy trust transfers and grant funding', September 2017.

In this report we adopt a modified approach. We calculate the measures at school level for 2015, 2016, and 2017 using the same start of academic year cut off. We then combine all of these school results together (weighted by pupil numbers) to get an overall performance figure. Hence:

- A school that has three years of results will contribute its 2015, 2016, and 2017 results.
- A school that left an academy chain or local authority over that period will only contribute its results for the years it was there (so if it left, for example, in July 2015 it would contribute its 2015 results and no more).
- A school that joined an academy chain or local authority over that period will contribute for the years it was there (so if it joined in September 2015 it would contribute its 2016 and 2017 results).
- Therefore, schools that have been there the longest will continue to carry the greatest weight.
- A school that moved between chains or from a local authority to a chain would have some results assigned to the original organisation and later results to the receiving organisation.

This last point is particularly important. If underperforming schools leave an academy chain (rebrokerage) or local authority (forced academisation), that poor performance continues to be reflected in the overall performance of a chain or local authority in subsequent years (with diminishing impact as time progresses). Chains cannot immediately become 'high performers' by losing schools that they were failing to improve. It also means that local authorities that lose high performing schools to become converter academies do not lose that performance immediately.

We believe that such an approach better reflects the current dynamics of the academies programme where schools are now being moved between chains due to performance issues.

School groups are included if they have at least five (Key Stage 2) or three (Key Stage 4) schools with results in at least one year. The tables show the number of schools in 2017 and hence may sometimes appear lower than this cut-off - for example a chain with Key Stage 4 results for four schools in 2015 would be included, even if that chain had now closed.

### **Measuring uncertainty in results**

The score for any individual academy chain or local authority is the average performance within them. But there is also variation within most chains and local authorities. Even in high performing chains and local authorities there can be schools that are not improving at such a rate. In other words, an academy chain or local authority being measured as high performing overall does not necessarily mean that all of its schools are high performing. We therefore provide the spread of school scores (the lower and upper quartile) that make up the overall improvement measure. We believe that this gives a more meaningful measure of the 'uncertainty' around a score for an academy chain or local authority than a statistical confidence interval.

## Results for disadvantaged pupils

We consider the current performance measure (i.e. not accounting for historic performance of the school) split by pupils who are economically disadvantaged versus other pupils. We take disadvantaged to mean those pupils who are eligible for free school meals.<sup>37</sup>

### Interpretation of results

Across our measures for mainstream schools the scores should be interpreted as:

- At Key Stage 2, a score of +/-1 means that, on average, pupils achieve one scaled score point higher/lower than similar pupils.<sup>38</sup>
- At Key Stage 4, a score of +/-1 means that, on average, pupils achieve one grade higher/lower in each subject at GCSE than similar pupils.

## Special schools

By April 2018 there were just over 300 special academies and free schools. The majority of these are part of a multi-academy trusts. To date, neither we, nor the Department for Education, have included them in results at academy chain level.

As with mainstream schools, the results of special schools are published in the school performance tables using the same measures. Given the reasons that pupils might attend a special school it is not surprising to see that results, on average, are far lower than in mainstream schools.

In 2017, the average Attainment 8 score of a pupil attending a state-funded mainstream school was 47.1 points – equivalent to a grade C in each of eight subjects; in state-funded special schools the average was 2.7 points – equivalent to a grade G in just three subjects.<sup>39</sup> Similarly, pupils in special schools have an average Progress 8 score of -1.7. So even after controlling for prior attainment these pupils achieve nearly two grades lower in each GCSE subject than pupils in mainstream schools.

This is reflected in the school level Progress 8 scores of special schools and mainstream schools. Nearly all of the former have scores that are below -1.0, nearly all of the latter have scores that are above that point (Figure 2.3).

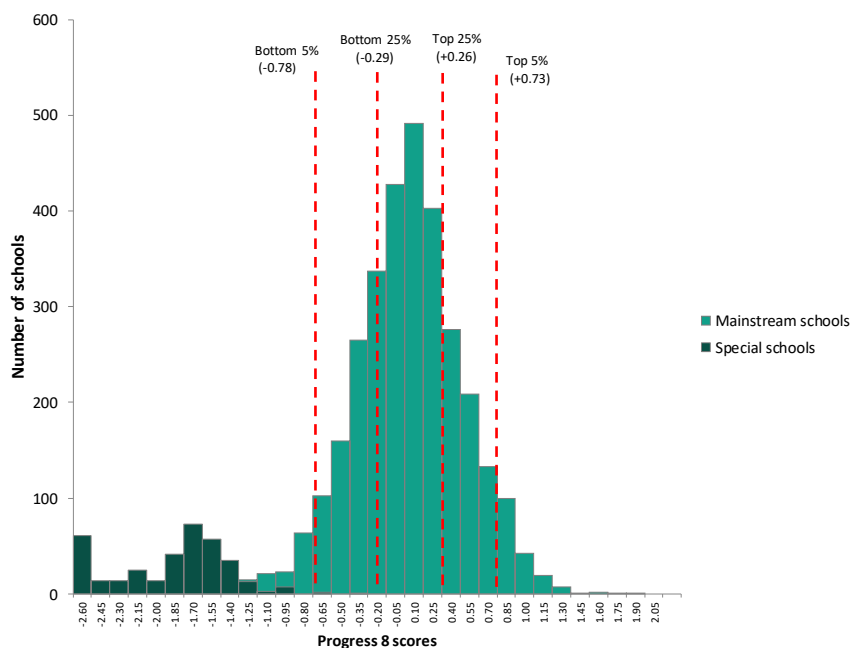
---

<sup>37</sup> Note that in most of our work, we use a broader definition of disadvantage, namely pupils that have been eligible for free school meals at any point in the last six years (Ever6). We use the narrower definition here as our underlying models control for FSM status rather than Ever6 and so the results are easier to interpret. We would expect the patterns to be broadly the same if instead we used Ever6 in both the underlying model and the breakdown.

<sup>38</sup> Unlike the previous national curriculum point scale there is no direct relationship between scaled point score and amount of progress in terms of amount of schooling. However, we estimate that on our measures, one scaled point is broadly equivalent to around half a term.

<sup>39</sup> Department for Education, *Revised GCSE and equivalent results in England: 2016 to 2017*, January 2018.

**Figure 2.3: Distribution of progress 8 scores for state-funded mainstream and special schools**



If we were to include special schools on exactly the same basis as mainstream schools it is likely to be detrimental to those academy chains that have special schools within them – the most highly effective special schools on this measure would still be behind the least effective mainstream schools.

One approach would be to construct similar models to those used for mainstream schools, using the same outcome measure, but deriving them from pupils that attend specials. This is not without weaknesses, including:

- Trusts and local authorities employ different policies for special provision. For example, some areas will make greater use of specialist units within mainstream schools than others.
- Schools, trusts and local authority areas that include pupils within mainstream schools rather than in specialist provision will see those pupils assessed against the mainstream model (with pupils expected to achieve higher results on average).
- Many pupils recorded as being at the end of Key Stage 4 are not entered for any GCSEs or equivalent qualifications. Nationally, only a third of pupils are.
- Many special schools do not have school results published due to small numbers of pupils or poor coverage (less than half of their pupils being included in value-added measures). In 2017, only around half of special schools had a Progress 8 score published.
- The relationship between contextual factors and outcomes is less clear for pupils who attend special schools.

Applying exactly the same measures to special schools is therefore unlikely to produce reliable results. However, there is still clearly a need to see how academy chains and local authorities are affecting the results of all of their pupils.

We have therefore made the following decisions when calculating these models.

## **Pupils included**

In order to allow for the differing provision for pupils with special educational needs, we include:

- all pupils with a statement of special educational needs or an education, health and care plan (EHCP) in mainstream schools;
- all pupils within SEN units or resourced provision; and
- all pupils in special schools.

This means that we have measures for academy chains and local authorities in which we measure the performance of all pupils with SEND above additional support in mainstream classes.

## **No measures for individual schools**

The coverage set out above and the inherently small cohorts mean that measures for individual institutions will not be directly comparable and are likely to be particularly volatile. The small numbers also mean that many scores would be suppressed. An academy chain or local authority may have a large number of relevant pupils but because they are spread over a number of schools no individual school, and hence the group as a whole, would have a score published. Therefore, we calculate a score for each academy chain or local authority directly, without an intermediate step for school measures. We have used a simple Ordinary Least Squares (OLS) model in order to do this.

## **Current performance measure only**

Because we do not calculate scores for individual schools there is no directly comparable way of measuring improvement. Therefore, at this stage we are presenting a measure of current performance only.

## **Outcome measure**

Many pupils in special schools are not entered for any GCSEs. Therefore, our measure of 'best 5 GCSEs' will be zero for large numbers of pupils. We have therefore included the wider range of equivalent qualifications that are used in performance tables.

## **Interpretation of measure**

On this measure a score of +/-1 means that on average, pupils achieved one grade higher/lower in one of their GCSEs (or equivalent qualifications) than pupils with similar prior attainment.<sup>40</sup>

## **Applying caution to interpretation**

Whilst we have made efforts to provide a fairer comparison than that provided by results alone, there is still considerable, and uncontrolled for, variation in the nature of provision offered by different school groups. The results may in part reflect that variation rather than variation in underlying effectiveness. We have therefore taken the decision not to publish lists of the highest and lowest performers. Instead we have illustrated the spread of results within the main body of the report and provided a list of results (in alphabetical rather than outcome order) in an Annex.

---

<sup>40</sup> Note that this interpretation is different from that used for mainstream schools which is based on average grade across all subjects.

As ever, we welcome comment and discussion of our proposed methodology.

## Stability of cohorts

Consistent with school performance tables, our measures reflect the outcomes of pupils that were in a school at the end of Key Stage 2 or Key Stage 4 and assume that all of the progress made between key stages is attributable to that school. In other words, we assume that they were in the same school throughout.

The reality is of course far more complex. Pupils may have joined a secondary school in year 7 but left, for whatever reason, before they took their GCSEs. Similarly, a pupil taking their GCSEs may have only recently joined the school. Most schools are likely to experience some pupils moving in this way but the extent to which schools – or academy chains and local authorities – are affected will vary.

In this report we present two measures of the stability of cohorts within each academy chain and local authority:

- The percentage of pupils who joined the school at the ‘usual time’ who then left before the end of Key Stage 2 or Key Stage 4 (outflow); and
- The percentage of pupils who were in the school at the end of Key Stage 2 or Key Stage 4 who did not join the school at the ‘usual time’ (inflow).

When calculating these measures, we only include those pupils that completed Key Stage 2 and Key Stage 4 in 2017 and were recorded in the National Pupil Database. Therefore, in the first measure we are not able to measure the effects of pupils that have left the state-funded school system, or who completed the Key Stage in a different year. In addition, neither measure takes account of pupils who were never admitted to the school.

We will be carrying out a more detailed study later in the year to examine movements out of schools.

It has been necessary to estimate the usual start point for each school (i.e. at what point would a Key Stage 2 or Key Stage 4 pupil have expected to join the school). This is because we do not have reliable longitudinal data on the legal age ranges covered by schools (these can change over time, particularly in local authorities that have moved from a three-tier school system) nor how admissions have worked in practice.

In order to estimate the usual starting point, we used the school census in each of the last five years to see the proportion of pupils within a school that had attended the same school the previous year. Where this is particularly low we assume that this is the usual joining year. Whilst this method is less reliable in some circumstances (e.g. where a school has merged into another) it will produce a robust measure in most cases. Where the estimated join date was earlier than year 3 (Key Stage 2) or year 7 (Key Stage 4) we have set the join date to that point.

## Part 3: Results

### Mainstream primary schools (Key Stage 2)

A total of 87 academy chains and 150 local authorities had the necessary data to produce measures at Key Stage 2. A complete set of tables is shown in Annex 1.

Figure 3.1 shows the top 20 academy chains and local authorities in terms of the contextualised improvement measure (our headline measure). Figure 3.2 then shows the bottom 20 academy chains and local authorities on this measure.

These tables show that amongst high performers:

- The very highest performing school groups have improvement scores of +2.0 and above. This means that after controlling for pupil characteristics and the historic performance of these schools, pupils achieve around two more scaled points on the new national curriculum assessments.
- Local authorities make up 15 of the top 20 school groups. However, given the relative total number of local authorities and academy chains this means that this is only slightly higher than would be expected. If the number of local authorities in the top 20 matched the overall proportion we would expect 12 or 13 local authorities to be in the top 20.
- The highest performing academy chain is the Harris Federation with a score of +2.39, well ahead of the next highest performing chain (The Spencer Academies Trust, +1.39). The Harris Federation was also the highest performing chain in our 2015 measures.
- Of the 15 local authorities in the top 20, 14 are in London. The highest performing school group is Kensington and Chelsea (+2.66). Redcar and Cleveland was the highest performing local authority outside of London (+1.75 and fifth overall).

Amongst the lowest performing school groups:

- The very lowest performing school groups have scores of -1.2 and below. This means that after controlling for pupil characteristics and the historic performance of these schools, pupils achieve around 1.2 less scaled points on the new national curriculum assessments.
- Academy chains are disproportionately represented amongst the lowest performing groups. Of the bottom 20 local authorities and academy chains, 12 are academy chains. If this reflected the total number of academy chains and local authorities we would expect 7 or 8 academy chains.
- Amongst the lowest performing academy chains are Wakefield City Academies Trust and the Education Fellowship Trust. Both of these trusts have subsequently relinquished all of their schools. The Education Fellowship Trust was the lowest performing school group in our 2015 measures.
- The lowest performing local authorities were Bedford, Poole and Rutland. Poole and Rutland were also the lowest performing local authorities in our 2015 measures.

Figure 3.1: The highest performing academy chains and local authorities at Key Stage 2

Name	Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
1 Kensington And Chelsea	LA	25	25	+2.42	+2.04	+2.35	+2.41	25	+1.93	+2.66	+0.96	+4.31	12%	11%
2 Harris Federation	AC	12	12	+2.51	+2.02	+2.11	+2.59	11	+1.98	+2.39	+0.89	+3.21	17%	19%
3 Greenwich	LA	60	60	+1.37	+1.31	+1.46	+1.55	60	+1.24	+2.00	+0.65	+3.18	14%	12%
4 Hammersmith And Fulham	LA	28	28	+1.07	+1.10	+1.20	+1.43	28	+0.78	+1.96	+0.85	+2.96	18%	15%
5 Redcar And Cleveland	LA	33	33	+1.55	+2.24	+2.42	+3.02	33	+0.93	+1.75	+0.34	+3.00	11%	12%
6 Hounslow	LA	41	41	+1.77	+1.13	+1.21	+1.51	41	+1.05	+1.60	+0.36	+2.80	17%	12%
7 Hackney	LA	52	52	+2.09	+1.75	+1.98	+1.94	52	+0.30	+1.57	+0.42	+2.47	13%	9%
= Richmond Upon Thames	LA	34	34	+1.03	+0.72	+0.92	-0.49	33	+2.20	+1.57	+0.63	+2.66	9%	9%
9 Westminster	LA	32	32	+2.22	+1.42	+1.69	+1.62	32	+0.64	+1.54	+0.32	+2.86	14%	11%
10 Lambeth	LA	57	57	+2.12	+1.95	+2.11	+2.44	57	+0.22	+1.52	+0.24	+2.85	13%	9%
11 Newham	LA	56	56	+2.90	+1.84	+1.88	+2.49	56	+0.90	+1.51	-0.01	+3.03	18%	11%
12 The Spencer Academies Trust	AC	7	7	+0.42	+0.73	+0.74	+1.04	7	+1.00	+1.39	+0.32	+2.28	13%	21%
13 Islington	LA	42	42	+1.86	+1.87	+2.28	+1.84	42	-0.10	+1.38	+0.26	+2.48	13%	11%
14 The Diocese Of Westminster Academy Trust	AC	5	5	+1.08	+1.12	+1.17	+2.98	5	+1.55	+1.31	-0.28	+2.70	7%	6%
15 Redbridge	LA	44	44	+1.88	+0.61	+0.70	+0.48	44	+1.81	+1.30	+0.15	+2.03	14%	11%
= Haringey	LA	45	45	+2.06	+1.34	+1.57	+1.12	45	+0.70	+1.30	+0.30	+2.25	14%	10%
17 Tower Hamlets	LA	61	61	+2.00	+1.22	+1.28	+1.53	61	+0.40	+1.28	+0.33	+2.72	12%	9%
18 Transform Trust	AC	6	6	-1.00	-0.23	-0.32	-0.19	6	-0.35	+1.27	+0.38	+2.59	19%	15%
= Hull Collaborative Academy Trust	AC	11	11	+1.57	+1.83	+2.17	+1.70	8	+0.53	+1.27	+0.04	+2.32	16%	15%
20 Lewisham	LA	61	61	+0.96	+1.12	+1.31	+1.06	60	+0.23	+1.26	-0.14	+2.68	16%	10%



Figure 3.2: The lowest performing academy chains and local authorities at Key Stage 2

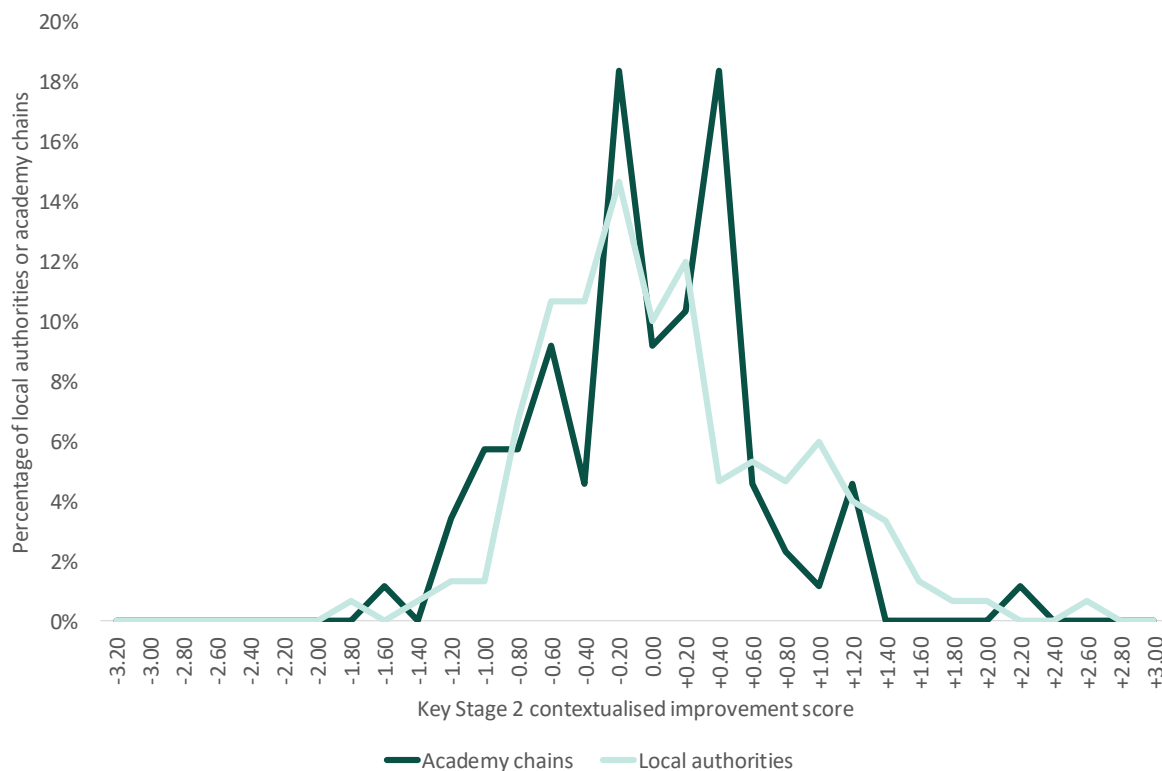
Name	Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
218 The Blessed Cyprian Tansi Catholic Academy Trust	AC	5	5	-0.93	-0.93	-1.14	-0.44	5	-0.53	-0.74	-1.31	+0.53	14%	8%
219 United Learning Trust	AC	16	16	-1.00	-1.00	-1.20	-0.68	15	-1.43	-0.78	-1.25	+1.03	15%	14%
= Bracknell Forest	LA	27	27	-0.40	-0.54	-0.54	-0.93	27	-0.33	-0.78	-1.48	+0.41	14%	12%
221 Luton	LA	33	33	+0.23	-0.04	-1.31	-0.95	5	-0.51	-0.80	-1.45	+0.56	15%	12%
222 Schoolsworks Academy Trust	AC	5	5	-0.50	-1.17	0.00	-0.39	33	-0.88	-0.79	-1.74	-0.02	8%	8%
223 University Of Brighton (Hastings Academies Trust)	AC	5	5	-2.17	-1.88	-1.80	-3.22	5	-1.02	-0.85	-1.63	+0.11	16%	15%
224 Doncaster	LA	67	67	-1.11	-0.89	-0.93	-1.37	67	-1.07	-0.86	-1.90	+0.41	14%	14%
= The Academy Trust Of Melksham	AC	6	6	-2.81	-2.49	-2.82	-2.59	6	-0.57	-0.86	-1.65	+0.02	15%	10%
226 Northamptonshire	LA	133	133	-0.71	-0.95	-1.01	-1.59	122	-0.08	-0.87	-1.58	+0.31	11%	13%
227 Pontefract Academies Trust	AC	6	6	-2.32	-2.00	-1.88	-4.07	6	-0.98	-0.94	-1.79	+0.63	11%	16%
228 Wakefield City Academies Trust	AC	14	14	-1.27	-1.25	-1.39	-1.41	7	-0.84	-0.95	-1.76	+0.68	13%	12%
229 Diocese Of Oxford	AC	15	15	-1.77	-1.83	-2.07	-1.62	11	-0.77	-0.99	-1.51	+0.33	12%	13%
230 Net Academies Trust	AC	6	6	-0.69	-1.01	-0.71	-2.24	6	-1.17	-1.08	-1.48	+1.03	19%	15%
231 West Sussex	LA	158	158	-1.28	-1.37	-1.51	-1.74	156	-0.52	-1.10	-1.88	-0.01	10%	12%
232 The Brooke Weston Trust	AC	5	5	-1.42	-1.59	-1.70	-1.70	4	-1.00	-1.13	-2.02	+0.50	14%	15%
233 Rutland	LA	6	6	-1.63	-1.47	-1.86	-1.82	6	-0.84	-1.17	-1.75	+0.65	21%	14%
234 The Education Fellowship Trust	AC	8	8	-2.74	-2.61	-2.50	-3.89	8	-1.58	-1.18	-2.01	+0.04	20%	12%
235 Poole	LA	7	7	-1.69	-1.55	-1.56	-2.37	6	-0.88	-1.26	-2.88	+0.14	22%	19%
236 Askel Veur - Diocese Of Truro	AC	12	12	-1.47	-1.21	-1.41	-2.41	5	-0.75	-1.51	-2.03	-0.23	19%	26%
237 Bedford	LA	12	12	-0.85	-1.46	-1.58	-1.50	9	-1.85	-1.62	-2.60	-0.01	13%	13%

Figure 3.3 shows the distribution of scores for all academy chains and local authorities with results. It suggests that, on average, there is no real difference between the performance of academy chains and local authorities on this new contextualised improvement measure – though it also illustrates the slightly higher proportion of academy chains amongst the very lowest performing school groups.

As identified by our previous report, it is the differences between individual academy chains and individual local authorities that is important rather than a direct comparison of academies and schools maintained by local authorities.

Even then the differences are relatively small. The difference between the upper and lower quartile is equivalent to about a 0.9 scaled score points at Key Stage 2. The difference between the 5<sup>th</sup> and 95<sup>th</sup> percentile of academy chains and local authorities is equivalent to about 2.2 scaled score points. We estimate that this difference is equivalent to just over one term’s progress. We identified a similar range in our previous report.

**Figure 3.3: Distribution of improvement measure scores at Key Stage 2**



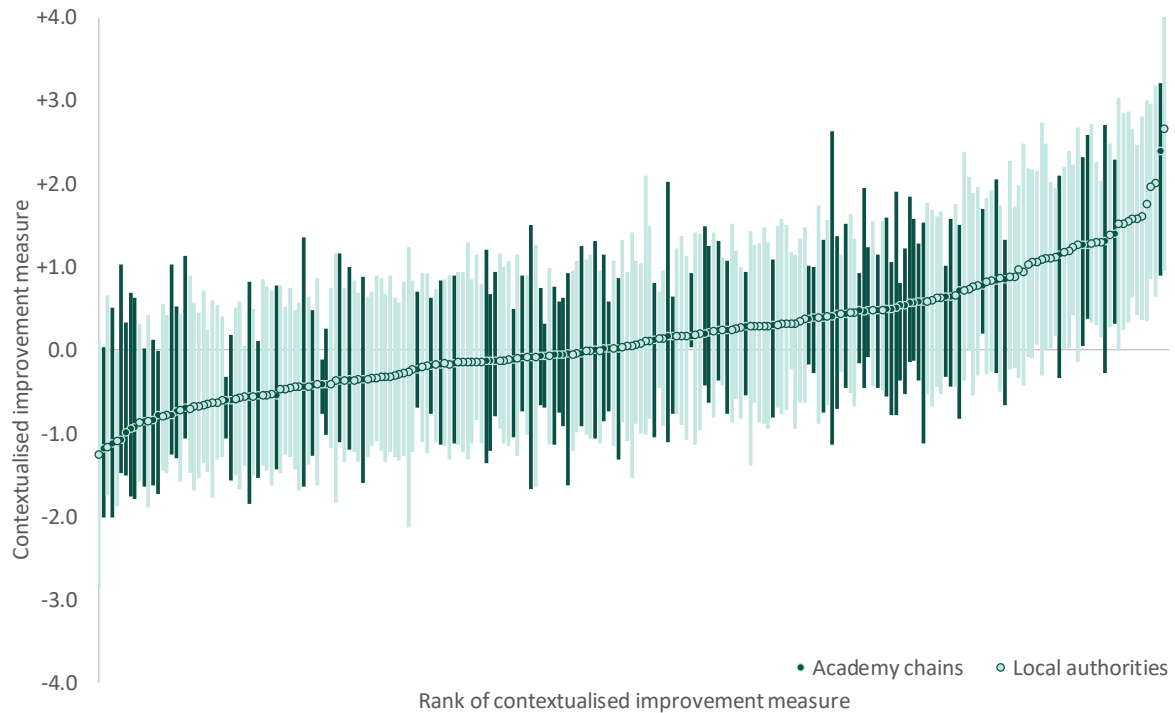
The score for any individual academy chain or local authority is the average performance within them. But there is also variation within most chains and local authorities. Even in high performing chains and local authorities there can be schools that are not improving at such a rate.

In other words, an academy chain or local authority being measured as high performing overall does not necessarily mean that all of its schools are high performing. In Figure 3.4 we plot the range of school scores (the lower and upper quartile) that make up the overall improvement measure.<sup>41</sup>

<sup>41</sup> An academy chain that has had three schools for three years will have a total of nine school level results. It is this that we base the quartile calculation on.

We see that each school group has a range of results. Even the lowest performing groups have schools that are around average, and only in the very highest performing groups does the lower quartile rise above the national average.

**Figure 3.4** The spread of school results (upper and lower quartile) within each academy chain and local authority



Vertical lines show the range between the top and bottom quartile within each academy chain and local authority

The improvement measure is strongly correlated with the current performance measure. This is not surprising, all other things being equal, schools that have improved will have higher results. However, there remain chains and local authorities where results are improving but where results are still relatively low (Figure 3.5). Similarly, there are school groups where results are currently high but where the improvement score is low. These are a particularly important group as they may, as yet, be ineligible for intervention but where efforts may be required to ensure that they do not slip further back.

**Figure 3.5: Comparison of contextualised current performance and contextualised improvement measures at Key Stage 2**



## Secondary schools (Key Stage 4)

A total of 97 academy chains and 121 local authorities had the necessary data to produce improvement measures at Key Stage 4. A complete set of tables is shown in Annex 2.

Figure 3.6 shows the top 20 academy chains and local authorities in terms of the contextualised improvement measure (our headline measure). Figure 3.7 then shows the bottom 20 academy chains and local authorities.

These tables show that amongst high performers:

- The very highest performing school groups have improvement scores of +0.5 and above. This means that after controlling for pupil characteristics and the historic performance of these schools, pupils achieve around half a grade higher in each GCSE subject than similar pupils nationally.
- Academy chains are disproportionately found amongst the top 20 of school groups. Fourteen of the top 20 are academy chains. Of the six local authorities that are in the top 20, 5 are in London.
- The highest performing academy chain is the Rodillian Academy. The highest performing large trusts are Outwood Grange and Harris. Outwood Grange was also in the top five on our 2015 measure.

Amongst lowest performing school groups:

- The very lowest performing school groups have scores of -0.4 and below. This means that pupils achieve around a two-fifths of a grade lower than similar pupils nationally.
- The bottom 20 is more mixed than the top 20 with relatively even numbers of academy chains and local authorities and broadly in line with overall proportions. However, three of the bottom four groups are academy chains.
- Two of the bottom three academy chains have since lost some, or all, of their schools. In February 2018, Bright Tribe relinquished all but one of its schools in the north of England whilst keeping its schools in the south.<sup>42</sup> The Education Fellowship Trust gave up all 12 of its schools in March 2017.<sup>43</sup>

---

<sup>42</sup> P. Allen-Kinross, *'Bright Tribe relinquishes all but one of its northern schools'*, Schools Week, March 2018

<sup>43</sup> J. Staufenberg, *'Education Fellowship Trust gives up all 12 of its schools over poor performance'*, Schools Week, March 2017

Figure 3.6: The highest performing academy chains and local authorities at Key Stage 4

Name	Type	Number of Key Stage 4 schools	Current performance					Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
1 The Rodillian Academy	AC	4	4	+0.33	+0.40	+0.43	+0.37	4	+0.76	+0.72	+0.35	+0.79	11%	12%
2 Outwood Grange Academies Trust	AC	15	15	+0.22	+0.31	+0.33	+0.29	15	+0.59	+0.56	+0.43	+0.69	13%	10%
3 Brent	LA	2	2	+0.54	+1.05	+1.13	+0.43	2	+0.14	+0.50	-0.11	+0.74	9%	7%
4 The Gorse Academies Trust	AC	3	3	+0.25	+0.26	+0.28	+0.18	3	+0.49	+0.47	+0.36	+0.55	10%	10%
5 Harris Federation	AC	19	19	+0.39	+0.35	+0.33	+0.52	19	+0.38	+0.36	+0.11	+0.58	11%	6%
6 University Of Brighton (Hastings Academies Trust)	AC	3	3	-0.10	+0.12	+0.15	+0.05	3	+0.30	+0.35	+0.12	+0.57	12%	13%
7 Matrix Academy Trust	AC	3	3	+0.05	+0.06	+0.09	-0.09	3	+0.33	+0.31	+0.14	+0.42	11%	7%
8 Hackney	LA	8	8	+0.42	+0.40	+0.44	+0.39	7	+0.25	+0.29	+0.11	+0.34	8%	5%
= Kingston Upon Hull City Of	LA	3	3	+0.11	+0.20	+0.20	+0.18	3	+0.26	+0.29	+0.08	+0.43	6%	3%
10 Haringey	LA	6	6	+0.36	+0.29	+0.29	+0.32	6	+0.29	+0.27	+0.14	+0.41	8%	6%
= The Dean Trust	AC	3	3	-0.15	+0.07	+0.07	+0.10	3	+0.19	+0.27	+0.22	+0.33	6%	7%
12 Samuel Ward Academy Trust	AC	4	4	+0.24	+0.28	+0.28	+0.36	4	+0.20	+0.26	+0.07	+0.37	12%	6%
13 The Thinking Schools Academy Trust	AC	4	4	+0.31	+0.33	+0.38	+0.14	4	+0.24	+0.24	+0.17	+0.42	12%	10%
14 The Sigma Trust	AC	4	4	+0.15	+0.25	+0.28	+0.15	4	+0.16	+0.23	+0.07	+0.41	10%	10%
= Merton	LA	5	5	+0.49	+0.38	+0.41	+0.29	5	+0.21	+0.23	+0.10	+0.33	7%	4%
16 Diocese Of London	AC	4	4	+0.50	+0.45	+0.47	+0.45	4	+0.19	+0.22	+0.07	+0.34	7%	9%
17 United Learning Trust	AC	27	27	0.00	+0.04	+0.03	+0.07	27	+0.24	+0.20	0.00	+0.38	13%	10%
= Southwark	LA	3	3	+0.51	+0.37	+0.32	+0.63	3	+0.21	+0.20	+0.05	+0.48	7%	7%
19 Redhill Academy Trust	AC	6	6	-0.06	+0.03	+0.05	-0.09	6	+0.17	+0.19	+0.13	+0.26	9%	15%
= The Cam Academy Trust	AC	3	3	+0.45	+0.38	+0.41	+0.12	3	+0.19	+0.19	+0.10	+0.27	8%	8%

Figure 3.7: The lowest performing academy chains and local authorities at Key Stage 4

Name	Type	Number of Key Stage 4 schools	Current performance						Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school	
198 Greenwich	LA	5	5	+0.01	-0.04	-0.01	-0.18	5	-0.16	-0.17	-0.35	+0.06	10%	8%	
199 Wade Deacon Trust	AC	3	3	-0.11	+0.02	+0.07	-0.19	3	-0.23	-0.18	-0.23	-0.12	9%	11%	
200 Wolverhampton	LA	5	5	-0.34	-0.28	-0.27	-0.40	5	-0.22	-0.19	-0.37	-0.01	12%	12%	
= Milton Keynes	LA	3	3	-0.19	-0.20	-0.20	-0.24	3	-0.18	-0.19	-0.31	+0.03	7%	7%	
= Wirral	LA	6	6	-0.30	-0.10	-0.09	-0.14	6	-0.32	-0.19	-0.33	+0.03	10%	8%	
203 David Meller	AC	4	4	-0.38	-0.36	-0.38	-0.40	4	-0.18	-0.21	-0.52	+0.08	11%	6%	
204 Woodard Academies Trust	AC	6	6	-0.33	-0.31	-0.30	-0.50	5	-0.16	-0.22	-0.31	+0.06	2%	2%	
= Walsall	LA	3	3	-0.39	-0.26	-0.26	-0.35	3	-0.29	-0.22	-0.28	+0.05	8%	9%	
206 Education Central Multi Academy Trust	AC	3	3	-0.45	-0.38	-0.37	-0.45	3	-0.28	-0.25	-0.44	-0.05	9%	9%	
207 Derby	LA	6	6	-0.26	-0.27	-0.25	-0.44	6	-0.24	-0.26	-0.29	-0.08	13%	12%	
= Solihull	LA	2	2	-0.31	-0.21	-0.19	-0.37	2	-0.34	-0.26	-0.49	+0.05	7%	8%	
= Eastern Multi-Academy Trust	AC	3	3	-0.44	-0.44	-0.40	-0.71	3	-0.22	-0.26	-0.30	-0.10	9%	9%	
= Newcastle Upon Tyne	LA	4	4	-0.55	-0.36	-0.38	-0.32	4	-0.35	-0.26	-0.38	+0.22	10%	11%	
211 The Brooke Weston Trust	AC	5	5	-0.47	-0.47	-0.46	-0.61	4	-0.18	-0.27	-0.28	-0.01	7%	8%	
212 Greenwood Academies Trust	AC	8	8	-0.55	-0.50	-0.51	-0.56	8	-0.22	-0.30	-0.49	-0.07	17%	17%	
213 Southend-On-Sea	LA	1	1	-0.60	-0.50	-0.55	-0.38	1	-0.31	-0.31	-0.47	-0.12	22%	17%	
= Barnsley	LA	6	6	-0.51	-0.43	-0.43	-0.49	6	-0.34	-0.31	-0.51	+0.10	7%	10%	
215 The Education Fellowship Trust	AC	4	4	-0.48	-0.51	-0.53	-0.53	4	-0.34	-0.38	-0.44	-0.18	9%	11%	
216 The Hart Schools Trust Ltd	AC	3	3	-0.94	-0.82	-0.84	-1.12	3	-0.40	-0.41	-0.69	-0.20	17%	10%	
217 Nottingham	LA	1	1	-0.74	-0.48	-0.48	-0.54	1	-0.46	-0.42	-0.54	-0.32	13%	8%	
218 Bright Tribe Trust	AC	4	4	-0.68	-0.58	-0.57	-0.74	4	-0.51	-0.51	-0.94	+0.06	19%	8%	

Figure 3.8 shows the distribution of scores for all academy chains and local authorities with results. It suggests that, on average, academy chains perform slightly better than local authorities on this new contextualised improvement measure. However, the difference is small – the difference in the two ‘peaks’ in the graph is equivalent to about a tenth of a grade at GCSE and the variation within each group remains far more important than the differences between them.

The difference between the upper and lower quartile is equivalent to about a fifth of a grade in each GCSE subject. The difference between the 5<sup>th</sup> and 95<sup>th</sup> percentile of academy chains and local authorities is equivalent to about half a grade in each GCSE. This is broadly in line with the findings in our previous report and demonstrates that there are groups of schools that are performing differently from others.

**Figure 3.8: Distribution of improvement measure scores at Key Stage 4**

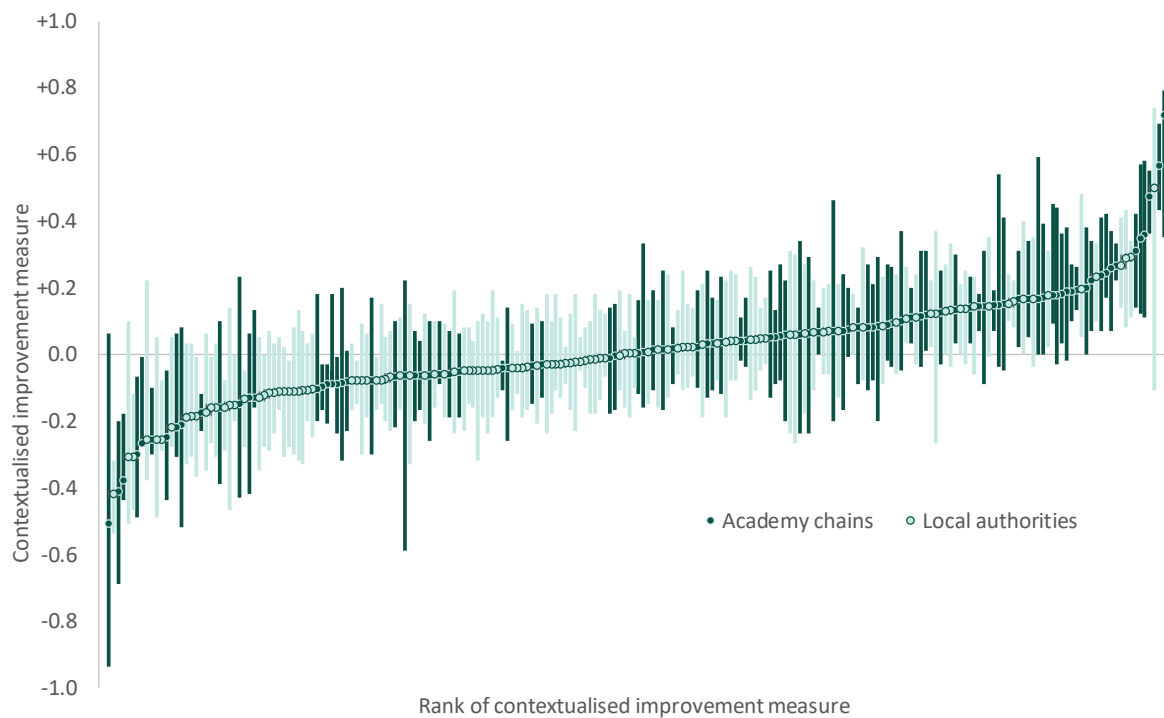


As with results at Key Stage 2, there is variation within most chains and local authorities. Even in high performing chains and local authorities there can be schools that are not improving at such a rate. In Figure 3.9 we plot the range of school scores (the lower and upper quartile) that make up the overall improvement measure.

The spread of results here is generally narrower (which may in part reflect the greater volatility in school level results at Key Stage 2). Some of the lowest performing groups are consistently low performing across at least three quarters of schools (i.e. the upper quartile is below average). In the highest performing school groups the ranges are generally narrow with the lower quartile of school results being well above the national average. For example, in Outwood Grange the lower quartile of improvement scores is +0.43 (nearly half a grade in each subject) and the upper quartile is +0.69 (around two-thirds of a grade).



**Figure 3.9 The spread of school results (upper and lower quartile) within each academy chain and local authority at Key Stage 4**



Vertical lines show the range between the top and bottom quartile within each academy chain and local authority

As with measures for primary schools, the improvement measure is strongly correlated with the current performance measure. This is not surprising as, all other things being equal, schools that have improved will have higher results. However, just as with primary measures, there remain chains and local authorities where results are improving but where results are still relatively low, and where results are currently high but where the improvement score is low. Figure 3.10 plots the improvement measure against the current performance measure. Whilst there is a lot of variation it does appear that in general, for a given current performance, academy chains tend to have slightly higher improvement scores than local authorities on this measure. As set out above, the overall differences are small.

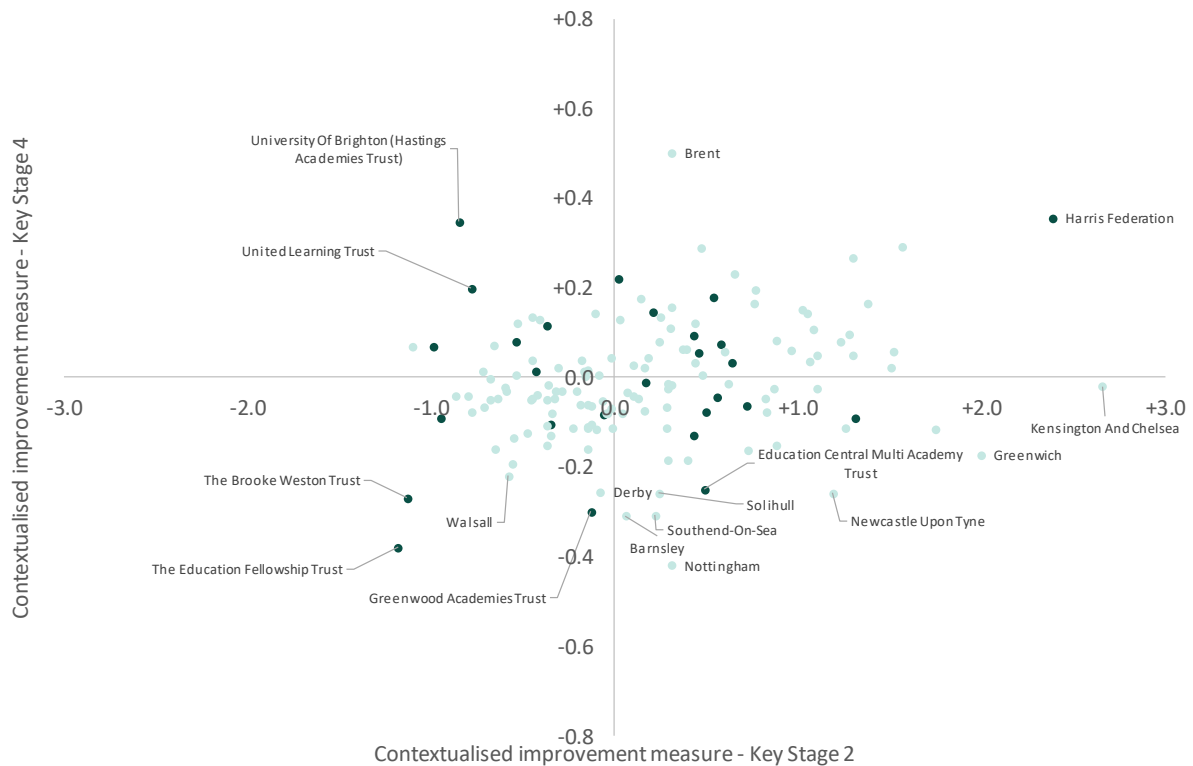
**Figure 3.10: Comparison of contextualised current performance and contextualised improvement measures at Key Stage 4**



### Comparisons across key stages

Figure 3.11 compares the performance at different key stages of the 27 academy chains and 121 local authorities with results published for both. Whilst there is some correlation between the two measures it is not particularly strong, particularly among academy chains. This suggests that there are few school groups that are high performing or low performing on both measures.

**Figure 3.11: Comparison of performance of mainstream schools at Key Stage 2 and Key Stage 4 for those academy chains and local authorities that have both**



It shows that:

- The Harris Federation and Brent perform well, and the Brooke Weston Trust and the Education Fellowship Trust perform poorly, on both measures.
- Redcar and Cleveland and Newcastle-upon-Tyne perform well at Key Stage 2 but are below average at Key Stage 4 whereas York and the University of Brighton perform poorly at Key Stage 2 but are around average and above average respectively at Key Stage 4.
- The United Learning Trust is amongst the top performers at Key Stage 4 and amongst the bottom performers at Key Stage 2.

### Stability of cohorts

Figures 3.12 and 3.13 below provide estimates of the stability of cohorts within academy chains and within local authorities. By stability we mean pupils joining a school when you would expect (e.g. in year 7 for an 11-16 school) and remaining there until the end of the phase.

There are of course many reasons why a pupil may move between schools at a non-standard time; for example, if the family moves home. The propensity of a pupil to make such a move may also be related to other factors outside of a school’s control – the characteristics of the school intake being associated with high propensity for pupils to move schools – rather than as a result of the actions of the school, the academy chain, or the local authority.

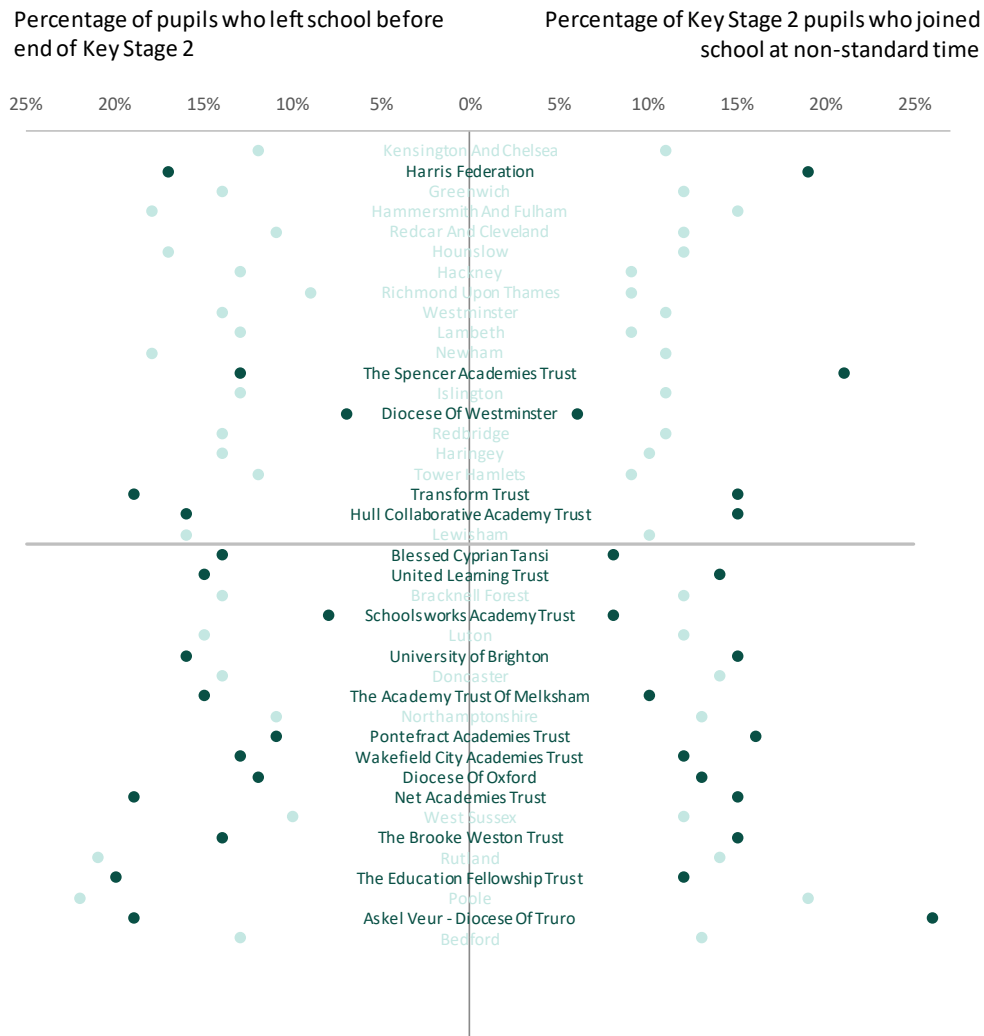
However, such movements can clearly affect the attainment of an individual and the reliability of measures of school effectiveness (for example, if pupils who were likely to achieve below average results were to leave) and so such measures provide useful context.

These charts show that:

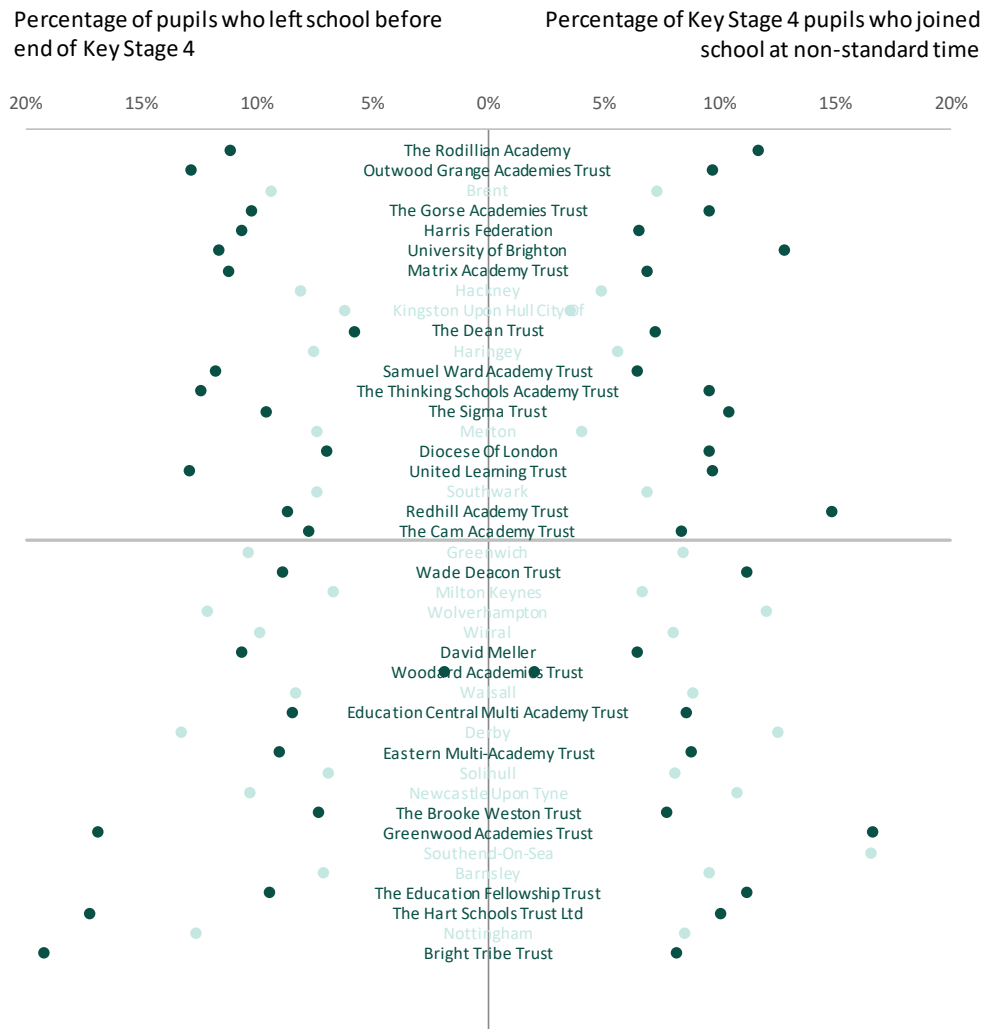
- There does not appear to be any systematic differences between academy chains and local authorities or between high performers and lower performers at Key Stage 2. Both have examples of high proportions of leavers and joiners.
- At Key Stage 2, the high performing Harris Federation appears to have a particularly high level of pupils who joined the school outside of normal starting point. However, the proportion of pupils that left the school, whilst high, was not exceptional in comparison to groups with similar performance.
- At Key Stage 4, higher performing academy chains do appear to have a higher proportion of pupils that leave in comparison to local authorities with similar levels of performance. They also have higher proportions of pupils that join at a non-standard time.
- The relationship is less clear amongst the lowest performers where there are examples of local authorities with high proportions of leavers. However, the highest proportions are still seen within academy chains.

We will be doing more detailed work later in the year to examine the rates at which pupils move out of schools.

**Figure 3.12: Stability of cohorts in academy chains and local authorities at Key Stage 2 – ranked by improvement measure, highest and lowest performers**



**Figure 3.13: Stability of cohorts in academy chains and local authorities at Key Stage 4 – ranked by improvement measure, highest and lowest performers**



## Performance of disadvantaged pupils

In this section we consider the current performance measure (i.e. not accounting for historic performance of the school) split by pupils who are economically disadvantaged versus other pupils. We take disadvantaged to mean those pupils who are eligible for free school meals.<sup>44</sup>

In academy chains and local authorities where the score for disadvantaged pupils is the same as that of non-disadvantaged pupils, the gap between the two groups is the same as the gap across all schools. Where disadvantaged pupils achieve a higher score, it means that the gap is narrower than that seen across all schools (or in some cases may even indicate disadvantaged pupils outperforming other pupils). Where disadvantaged pupils achieve a lower score than other pupils it means that the gap is wider than that seen across all schools.

Figures 3.14 and 3.15 plot the results for disadvantaged pupils versus non-disadvantaged pupils at Key Stage 2 and Key Stage 4 respectively.

At Key Stage 2 we see that:

- There is generally a strong correlation between results for the two groups. Academy chains and local authorities that are high performing for non-disadvantaged pupils tend to be high achieving for disadvantaged pupils too and vice-versa.
- There are academy chains and local authorities in which disadvantaged pupils out-perform other pupils by over 1 scaled point score. Outcomes are particularly high in the Diocese of Westminster Academy Trust. In the Education Central Multi-Academy Trust, disadvantaged pupils appear to do relatively well, but this is in comparison to the relatively poor performance of non-disadvantaged pupils.
- There are also academy chains and local authorities where disadvantaged pupils are well behind other pupils even after controlling for the gap at national level. In West Berkshire results for non-disadvantaged are broadly average, but disadvantaged pupils are around two scaled point scores further behind.

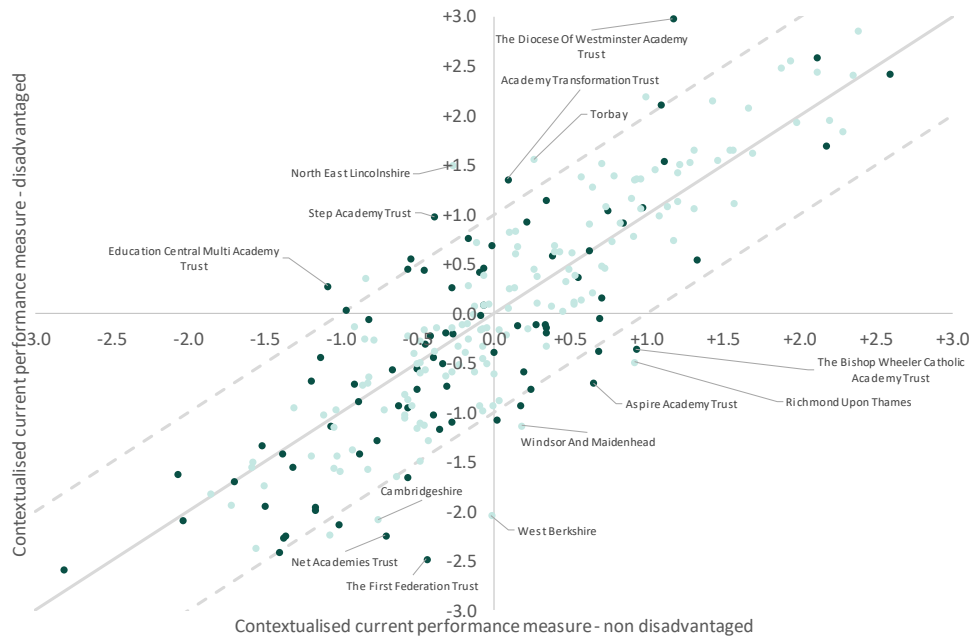
At Key Stage 4 we see that:

- There is also a strong correlation between results for the two groups at Key Stage 4.
- In three academy chains and local authorities – Loxford School Trust, Southwark, and Cardinal Hume Academies – disadvantaged pupils out-perform other pupils by over a quarter of a grade in each subject.
- However, there are far more school groups where the reverse is true. Amongst local authorities these include Kent, Calderdale, Cheshire East, and Bath and North East Somerset. Amongst academy chains these include Athelsten Trust, Wellsway, and Easter Multi-Academy Trust. The results in the last of these are particularly low for both groups.

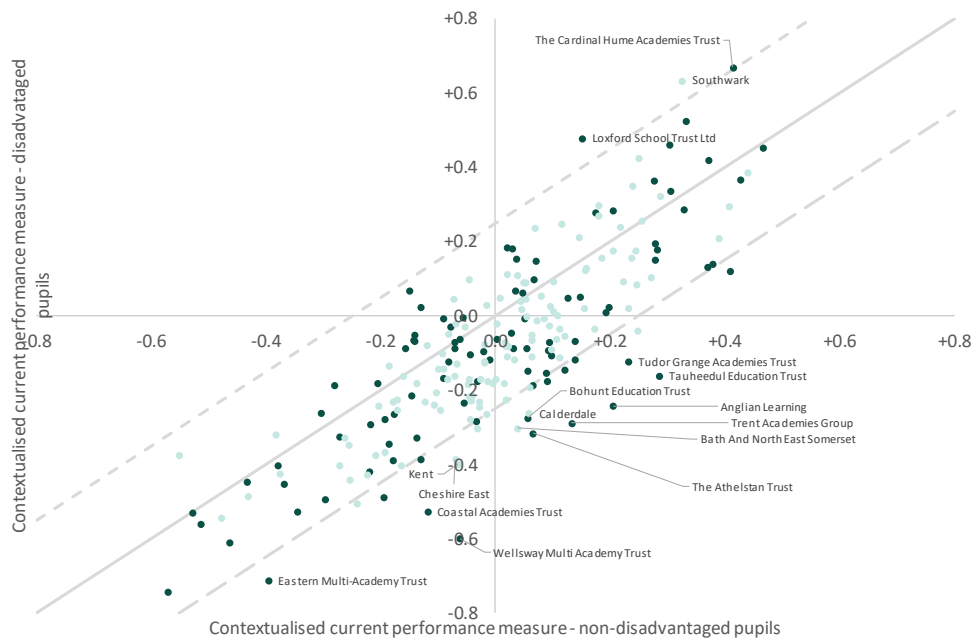
---

<sup>44</sup> Note that in most of our work, we use a broader definition of disadvantage, namely pupils that have been eligible for free school meals at any point in the last six years (Ever6). We use the narrower definition here as our underlying models control for FSM status rather than Ever6 and so the results are easier to interpret. We would expect the patterns to be broadly the same if instead we used Ever6 in both the underlying model and the breakdown.

**Figure 3.14: Comparison of performance of non-disadvantaged pupils and disadvantaged pupils on current performance measure at Key Stage 2<sup>45</sup>**



**Figure 3.15: Comparison of performance of non-disadvantaged pupils and disadvantaged pupils on current performance measure at Key Stage 4<sup>46</sup>**



<sup>45</sup> The broken diagonal lines indicate differences between the two groups of 1 scaled point score. The solid line represents those scores where the groups achieve the same score.

<sup>46</sup> The broken diagonal lines indicate differences between the two groups of 0.25 (or a quarter of a grade in each subject). The solid line represents those scores where the groups achieve the same score.



## Provision for those with special educational needs and disabilities

As set out in the methodology section, the results here refer to the outcomes of pupils meeting one of the following criteria:

- They have a special educational need or disability with a statement or EHCP in a mainstream school;
- They attend an SEN unit or resourced provision within a mainstream school;
- They attend a special school.

Figures 3.16 and 3.17 show the distribution of performance at academy chain and local authority level with associated confidence intervals.<sup>47</sup> They demonstrate the wide range of outcomes between different groups. We find that:

- At Key Stage 2 the difference between the 5<sup>th</sup> and 95<sup>th</sup> percentile of almost 7 scaled score points
- At Key Stage 4 the difference between the 5<sup>th</sup> and 95<sup>th</sup> percentile of 15 points is equivalent to a total of 15 grades at GCSE (e.g. three grades in each of five subjects).

These outcomes are not directly comparable with results for mainstream schools (since at Key Stage 4 we are using a measure based on the best 5 GCSEs rather than all results across GCSE and equivalent qualifications). However, broadly speaking, the spread of results for SEND pupils in academy chains and local authorities is about double at Key Stage 2, and treble at Key Stage 4, that seen in the mainstream models. This may imply that the academy chain or local authority attended matters far more for these pupils than it does when just considering mainstream schools.

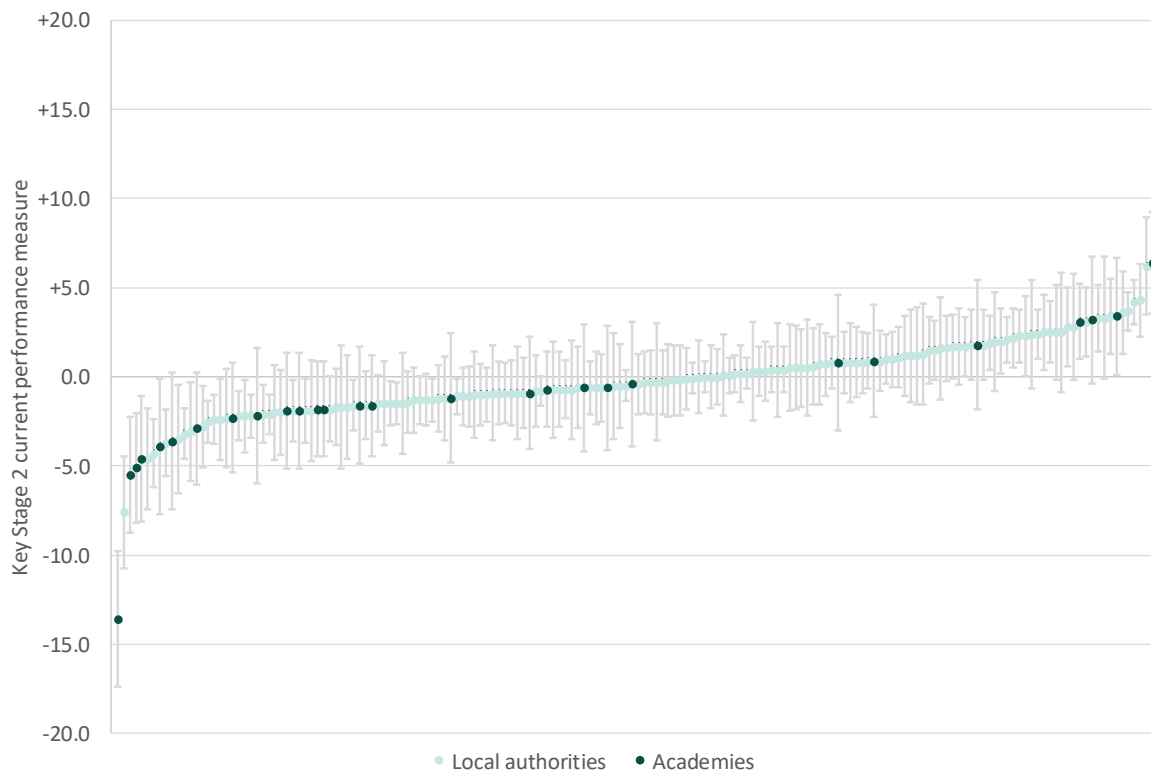
However, that in itself does not necessarily reflect variation in underlying effectiveness of those school groups. Instead it could reflect wider variation in the type of provision being offered and the effect of an individual pupil's special educational need or disability on their educational outcomes. The list of academy chains includes a mix of providers, some where pupils are largely educated in mainstream provision within mainstream schools and others which are trusts which focus on offering special provision.

Furthermore, a simple 'league table' of these results risks penalising those chains that are inclusive in nature whilst not providing results for those groups with low numbers of such pupils. For this reason, we have decided not to publish top and bottom 20 lists for these groups nor rank them by their score. We have instead, provided a complete set of results, in alphabetical order, in Annex 3 and Annex 4 to enable academy chains and local authorities to see their results and provide further comment as we develop these measures further.

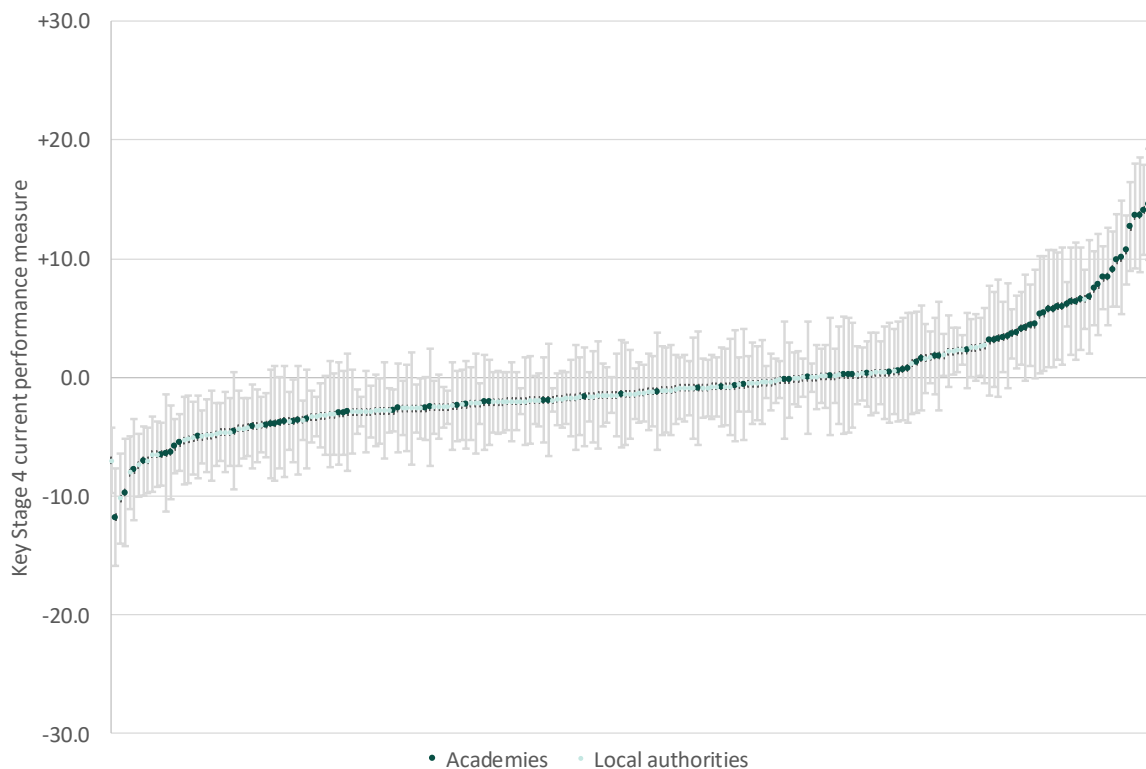
---

<sup>47</sup> Note that as we are not producing school level scores we cannot present the inter-quartile ranges as provided for mainstream schools.

**Figure 3.16: Performance of pupils with special educational needs and disabilities at Key Stage 2 (rank of academy chains and local authorities)<sup>48</sup>**



**Figure 3.17: Performance of pupils with special educational needs and disabilities at Key Stage 4 (rank of academy chains and local authorities)**



<sup>48</sup> Vertical lines show the 95 per cent confidence interval around the measure.

## Part 4: Policy implications

Our previous research has demonstrated that, at a system level, there is little difference between the performance of local authority schools and academies.

The early sponsored academies (opened under the Labour government) demonstrated improvements equivalent to one grade in each of five GCSE subjects.<sup>49</sup> However, the impact of later sponsored academies was less conclusive with small improvements prior to opening (equivalent to one grade in one subject) continuing in the year after opening and then tailing off. Increases of one grade in one subject were also seen in schools rated as ‘outstanding’ that became converter academies but there was no such increase seen in schools previously rated as ‘good’ or ‘satisfactory’.

Such discussion about the performance of different school types taken an aggregate level tells us little about the considerable variation in the performance of individual academy chains and local authority areas.

This new report continues to demonstrate that the most important consideration is the wide variation in performance between school groups regardless of whether that is a local authority or an academy chain.

Whilst there will be, and should be, an ongoing interest in what the highest performing trusts are doing and what can be learnt from them, the key challenge for the Department for Education is how it manages cases of underperformance.

### Some local authorities continue to appear near the bottom of the tables

The 2015 results identified a number of local authorities with particularly low performing schools at Key Stage 2. Amongst the bottom 10 groups were Kirklees, Dorset, Central Bedfordshire, Walsall, Rutland, and Poole.

In many cases, this under performance continues. Out of 237 local authorities and academy chains, all but one of these local authorities previously identified as underperforming (Central Bedfordshire) still rank lower than 200<sup>th</sup> for school improvement. It is a similar story at Key Stage 4. Nottingham, Newcastle-upon-Tyne and Wolverhampton – all previously in the bottom 10 – continue to appear towards the bottom of the rankings.

Some local authority maintained schools in these areas have become academies in the intervening period (in particular, all but one of Nottingham’s secondary schools are now academies). That pace of change is not happening at the rate that the Department for Education would have envisaged at this point. Planned levers forcing mass academisation in areas that consistently underperformed were dropped, and forced academisation will only occur in those schools rated as inadequate.

---

<sup>49</sup> J. Andrews et al, ‘*The impact of academies on educational outcomes*’, July 2017

There is therefore a tension between the Department's belief that academisation is the best solution for underperforming schools, and their power to intervene where underperformance is occurring. For now, schools within those local authorities may continue to underperform.

### **Some academy chains continue to appear at the bottom of the tables**

Just as with local authorities, there are academy chains that performed poorly on the 2015 measures and continued to perform poorly in 2017. The key difference here is that in some cases, though not all, these trusts have subsequently closed or relinquished schools:

- In 2015, the Education Fellowship Trust was the lowest performing of any academy or local authority group at Key Stage 2 and broadly mid-ranking at Key Stage 4. In 2017 it was fourth from bottom at Key Stage 2, and also fourth from bottom at Key Stage 4. The trust announced that it was to relinquish all of its schools in March 2017;
- Wakefield City Academies trust, was 196<sup>th</sup> out of 218 groups at Key Stage 2 in 2015 and in the bottom 10 in 2017. It announced it was giving up its 21 schools in September 2017.
- Bright Tribe, the lowest performing group at Key Stage 4, announced in February this year that it was to give up all but one of its schools in the north of England whilst retaining its schools in the south; and
- The Learning Schools Trust, one of the lowest performers in 2015, announced its closure in the summer of 2016.

### **Some chains have closed or reduced in size but it has not been smooth**

Proponents of academisation will highlight that the option to close down poorly performing trusts and move schools to new providers (commonly termed 'rebrokerage') is one of the features, and indeed one of the strengths, of the academy system.

The fact that there are local authorities in which performance has been consistently low, and may remain so, means that there is some merit in this argument.

However, it relies on an assumption that schools from failing academy chains can be moved swiftly to a high performing trust. The evidence so far suggests that this is not always the case. In March 2018 the Department for Education said that sponsors had been found for eight of the Education Fellowship Trust's 12 schools.<sup>50</sup> In other words, a year after the trusts closure was announced, there was still uncertainty about four schools.

Further work is required to quantify the effect that such delays have on schools that are left in 'limbo' in this way. It is likely to have knock on implications for teacher recruitment and retention – often in schools that are most in need of high quality teachers – and on school admissions, with implications for school funding.

Clearly there is a need to increase the pace at which schools are moved out of underperforming trusts. Equally clear, however, is the balance that the Regional Schools Commissioners have to reach in ensuring that schools are not simply bounced between underperforming trusts just to meet this need to move quickly. Indeed, the delays seen so far are not necessarily an indication of failure and

---

<sup>50</sup> F. Whittaker, 'Sponsors found for eight of the 12 Education Fellowship Trust schools', Schools Week, March 2018

may instead reflect that schools are being moved to appropriate trusts. We will be carrying out further work on the impact of rebrokerage on attainment later in the year.

## Recommendations

### **1. Identify those academy chains where there is a significant risk of failure and build sponsor capacity in those geographical areas that are at risk from chain failure before it occurs**

If the academy system is to function properly there needs to be a better understanding of where failure may happen in order to ensure that capacity is available in other trusts before it occurs. The performance measures provided in this report, combined with measures beyond pupil outcomes (such as financial management) should provide a good basis for identifying such academy chains.

A simple data exercise will not necessarily be sufficient to accurately predict the failure of an individual trust. However, by combining the results together it will be possible to identify areas of the country that are particularly vulnerable to failure – for example, by quantifying the number of school places in an area that are in academy chains that *may* fail.

Rather than preparing for full academisation, as previous policy would have dictated, Regional Schools Commissioners can instead focus on ensuring capacity is available in these areas and ensure standards improve in existing academies.

### **2. Allow capacity to be provided through high performing local authorities and allow them to take over schools from underperforming academy chains**

Schools should continue to be allowed to remain within a local authority if they choose to do so. This is particularly the case where both the school and the local authority have been identified as high performing. This is a logical conclusion if we are to move away from full academisation. In some instances, it may be appropriate for schools to return to local authority oversight in the same way that a school may be moved to a high performing academy chain. This would provide additional capacity within the system and would go some way to reducing the time taken for rebrokerage.

### **3. Challenge poorly performing local authorities and use school level interventions where possible**

We have identified a number of local authority areas which are consistently poor performing. Whilst the Department for Education does not have the power to force academisation in those areas as it had planned, they should scrutinise and challenge those local authorities through the Regional Schools Commissioners to ensure that schools receive the support required. The Department for Education should also consider how they can intervene at an individual school level in these areas, particularly how new single performance measures (in place of the dual floor standard and coasting school measure) might be constructed to reach those areas.

### **4. Continue to publish performance information at academy chain level and consider measures for local authorities too.**

If the system is to be effective it needs a good, and consistent, understanding of where high and low performance is occurring. The Department for Education is therefore right to continue to publish performance information at academy chain level.

However, given that we are now in a mixed system with a move away from a policy of full academisation, the Department for Education should reconsider its decision not to publish

comparable information for local authorities (beyond published measures that include all schools, maintained and academy, within an area).

This should be developed further by:

- taking account of the context in which schools are operating, given the different intakes across different school groups;
- including results over a number of years so as to not immediately 'reward' school groups where poor performing schools are removed; and
- using historic measures that are relatively consistent over time even if they are not precisely what were used in performance tables in that year. This will give the Department greater flexibility in how it develops its measures and enable a longer time series to measure improvement over time.

Measures for all groups should also consider the provision of high quality school places to pupils in special schools and alternative provision.

## Annex 1: Complete tables at Key Stage 2

Name	Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
1 Kensington and Chelsea	LA	25	25	+2.42	+2.04	+2.35	+2.41	25	+1.93	+2.66	+0.96	+4.31	12%	11%
2 Harris Federation	AC	12	12	+2.51	+2.02	+2.11	+2.59	11	+1.98	+2.39	+0.89	+3.21	17%	19%
3 Greenwich	LA	60	60	+1.37	+1.31	+1.46	+1.55	60	+1.24	+2.00	+0.65	+3.18	14%	12%
4 Hammersmith and Fulham	LA	28	28	+1.07	+1.10	+1.20	+1.43	28	+0.78	+1.96	+0.85	+2.96	18%	15%
5 Redcar and Cleveland	LA	33	33	+1.55	+2.24	+2.42	+3.02	33	+0.93	+1.75	+0.34	+3.00	11%	12%
6 Hounslow	LA	41	41	+1.77	+1.13	+1.21	+1.51	41	+1.05	+1.60	+0.36	+2.80	17%	12%
7 Hackney	LA	52	52	+2.09	+1.75	+1.98	+1.94	52	+0.30	+1.57	+0.42	+2.47	13%	9%
= Richmond-upon-Thames	LA	34	34	+1.03	+0.72	+0.92	-0.49	33	+2.20	+1.57	+0.63	+2.66	9%	9%
9 Westminster	LA	32	32	+2.22	+1.42	+1.69	+1.62	32	+0.64	+1.54	+0.32	+2.86	14%	11%
10 Lambeth	LA	57	57	+2.12	+1.95	+2.11	+2.44	57	+0.22	+1.52	+0.24	+2.85	13%	9%
11 Newham	LA	56	56	+2.90	+1.84	+1.88	+2.49	56	+0.90	+1.51	-0.01	+3.03	18%	11%
12 The Spencer Academies Trust	AC	7	7	+0.42	+0.73	+0.74	+1.04	7	+1.00	+1.39	+0.32	+2.28	13%	21%
13 Islington	LA	42	42	+1.86	+1.87	+2.28	+1.84	42	-0.10	+1.38	+0.26	+2.48	13%	11%
14 The Diocese of Westminster Academy Trust	AC	5	5	+1.08	+1.12	+1.17	+2.98	5	+1.55	+1.31	-0.28	+2.70	7%	6%
15 Redbridge	LA	44	44	+1.88	+0.61	+0.70	+0.48	44	+1.81	+1.30	+0.15	+2.03	14%	11%
= Haringey	LA	45	45	+2.06	+1.34	+1.57	+1.12	45	+0.70	+1.30	+0.30	+2.25	14%	10%
17 Tower Hamlets	LA	61	61	+2.00	+1.22	+1.28	+1.53	61	+0.40	+1.28	+0.33	+2.72	12%	9%
18 Transform Trust	AC	6	6	-1.00	-0.23	-0.32	-0.19	6	-0.35	+1.27	+0.38	+2.59	19%	15%
= Hull Collaborative Academy Trust	AC	11	11	+1.57	+1.83	+2.17	+1.70	8	+0.53	+1.27	+0.04	+2.32	16%	15%
20 Lewisham	LA	61	61	+0.96	+1.12	+1.31	+1.06	60	+0.23	+1.26	-0.14	+2.68	16%	10%

Name		Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
21	Sutton	LA	24	24	+0.33	+0.25	+0.26	+0.45	24	+1.27	+1.23	+0.41	+2.23	10%	11%
22	Newcastle-upon-Tyne	LA	60	60	+1.20	+1.38	+1.43	+2.15	60	+0.47	+1.19	+0.02	+2.39	15%	9%
23	Middlesbrough	LA	19	19	+0.17	+0.75	+0.73	+1.09	19	+0.01	+1.18	0.00	+2.20	12%	12%
24	Tudhoe Learning Trust	AC	7	7	+0.17	+1.06	+1.11	+1.54	7	+0.04	+1.15	-0.33	+2.09	11%	10%
25	Bromley	LA	10	10	+2.05	+1.90	+2.19	+1.96	10	+1.00	+1.12	+0.17	+1.94	16%	10%
26	Camden	LA	38	38	+1.49	+0.98	+1.13	+1.09	38	+0.19	+1.10	+0.01	+2.02	11%	10%
=	Barking and Dagenham	LA	35	35	+1.54	+0.98	+1.08	+0.99	35	+0.60	+1.10	0.00	+2.47	19%	14%
28	Waltham Forest	LA	32	32	+1.88	+1.41	+1.54	+1.66	32	+0.24	+1.08	-0.31	+2.73	17%	10%
29	Trafford	LA	52	52	+0.02	+0.02	+0.03	-0.16	52	+1.43	+1.06	+0.06	+2.15	7%	10%
30	Barnet	LA	71	71	+0.93	+0.41	+0.52	+0.12	70	+0.83	+1.05	-0.10	+2.17	13%	10%
31	South Tyneside	LA	37	37	+1.79	+2.18	+2.38	+2.86	37	+0.31	+1.02	-0.08	+2.19	7%	11%
32	Blackpool	LA	16	16	+0.50	+0.93	+1.94	+2.56	46	+0.42	+0.94	-0.42	+2.47	14%	12%
33	Telford and Wrekin	LA	46	46	+1.65	+1.87	+0.96	+1.37	16	+0.52	+0.96	-0.33	+1.98	12%	14%
34	Brighton and Hove	LA	45	45	+0.08	+0.30	+0.37	+0.08	43	+0.86	+0.88	-0.22	+1.72	10%	9%
=	Wandsworth	LA	52	52	+0.46	+0.41	+0.43	+0.63	52	0.00	+0.88	-0.24	+2.27	16%	12%
36	The Griffin Schools Trust	AC	10	10	+0.77	+1.02	+0.19	-0.59	57	+0.72	+0.85	-0.66	+1.33	20%	15%
37	Sunderland	LA	57	57	-0.03	0.00	+1.05	+1.46	10	+0.43	+0.87	-0.50	+1.73	9%	9%
38	Diocese of Sheffield Trust	AC	7	7	+0.30	+0.53	+0.62	+0.64	7	+1.14	+0.83	-0.29	+2.05	5%	8%
=	Salford	LA	71	71	+0.49	+0.89	+0.93	+1.37	71	0.00	+0.83	-0.26	+1.91	12%	11%
40	Havering	LA	41	41	+1.05	+0.76	+0.82	+0.92	41	+1.42	+0.82	-0.29	+1.82	13%	14%
41	Ventrus Limited	AC	11	11	+0.52	+1.01	+1.33	+0.55	10	+0.30	+0.78	+0.19	+1.70	15%	15%
42	Southwark	LA	60	60	+0.99	+0.88	+0.92	+1.35	60	-0.32	+0.77	-0.32	+1.97	15%	10%
43	Manchester	LA	100	100	+0.32	+0.41	+0.39	+0.69	99	-0.24	+0.76	-0.55	+1.88	12%	10%
44	Hartlepool	LA	24	24	+0.36	+0.84	+0.96	+1.06	24	+0.30	+0.73	-0.01	+2.08	8%	7%



Name		Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
45	Darlington	LA	8	8	+0.86	+1.10	+0.99	+2.19	8	+0.40	+0.72	-0.38	+2.38	14%	11%
=	Academies Enterprise Trust (Aet)	AC	32	32	+0.45	+0.43	+0.38	+0.59	32	-0.02	+0.72	-0.82	+1.49	15%	15%
47	Merton	LA	40	40	+0.27	-0.21	-0.10	-0.93	40	+0.60	+0.65	-0.44	+1.76	13%	9%
48	Diocese of Bath and Wells Multi Academy Trust	AC	16	16	-0.24	-0.11	-0.07	+0.09	10	+0.67	+0.64	-0.45	+1.57	13%	11%
=	Nottingham Roman Catholic Diocesan Education Service	AC	8	8	-0.03	-0.12	+0.02	-1.07	8	+0.51	+0.64	-0.32	+1.02	13%	11%
50	Wigan	LA	90	90	+0.30	+0.59	+0.57	+1.39	90	+0.62	+0.62	-0.53	+1.66	9%	9%
=	Gateshead	LA	61	61	+0.94	+1.19	+1.31	+1.66	61	+0.42	+0.62	-0.45	+1.60	11%	11%
52	North Tyneside	LA	50	50	-0.02	+0.19	+0.15	+0.68	50	+0.88	+0.60	-0.68	+1.68	11%	10%
53	Torbay	LA	8	8	+0.07	+0.34	+0.26	+1.56	8	+0.90	+0.58	-0.53	+1.76	10%	11%
=	Academy Transformation Trust	AC	8	8	+0.28	+0.45	+0.09	+1.36	7	+0.09	+0.58	-1.12	+1.53	22%	26%
=	St Mary'S Academy Trust	AC	7	7	+1.03	+1.10	+1.09	+2.11	6	+0.30	+0.58	-0.37	+1.27	10%	11%
56	The Diocese of Canterbury Academies Company Limite	AC	11	11	-0.05	0.00	+0.17	-0.93	7	+0.87	+0.57	-0.13	+1.58	14%	12%
57	Leigh Academies Trust	AC	6	6	-0.43	-0.48	-0.36	-1.17	5	+0.79	+0.56	-0.14	+1.84	16%	21%
58	Swale Academies Trust	AC	5	5	-0.89	-0.55	-0.51	-0.76	5	+0.13	+0.54	-0.53	+1.22	17%	16%
=	Faringdon Academy of Schools	AC	6	6	+0.27	+0.24	+0.34	-0.19	6	+1.19	+0.54	-0.36	+0.80	21%	20%
60	E-Act	AC	12	12	-0.43	-0.16	-0.46	+0.44	11	-0.83	+0.50	-0.78	+1.91	20%	16%
61	Diocese of Salisbury	AC	7	7	-1.47	-0.81	-0.88	-1.42	7	-0.17	+0.49	-0.78	+1.06	17%	11%
=	Education Central Multi Academy Trust	AC	10	10	-1.27	-0.57	-1.09	+0.28	10	-0.67	+0.49	-0.56	+1.60	13%	14%
63	Wokingham	LA	40	40	+1.06	+0.54	+0.64	+0.21	40	+1.53	+0.48	-0.49	+1.55	9%	10%
64	GLF Schools	AC	7	7	-1.46	-1.29	-1.37	-2.24	5	+0.54	+0.47	-0.45	+1.15	18%	16%
=	Kingston-upon-Hull, City Of	LA	26	26	+0.52	+0.80	+0.78	+1.40	26	-0.26	+0.47	-0.44	+1.54	16%	11%
=	Diocese of Coventry	AC	10	10	-0.55	-0.59	-0.57	-0.95	10	+0.72	+0.47	-0.08	+1.23	14%	15%

Name		Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
67	Oasis Community Learning	AC	27	27	+0.49	+0.56	-0.07	+0.46	5	+0.89	+0.46	-0.46	+1.95	22%	17%
68	Eynsham Partnership Academy	AC	5	5	-0.10	+0.07	+0.69	-0.05	25	-0.47	+0.47	-0.16	+0.92	9%	7%
69	Ealing	LA	58	58	+1.24	+0.27	+0.28	+0.38	57	+0.32	+0.44	-0.68	+1.34	15%	10%
=	Enfield	LA	55	55	+0.87	+0.12	+0.10	+0.26	55	-0.09	+0.44	-0.51	+1.63	14%	11%
71	Northern Education Trust	AC	10	10	-0.70	-0.20	-0.57	+0.45	10	-1.03	+0.43	-0.46	+1.51	14%	13%
=	Hillingdon	LA	39	39	+0.54	-0.06	-0.05	-0.14	39	+0.72	+0.43	-0.27	+1.15	14%	11%
=	The David Ross Education Trust	AC	21	21	-0.32	-0.39	-0.31	-0.73	21	+0.45	+0.43	-0.71	+1.37	17%	17%
74	Navigate Academies Trust	AC	-	-	+1.65	+2.22	+2.59	+2.42	-	-1.18	+0.41	-1.14	+2.63	-	-
75	Wolverhampton	LA	48	48	+0.84	+0.79	+0.70	+1.52	48	-0.02	+0.40	-0.67	+1.55	14%	12%
76	Diocese of Birmingham Education Trust	AC	7	7	-0.74	-0.49	-0.82	-0.06	7	-0.63	+0.39	-0.75	+1.33	23%	19%
=	Blackburn with Darwen	LA	44	44	-0.50	-0.57	-0.84	+0.36	43	+0.07	+0.39	-0.89	+1.74	10%	8%
=	Diocese of Peterborough	AC	15	15	-0.18	-0.28	-0.34	-0.50	11	+0.64	+0.39	-0.27	+1.00	15%	17%
79	The Park Federation Academy Trust	AC	5	5	+2.11	+0.79	+0.84	+0.92	5	+0.24	+0.38	-0.17	+1.01	13%	13%
80	Durham	LA	191	191	+1.13	+1.32	+1.56	+1.66	185	+0.19	+0.37	-0.63	+1.47	11%	12%
81	Harrow	LA	33	33	+2.36	+0.82	+0.91	+0.78	32	+0.90	+0.34	-0.63	+1.34	14%	11%
82	Stockton-on-Tees	LA	43	43	-0.80	-0.45	-0.57	-0.22	43	+0.31	+0.31	-0.94	+1.14	10%	10%
=	Windsor And Maidenhead	LA	20	20	+0.28	+0.08	+0.18	-1.13	20	+0.81	+0.31	-0.24	+1.18	7%	11%
=	Nottingham	LA	36	36	-0.56	-0.23	-0.28	-0.14	36	-0.63	+0.31	-0.72	+1.50	12%	10%
=	Brent	LA	44	44	+2.56	+1.58	+1.66	+2.08	44	-0.36	+0.31	-0.76	+1.57	14%	9%
86	St. Helens	LA	51	51	+0.08	+0.66	+0.64	+1.28	51	-0.32	+0.30	-0.69	+1.48	9%	11%
=	Discovery Schools Academies Trust Ltd	AC	10	10	-0.56	-0.58	-0.63	-0.93	9	+0.80	+0.30	-0.81	+1.08	11%	11%
88	Sheffield	LA	74	74	+0.59	+0.60	+0.72	+0.46	74	+0.04	+0.29	-0.95	+1.29	10%	10%
=	Milton Keynes	LA	47	47	-0.13	-0.35	-0.39	-0.38	47	+0.54	+0.29	-0.89	+1.47	15%	14%

Name	Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
= Hertfordshire	LA	318	318	-0.13	-0.26	-0.28	-0.59	310	+0.77	+0.29	-0.88	+1.28	11%	10%
91 Knowsley	LA	47	47	-0.11	+0.86	+0.90	+1.17	47	-1.19	+0.28	-0.64	+1.26	10%	10%
= Bristol, City of	LA	56	56	+0.22	+0.21	+0.34	-0.33	55	+0.24	+0.28	-1.39	+1.42	14%	10%
= Montsaye Community Learning Partnership	AC	5	5	-0.30	-0.45	-0.51	-0.55	5	+1.02	+0.28	-0.55	+0.94	15%	17%
94 Kingston-upon-Thames	LA	25	25	+0.17	-0.46	-0.43	-1.28	25	+0.74	+0.27	-0.83	+1.00	11%	10%
95 Surrey	LA	151	151	-0.55	-0.66	-0.64	-1.64	148	+0.98	+0.25	-0.60	+1.19	10%	10%
96 Birmingham	LA	183	183	-0.19	-0.41	-0.49	-0.27	183	-0.20	+0.24	-0.87	+1.52	11%	11%
= The Good Shepherd Trust	AC	7	7	-0.16	-0.09	-0.17	+0.76	7	+0.64	+0.24	-0.77	+1.06	21%	18%
= Solihull	LA	43	43	-0.74	-0.36	-0.85	-0.25	5	+0.03	+0.24	-0.43	+1.11	9%	11%
= The Diamond Learning Partnership Trust	AC	5	5	-0.89	-0.70	-0.42	-0.22	43	+0.51	+0.24	-0.37	+1.31	9%	11%
100 Southend-on-Sea	LA	19	19	+0.61	+0.42	+0.52	+0.10	19	+0.73	+0.22	-0.81	+1.41	8%	11%
101 Ark Schools	AC	16	16	-0.42	-1.01	-1.07	-1.13	15	-0.10	+0.21	-0.63	+1.24	19%	14%
102 South Dartmoor Academy	AC	5	5	-0.43	+0.12	+0.27	-0.11	5	-0.34	+0.20	-0.42	+1.48	11%	9%
103 Reading	LA	27	27	+0.20	-0.07	0.00	-0.61	27	+0.30	+0.19	-0.97	+1.39	13%	9%
104 Liverpool	LA	107	107	+0.25	+0.60	+0.62	+0.91	106	-0.65	+0.18	-1.15	+1.42	11%	11%
105 Kent Catholic Schools' Partnership	AC	17	17	+0.49	+0.24	+0.33	-0.11	16	+0.78	+0.17	+0.03	+0.92	10%	11%
106 Northumberland	LA	49	49	-0.89	-0.67	-0.72	-0.97	37	+0.73	+0.16	-1.08	+1.13	8%	7%
= Bexley	LA	28	28	+0.74	+0.46	+0.57	+0.14	27	+0.56	+0.16	-0.90	+1.36	10%	11%
= Warrington	LA	64	64	-0.11	-0.04	-0.04	+0.10	64	+0.57	+0.16	-0.78	+1.22	9%	9%
= Diocese of Leicester Academies Trust (DLAT)	AC	11	11	-0.30	+0.11	+0.24	-0.76	10	-0.25	+0.16	-0.77	+0.63	16%	17%
= L.E.A.D. Multi-Academy Trust	AC	13	13	+0.03	+0.12	-0.02	+0.69	12	-0.57	+0.16	-1.11	+2.03	18%	12%
111 Herefordshire	LA	60	60	+0.39	+0.63	+0.77	+0.73	58	-0.07	+0.14	-0.92	+0.96	14%	14%

Name		Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
112	Slough	LA	12	12	+1.47	+0.46	+0.53	+0.39	12	+0.14	+0.13	-0.45	+0.71	12%	11%
113	Diocese of Exeter	AC	10	10	-0.23	-0.06	-0.10	+0.42	6	+0.31	+0.12	-1.05	+0.80	12%	15%
114	Croydon	LA	37	37	-0.38	-0.20	-0.05	-0.50	31	-0.46	+0.10	-0.82	+1.48	14%	12%
	= Southampton	LA	32	32	+0.06	-0.14	-0.21	-0.11	37	-0.13	+0.10	-1.03	+2.09	15%	12%
116	Devon	LA	219	219	+0.22	+0.43	+0.49	+0.45	201	+0.05	+0.07	-1.00	+1.04	14%	17%
117	Barnsley	LA	47	47	+0.91	+1.03	+1.20	+1.14	47	-0.13	+0.06	-0.88	+1.08	9%	10%
118	Bournemouth	LA	4	4	-0.89	-0.81	-0.86	-0.72	4	+0.28	+0.05	-1.55	+1.41	5%	7%
119	Gloucestershire	LA	186	186	-0.25	-0.12	-0.18	-0.10	176	+0.20	+0.04	-1.10	+0.93	10%	11%
120	Tameside	LA	61	61	-0.01	+0.11	+0.13	+0.27	61	-0.09	+0.03	-0.87	+1.33	10%	9%
121	Diocese of London	AC	6	6	+1.33	+0.85	+0.97	+1.07	6	-0.68	+0.02	-1.32	+0.86	17%	11%
	= Plymouth	LA	38	38	-0.09	+0.21	+0.10	+0.83	38	-0.16	+0.02	-1.15	+1.07	17%	15%
123	Diocese of Gloucester Academies Trust	AC	9	9	-0.87	-0.56	-0.57	-1.65	5	+0.21	+0.01	-0.74	+0.58	7%	10%
	= Bishop Konstant Catholic Academy Trust	AC	10	10	+0.33	+0.21	+0.34	-0.14	10	+0.26	+0.01	-0.85	+1.15	7%	7%
125	Rotherham	LA	43	43	-0.75	-0.80	+0.47	+0.33	37	-0.43	-0.01	-1.12	+0.95	11%	11%
126	REAch2 Academy Trust	AC	44	44	+0.23	+0.40	-0.89	-0.89	43	-0.25	0.00	-1.07	+1.31	18%	16%
127	Sandwell	LA	70	70	+0.67	+0.38	+0.39	+0.63	69	-0.25	-0.02	-1.07	+1.14	11%	10%
	= Hampshire	LA	296	296	+0.41	+0.23	+0.28	+0.11	293	+0.72	-0.02	-1.02	+1.09	12%	13%
129	Step Academy Trust	AC	7	7	0.00	0.00	-0.39	+0.98	5	-0.62	-0.04	-0.92	+1.25	15%	11%
	= Oxfordshire	LA	166	166	+0.03	-0.09	-0.08	-0.33	160	+0.39	-0.04	-0.99	+1.07	12%	12%
131	Bath and North East Somerset	LA	41	41	-1.76	-1.37	+0.03	-0.88	6	-0.60	-0.05	-1.22	+0.96	9%	11%
132	Cidari Trust	AC	6	6	-0.15	-0.03	-1.50	-1.94	41	+0.27	-0.04	-1.63	+0.92	13%	10%
133	St Gilbert of Sempringham Catholic Academy Trust	AC	5	5	-0.26	-0.04	-0.28	-1.09	5	+0.40	-0.06	-0.92	+0.63	22%	18%

Name	Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
= Community Academies Trust	AC	8	8	-0.51	-0.30	-0.09	-0.01	5	-0.10	-0.06	-0.76	+0.58	14%	14%
= Diocese of York Educational Trust	AC	5	5	-0.85	-0.13	-0.55	+0.56	5	-0.93	-0.06	-1.15	+0.76	21%	13%
136 Kent	LA	300	300	-0.08	-0.10	-0.08	-0.45	296	+0.33	-0.07	-1.14	+0.99	10%	12%
= The Bishop Wheeler Catholic Academy Trust	AC	9	9	+1.09	+0.74	+0.93	-0.36	9	+0.84	-0.07	-0.69	+0.32	15%	9%
= The Enquire Learning Trust	AC	23	23	-0.96	-0.59	-0.67	-0.56	17	-0.39	-0.07	-0.66	+0.75	10%	14%
139 Derby	LA	48	48	-0.12	-0.22	-0.24	-0.33	48	-0.30	-0.08	-1.65	+1.27	14%	14%
= Enhance Academy Trust	AC	5	5	-2.10	-1.77	-2.04	-2.09	5	-0.88	-0.08	-1.67	+1.51	18%	17%
141 East Riding of Yorkshire	LA	109	109	-0.06	-0.07	-0.07	+0.09	106	+0.47	-0.09	-1.02	+0.89	10%	13%
= Aspire Academy Trust	AC	17	17	+0.34	+0.38	+0.65	-0.70	13	+0.26	-0.09	-0.74	+0.90	12%	19%
143 South Gloucestershire	LA	76	76	-0.11	-0.16	-0.13	-0.58	75	+0.52	-0.10	-1.27	+1.15	10%	9%
144 Diocese of Chelmsford	AC	10	10	+0.43	+0.10	+0.15	-0.12	9	+0.31	-0.11	-1.05	+0.49	14%	16%
= Warwickshire	LA	129	129	-0.05	-0.10	-0.01	-0.93	128	+0.37	-0.11	-1.16	+1.06	11%	13%
146 Lancashire	LA	469	469	+0.05	-0.09	-0.09	-0.16	443	+0.33	-0.13	-1.13	+0.99	10%	11%
= Sefton	LA	72	72	+0.12	+0.12	+0.22	-0.15	72	+0.35	-0.13	-0.95	+1.16	9%	10%
= The White Horse Federation	AC	8	8	-0.84	-0.75	+0.34	+1.15	17	-0.85	-0.13	-0.80	+0.94	17%	12%
= Greenwood Academies Trust	AC	17	17	+0.65	+0.39	-0.92	-0.71	7	0.00	-0.13	-1.21	+0.66	17%	17%
= The Village Academy Trust	AC	7	7	-1.67	-1.23	-1.32	-1.55	6	-0.40	-0.13	-1.37	+1.20	23%	30%
151 Bury	LA	59	59	-1.22	-0.87	+1.17	+0.74	12	-0.14	-0.15	-1.12	+0.79	10%	10%
152 Central Bedfordshire	LA	15	15	+1.09	+0.97	-0.83	-1.57	59	-0.24	-0.14	-0.85	+1.14	9%	10%
153 Buckinghamshire	LA	123	123	+0.27	-0.13	-0.08	-0.98	117	+0.66	-0.15	-1.12	+0.85	11%	13%
= Leicester	LA	60	60	+0.99	+0.25	+0.14	+0.84	59	-0.33	-0.15	-1.32	+1.29	14%	11%
= Bradford	LA	127	127	+0.02	-0.20	-0.19	-0.39	126	-0.58	-0.15	-1.23	+0.94	10%	9%
= Stockport	LA	75	75	-0.19	-0.17	-0.17	-0.25	75	+0.23	-0.15	-1.15	+0.93	9%	9%

Name		Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
157	The Elliot Foundation Academies Trust	AC	20	20	+0.44	-0.11	-0.28	+0.27	16	-0.85	-0.16	-1.12	+0.89	22%	16%
158	Bolton	LA	80	80	+0.50	+0.35	-0.12	+0.72	285	+0.27	-0.17	-1.32	+0.89	10%	10%
159	Essex	LA	288	288	+0.22	0.00	+0.45	+0.03	80	-0.10	-0.16	-1.16	+0.85	11%	12%
160	Plymouth Cast	AC	32	32	-0.64	-0.36	-0.40	-0.44	32	-0.36	-0.17	-1.14	+0.83	18%	14%
161	Coventry	LA	66	66	-0.28	-0.38	-0.46	-0.16	66	-0.50	-0.18	-1.11	+0.73	14%	11%
162	The Collaborative Academies Trust	AC	8	8	-0.97	-1.17	-1.17	-1.95	7	-0.14	-0.19	-0.77	+0.63	23%	20%
	= Derbyshire	LA	268	268	-0.92	-0.69	-0.82	-0.64	249	+0.07	-0.19	-1.25	+0.92	10%	11%
164	Cheshire West and Chester	LA	119	119	-0.66	-0.56	-0.59	-1.05	116	+0.18	-0.21	-1.10	+0.92	10%	12%
165	Diocese of Ely	AC	21	21	-1.02	-0.98	-1.02	-2.13	16	-0.03	-0.23	-0.70	+0.70	17%	17%
	= Dudley	LA	69	69	-0.15	-0.11	-0.14	0.00	69	-0.19	-0.23	-1.22	+0.84	10%	11%
167	North East Lincolnshire	LA	8	8	-0.09	+0.15	-0.27	+1.50	8	-0.40	-0.26	-2.13	+1.23	19%	22%
168	Medway	LA	33	33	-1.00	-0.75	-0.92	-0.13	33	-0.46	-0.28	-1.27	+0.82	10%	12%
169	Cornwall	LA	106	106	-0.57	-0.38	-0.49	-0.49	94	-0.12	-0.29	-1.33	+0.57	13%	16%
170	Shropshire	LA	111	111	-0.55	-0.42	-0.49	-1.10	105	+0.01	-0.31	-1.29	+0.62	12%	14%
171	West Berkshire	LA	57	57	-0.04	-0.15	-0.02	-2.04	52	+0.36	-0.32	-1.24	+0.89	12%	11%
172	Wiltshire	LA	142	142	-0.53	-0.46	-0.49	-1.49	134	+0.05	-0.33	-1.35	+0.67	14%	17%
	= Wakefield	LA	52	52	-0.68	-0.52	-0.46	-1.12	52	-0.33	-0.33	-1.22	+0.86	11%	13%
174	Somerset	LA	130	130	-0.50	-0.47	-0.51	-0.50	119	+0.14	-0.34	-1.10	+0.89	11%	14%
	= North Somerset	LA	42	42	-0.25	-0.34	-0.38	-0.14	41	+0.34	-0.34	-1.16	+0.70	13%	11%
176	Lincolnshire	LA	196	196	-0.67	-0.43	-0.53	-0.40	186	-0.36	-0.35	-1.28	+0.64	14%	16%
	= CfBT Schools Trust	AC	7	7	+0.77	+0.53	+0.70	+0.16	7	-0.86	-0.35	-1.61	+0.88	16%	10%
178	Norfolk	LA	207	207	-0.50	-0.43	-0.49	-0.60	197	-0.14	-0.36	-1.35	+0.68	11%	14%
179	Halton	LA	45	45	-1.16	-1.23	+0.51	+0.62	10	-0.21	-0.37	-1.23	+0.84	11%	12%

Name		Type	Number of Key Stage 2 schools	Current performance					Improvement					Stability	
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
180	The Active Learning Trust Limited	AC	10	10	-0.07	+0.45	-1.17	-1.99	45	-1.00	-0.36	-1.20	+1.00	14%	17%
181	Cumbria	LA	221	221	+0.11	+0.17	+0.14	+0.61	193	-0.21	-0.37	-1.34	+0.74	10%	11%
	= Delta Academies Trust	AC	25	25	-0.55	-0.52	-0.40	-1.02	25	-0.71	-0.37	-1.12	+1.16	17%	14%
	= Stoke-on-Trent	LA	37	37	-0.08	-0.10	-0.13	+0.08	37	-0.63	-0.37	-1.83	+1.16	15%	14%
184	East Sussex	LA	119	119	-1.03	-0.99	-1.12	-1.02	118	+0.08	-0.41	-1.18	+0.74	10%	12%
185	Focus Academy Trust (UK) Ltd	AC	12	12	-0.55	-0.68	-0.45	-0.31	5	+0.13	-0.42	-1.02	+0.25	8%	8%
186	St Piran's Cross Church Of England Multi Academy Trust	AC	5	5	+0.28	-0.37	-0.97	+0.04	9	-0.72	-0.41	-0.77	-0.11	11%	15%
187	Leeds	LA	186	186	-0.15	-0.33	-0.32	-0.63	186	-0.31	-0.42	-1.64	+0.87	10%	10%
188	The Kemnal Academies Trust	AC	26	26	-0.21	-0.24	-0.27	-0.20	25	-0.94	-0.43	-1.27	+0.48	19%	18%
189	Suffolk	LA	181	181	-0.33	-0.53	-0.59	-1.02	147	+0.08	-0.45	-1.37	+0.64	13%	14%
	= Corpus Christi Catholic Academy Trust	AC	5	5	+0.71	+0.48	+0.68	-0.38	5	-0.42	-0.45	-1.65	+1.35	13%	9%
	= Rochdale	LA	66	66	-0.84	-0.70	+0.09	+0.06	39	-0.35	-0.45	-1.69	+0.57	11%	11%
	= North Lincolnshire	LA	43	43	+0.24	+0.08	-0.83	-0.70	66	-0.63	-0.45	-1.44	+0.48	13%	15%
193	Staffordshire	LA	172	172	-0.97	-0.97	-1.05	-1.15	169	+0.26	-0.46	-1.28	+0.75	10%	11%
194	Swindon	LA	29	29	-0.98	-0.95	-1.04	-0.97	29	-0.09	-0.47	-1.26	+0.53	13%	13%
195	Oldham	LA	70	70	+0.20	-0.09	-0.17	+0.29	70	-0.59	-0.48	-1.48	+0.78	9%	8%
196	Tapton School Academy Trust	AC	5	5	-0.25	-0.24	+0.21	+0.93	59	-0.43	-0.54	-1.44	+0.77	16%	15%
197	Calderdale	LA	59	59	+0.07	+0.42	-0.23	-0.51	5	-1.28	-0.53	-1.63	+0.72	11%	10%
198	Cheshire East	LA	83	83	-0.48	-0.55	-1.03	-1.44	97	+0.12	-0.55	-1.45	+0.75	11%	12%
199	Leicestershire	LA	103	103	-0.85	-0.92	-0.59	-0.81	81	+0.15	-0.54	-1.40	+0.85	9%	11%
200	Aquinas Church of England Education Trust Ltd	AC	8	8	+0.82	+0.52	+0.55	+0.37	6	-0.20	-0.55	-1.53	+0.10	10%	10%
201	Wirral	LA	82	82	-0.33	0.00	-0.07	+0.39	82	-0.78	-0.56	-1.51	+0.49	11%	11%

Name	Type	Number of Key Stage 2 schools	Current performance						Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school	
= The Aquinas Catholic Academy Trust	AC	5	5	+0.32	-0.10	-1.38	-2.27	12	-0.07	-0.56	-1.85	+0.81	9%	7%	
= Thurrock	LA	12	12	-0.89	-1.32	-0.08	-0.15	5	+0.10	-0.56	-1.39	+0.05	13%	13%	
204 Walsall	LA	62	62	+0.33	+0.01	+0.08	-0.21	62	-0.42	-0.58	-1.68	+0.58	10%	11%	
205 Nottinghamshire	LA	196	196	-0.27	-0.40	-0.45	-0.56	193	-0.01	-0.59	-1.52	+0.51	11%	13%	
206 The Diocese of Norwich Education And Academies Tru	AC	28	28	-1.55	-1.24	-1.52	-1.33	13	-0.79	-0.60	-1.58	+0.18	17%	16%	
207 Peninsula Learning Trust	AC	7	7	-0.83	-0.64	-0.77	-1.28	37	-0.42	-0.61	-1.07	-0.33	10%	13%	
208 Isle of Wight	LA	37	37	-0.57	-0.74	-0.79	-0.26	5	-0.01	-0.60	-1.28	+0.40	14%	15%	
209 Cambridgeshire	LA	153	153	-0.67	-0.79	-0.76	-2.08	152	-0.26	-0.64	-1.32	+0.54	11%	12%	
= Kirklees	LA	97	97	-0.78	-1.16	-1.20	-1.44	95	-0.13	-0.64	-1.78	+0.60	9%	9%	
211 Portsmouth	LA	20	20	-1.60	-1.63	-1.72	-1.93	20	-0.30	-0.65	-1.46	+0.24	14%	14%	
212 Worcestershire	LA	96	96	-0.59	-0.55	-0.51	-1.16	95	-0.28	-0.66	-1.37	+0.72	9%	10%	
213 North Yorkshire	LA	282	282	-0.37	-0.55	-1.05	-1.56	42	-1.20	-0.68	-1.55	+0.45	13%	15%	
= Peterborough	LA	43	43	-0.84	-0.87	-0.57	-0.87	237	-0.09	-0.68	-1.69	+0.57	14%	15%	
215 Dorset	LA	72	72	-0.70	-0.70	-1.59	-1.55	7	-0.29	-0.71	-1.47	+0.89	12%	14%	
216 The First Federation Trust	AC	13	13	-1.79	-1.43	-0.44	-2.48	72	-0.50	-0.69	-1.07	+1.14	7%	14%	
217 York	LA	39	39	-0.96	-1.04	-1.08	-2.23	39	-0.02	-0.72	-1.58	+0.43	12%	10%	
218 The Blessed Cyprian Tansi Catholic Academy Trust	AC	5	5	-0.93	-0.93	-1.14	-0.44	5	-0.53	-0.74	-1.31	+0.53	14%	8%	
219 United Learning Trust	AC	16	16	-1.00	-1.00	-1.20	-0.68	15	-1.43	-0.78	-1.25	+1.03	15%	14%	
= Bracknell Forest	LA	27	27	-0.40	-0.54	-0.54	-0.93	27	-0.33	-0.78	-1.48	+0.41	14%	12%	
221 Luton	LA	33	33	+0.23	-0.04	-1.31	-0.95	5	-0.51	-0.80	-1.45	+0.56	15%	12%	
222 Schoolsworks Academy Trust	AC	5	5	-0.50	-1.17	0.00	-0.39	33	-0.88	-0.79	-1.74	-0.02	8%	8%	
223 University of Brighton (Hastings Academies Trust)	AC	5	5	-2.17	-1.88	-1.80	-3.22	5	-1.02	-0.85	-1.63	+0.11	16%	15%	



Name				Current performance					Improvement					Stability	
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
Type	Number of Key Stage 2 schools														
224	Doncaster	LA	67	67	-1.11	-0.89	-0.93	-1.37	67	-1.07	-0.86	-1.90	+0.41	14%	14%
=	The Academy Trust of Melksham	AC	6	6	-2.81	-2.49	-2.82	-2.59	6	-0.57	-0.86	-1.65	+0.02	15%	10%
226	Northamptonshire	LA	133	133	-0.71	-0.95	-1.01	-1.59	122	-0.08	-0.87	-1.58	+0.31	11%	13%
227	Pontefract Academies Trust	AC	6	6	-2.32	-2.00	-1.88	-4.07	6	-0.98	-0.94	-1.79	+0.63	11%	16%
228	Wakefield City Academies Trust	AC	14	14	-1.27	-1.25	-1.39	-1.41	7	-0.84	-0.95	-1.76	+0.68	13%	12%
229	Diocese of Oxford	AC	15	15	-1.77	-1.83	-2.07	-1.62	11	-0.77	-0.99	-1.51	+0.33	12%	13%
230	Net Academies Trust	AC	6	6	-0.69	-1.01	-0.71	-2.24	6	-1.17	-1.08	-1.48	+1.03	19%	15%
231	West Sussex	LA	158	158	-1.28	-1.37	-1.51	-1.74	156	-0.52	-1.10	-1.88	-0.01	10%	12%
232	The Brooke Weston Trust	AC	5	5	-1.42	-1.59	-1.70	-1.70	4	-1.00	-1.13	-2.02	+0.50	14%	15%
233	Rutland	LA	6	6	-1.63	-1.47	-1.86	-1.82	6	-0.84	-1.17	-1.75	+0.65	21%	14%
234	The Education Fellowship Trust	AC	8	8	-2.74	-2.61	-2.50	-3.89	8	-1.58	-1.18	-2.01	+0.04	20%	12%
235	Poole	LA	7	7	-1.69	-1.55	-1.56	-2.37	6	-0.88	-1.26	-2.88	+0.14	22%	19%
236	Askel Veur - Diocese of Truro	AC	12	12	-1.47	-1.21	-1.41	-2.41	5	-0.75	-1.51	-2.03	-0.23	19%	26%
237	Bedford	LA	12	12	-0.85	-1.46	-1.58	-1.50	9	-1.85	-1.62	-2.60	-0.01	13%	13%

## Annex 2: Complete tables at Key Stage 4

	Name	Type	Number of Key Stage 4 schools	Current performance					Improvement					Stability	
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
1	The Rodillian Academy	AC	4	4	+0.33	+0.40	+0.43	+0.37	4	+0.76	+0.72	+0.35	+0.79	11%	12%
2	Outwood Grange Academies Trust	AC	15	15	+0.22	+0.31	+0.33	+0.29	15	+0.59	+0.56	+0.43	+0.69	13%	10%
3	Brent	LA	2	2	+0.54	+1.05	+1.13	+0.43	2	+0.14	+0.50	-0.11	+0.74	9%	7%
4	The Gorse Academies Trust	AC	3	3	+0.25	+0.26	+0.28	+0.18	3	+0.49	+0.47	+0.36	+0.55	10%	10%
5	Harris Federation	AC	19	19	+0.39	+0.35	+0.33	+0.52	19	+0.38	+0.36	+0.11	+0.58	11%	6%
6	University of Brighton (Hastings Academies Trust)	AC	3	3	-0.10	+0.12	+0.15	+0.05	3	+0.30	+0.35	+0.12	+0.57	12%	13%
7	Matrix Academy Trust	AC	3	3	+0.05	+0.06	+0.09	-0.09	3	+0.33	+0.31	+0.14	+0.42	11%	7%
8	Hackney	LA	8	8	+0.42	+0.40	+0.44	+0.39	7	+0.25	+0.29	+0.11	+0.34	8%	5%
=	Kingston-upon-Hull, City Of	LA	3	3	+0.11	+0.20	+0.20	+0.18	3	+0.26	+0.29	+0.08	+0.43	6%	3%
10	Haringey	LA	6	6	+0.36	+0.29	+0.29	+0.32	6	+0.29	+0.27	+0.14	+0.41	8%	6%
=	The Dean Trust	AC	3	3	-0.15	+0.07	+0.07	+0.10	3	+0.19	+0.27	+0.22	+0.33	6%	7%
12	Samuel Ward Academy Trust	AC	4	4	+0.24	+0.28	+0.28	+0.36	4	+0.20	+0.26	+0.07	+0.37	12%	6%
13	The Thinking Schools Academy Trust	AC	4	4	+0.31	+0.33	+0.38	+0.14	4	+0.24	+0.24	+0.17	+0.42	12%	10%
14	The Sigma Trust	AC	4	4	+0.15	+0.25	+0.28	+0.15	4	+0.16	+0.23	+0.07	+0.41	10%	10%
=	Merton	LA	5	5	+0.49	+0.38	+0.41	+0.29	5	+0.21	+0.23	+0.10	+0.33	7%	4%
16	Diocese of London	AC	4	4	+0.50	+0.45	+0.47	+0.45	4	+0.19	+0.22	+0.07	+0.34	7%	9%
17	United Learning Trust	AC	27	27	0.00	+0.04	+0.03	+0.07	27	+0.24	+0.20	0.00	+0.38	13%	10%
=	Southwark	LA	3	3	+0.51	+0.37	+0.32	+0.63	3	+0.21	+0.20	+0.05	+0.48	7%	7%
19	Redhill Academy Trust	AC	6	6	-0.06	+0.03	+0.05	-0.09	6	+0.17	+0.19	+0.13	+0.26	9%	15%
=	The Cam Academy Trust	AC	3	3	+0.45	+0.38	+0.41	+0.12	3	+0.19	+0.19	+0.10	+0.27	8%	8%

Name	Type	Number of Key Stage 4 schools	Current performance						Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school	
= The Skinners' Company	AC	4	4	+0.30	+0.29	+0.31	+0.33	4	+0.23	+0.19	-0.02	+0.38	8%	7%	
22 Alpha Academies Trust	AC	4	4	-0.23	-0.05	-0.06	-0.06	3	+0.16	+0.18	+0.03	+0.36	25%	12%	
= Swale Academies Trust	AC	4	4	-0.00	+0.05	+0.05	+0.06	4	+0.23	+0.18	-0.03	+0.44	9%	12%	
= Sir John Lawes Academies Trust	AC	3	3	+0.42	+0.35	+0.37	+0.42	3	+0.15	+0.18	+0.09	+0.45	7%	4%	
= Herefordshire	LA	5	5	+0.25	+0.21	+0.22	+0.24	5	+0.19	+0.18	+0.02	+0.31	11%	7%	
26 The Co-Operative Group	AC	4	4	-0.10	-0.06	-0.09	-0.01	4	+0.26	+0.17	0.00	+0.39	12%	16%	
= Tollbar Multi Academy Trust	AC	3	3	+0.32	+0.31	+0.30	+0.46	3	+0.26	+0.17	0.00	+0.59	17%	22%	
= Manchester	LA	7	7	-0.01	+0.07	+0.08	+0.05	7	+0.22	+0.17	-0.04	+0.35	9%	7%	
= Bradford Diocesan Academies Trust	AC	3	3	+0.03	+0.06	+0.09	-0.07	3	+0.18	+0.17	+0.05	+0.34	9%	5%	
= Islington	LA	8	8	+0.31	+0.30	+0.25	+0.42	8	+0.13	+0.17	0.00	+0.40	11%	11%	
31 Inspiration Trust	AC	5	5	+0.11	+0.11	+0.13	+0.05	5	+0.18	+0.16	+0.02	+0.31	18%	10%	
= Windsor and Maidenhead	LA	1	1	+0.34	+0.25	+0.27	+0.10	1	+0.16	+0.16	+0.08	+0.22	21%	9%	
33 South Tyneside	LA	6	6	-0.13	+0.09	+0.10	+0.09	6	+0.04	+0.15	+0.10	+0.24	8%	9%	
= Education South West	AC	3	3	+0.33	+0.34	+0.37	+0.13	3	+0.19	+0.15	-0.05	+0.41	8%	7%	
= Ark Schools	AC	16	16	+0.20	+0.19	+0.17	+0.28	14	+0.13	+0.15	-0.04	+0.54	11%	7%	
= Trent Academies Group	AC	3	3	+0.12	+0.10	+0.13	-0.29	3	+0.21	+0.15	+0.07	+0.19	9%	7%	
37 Barnet	LA	6	6	+0.44	+0.35	+0.39	+0.21	5	+0.20	+0.14	-0.01	+0.35	8%	7%	
= Tudor Grange Academies Trust	AC	4	4	+0.22	+0.20	+0.23	-0.12	4	+0.17	+0.14	-0.09	+0.31	10%	7%	
= Tauheedul Education Trust	AC	4	4	+0.38	+0.18	+0.29	-0.16	4	+0.15	+0.14	+0.07	+0.18	10%	7%	
= Warwickshire	LA	7	7	+0.26	+0.21	+0.23	+0.02	7	+0.15	+0.14	-0.06	+0.23	7%	7%	
= The Cardinal Hume Academies Trust	AC	3	3	+0.44	+0.43	+0.41	+0.67	3	+0.09	+0.14	+0.03	+0.23	14%	13%	
= Surrey	LA	18	18	+0.32	+0.23	+0.25	+0.08	18	+0.16	+0.14	-0.03	+0.25	7%	7%	
= North Lincolnshire	LA	3	3	+0.06	+0.09	+0.10	+0.01	3	+0.12	+0.14	0.00	+0.21	10%	11%	

	Name	Type	Number of Key Stage 4 schools	Current performance				Improvement					Stability		
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
44	The Arthur Terry School	AC	3	3	+0.19	+0.21	+0.20	+0.28	3	+0.09	+0.13	+0.03	+0.30	6%	5%
=	Tameside	LA	8	8	-0.01	+0.07	+0.08	-0.01	8	+0.10	+0.13	-0.04	+0.33	7%	9%
=	East Sussex	LA	11	11	+0.26	+0.22	+0.25	-0.04	11	+0.15	+0.13	0.00	+0.27	7%	9%
=	The Rosedale Hewens Academy Trust	AC	4	4	+0.24	+0.06	+0.14	-0.12	4	+0.20	+0.13	-0.03	+0.25	7%	5%
48	Calderdale	LA	4	4	-0.03	+0.01	+0.06	-0.26	4	+0.12	+0.12	-0.27	+0.37	12%	15%
=	Ealing	LA	10	10	+0.48	+0.25	+0.25	+0.26	9	+0.24	+0.12	+0.02	+0.22	10%	8%
=	Delta Academies Trust	AC	13	13	-0.27	-0.17	-0.13	-0.39	13	+0.12	+0.12	+0.01	+0.31	15%	13%
51	Creative Education Trust	AC	5	5	-0.13	-0.11	-0.13	+0.02	5	+0.15	+0.11	-0.04	+0.31	14%	6%
=	St. Helens	LA	7	7	-0.14	-0.01	+0.01	-0.18	7	+0.05	+0.11	-0.03	+0.24	6%	8%
=	Cambridge Meridian Academies Trust	AC	4	4	+0.21	+0.12	+0.14	-0.07	4	+0.16	+0.11	+0.03	+0.20	10%	7%
=	Waltham Forest	LA	11	11	+0.36	+0.25	+0.24	+0.35	10	+0.16	+0.11	+0.03	+0.26	12%	5%
55	West Norfolk Academies Trust	AC	3	3	+0.01	+0.03	+0.06	-0.15	3	+0.13	+0.10	-0.05	+0.37	6%	10%
=	Tower Hamlets	LA	13	13	+0.32	+0.17	+0.12	+0.25	13	+0.19	+0.10	-0.06	+0.24	7%	6%
57	The David Ross Education Trust	AC	10	10	-0.08	-0.05	-0.06	-0.00	10	+0.12	+0.09	-0.04	+0.26	16%	15%
=	Carmel Education Trust	AC	3	3	+0.23	+0.26	+0.28	+0.19	3	+0.05	+0.09	-0.02	+0.27	10%	9%
59	Brighton And Hove	LA	7	7	+0.11	+0.15	+0.17	-0.03	7	+0.06	+0.08	-0.09	+0.23	7%	6%
=	Bridgwater College Trust	AC	3	3	-0.03	+0.04	+0.03	+0.18	3	+0.07	+0.08	-0.20	+0.29	12%	11%
=	Tapton School Academy Trust	AC	3	3	-0.01	+0.05	+0.09	-0.15	3	+0.06	+0.08	-0.08	+0.21	8%	9%
=	The Priory Federation of Academies	AC	4	4	+0.05	+0.04	+0.04	+0.15	4	+0.09	+0.08	-0.11	+0.27	7%	7%
=	Birmingham	LA	31	31	+0.05	+0.04	+0.02	+0.11	30	+0.08	+0.08	-0.08	+0.32	10%	8%
=	Wellsway Multi Academy Trust	AC	4	4	-0.03	-0.08	-0.06	-0.60	3	+0.10	+0.08	-0.09	+0.14	11%	12%
=	Sutton	LA	3	3	+0.26	+0.22	+0.24	+0.16	3	+0.09	+0.08	0.00	+0.18	4%	5%

	Name	Type	Number of Key Stage 4 schools	Current performance					Improvement					Stability	
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
66	Academy Transformation Trust	AC	11	11	-0.12	-0.07	-0.08	-0.03	11	+0.09	+0.07	-0.01	+0.20	12%	14%
=	Midsomer Norton Schools Partnership	AC	3	3	+0.21	+0.17	+0.19	+0.01	3	+0.02	+0.07	-0.17	+0.24	7%	6%
=	Worcestershire	LA	5	5	+0.08	+0.05	+0.05	-0.00	5	+0.08	+0.07	-0.13	+0.21	10%	15%
=	Diocese Of Oxford	AC	3	3	-0.14	-0.11	-0.15	+0.07	3	+0.09	+0.07	-0.20	+0.46	15%	8%
=	West Sussex	LA	21	21	+0.27	+0.21	+0.22	+0.09	21	+0.07	+0.07	-0.06	+0.21	6%	7%
71	Blackburn With Darwen	LA	3	3	+0.11	+0.05	+0.05	+0.09	3	+0.12	+0.06	-0.06	+0.20	11%	8%
=	Landau Forte Charitable Trust	AC	3	3	-0.01	+0.04	+0.02	+0.18	3	+0.04	+0.06	0.00	+0.14	5%	4%
=	Durham	LA	16	16	-0.08	+0.04	+0.04	+0.02	16	+0.01	+0.06	-0.11	+0.22	8%	9%
=	Cabot Learning Federation	AC	9	9	-0.16	-0.12	-0.14	-0.07	8	+0.05	+0.06	-0.24	+0.29	14%	13%
=	Telford And Wrekin	LA	5	5	-0.01	-0.01	-0.02	+0.03	5	+0.06	+0.06	-0.18	+0.27	9%	8%
=	Bright Futures Educational Trust	AC	3	3	-0.07	+0.03	+0.09	-0.17	3	+0.03	+0.06	-0.24	+0.34	16%	20%
=	North Tyneside	LA	10	10	+0.03	+0.08	+0.09	-0.03	10	+0.03	+0.06	-0.27	+0.30	8%	8%
=	Lambeth	LA	8	8	+0.24	+0.17	+0.18	+0.16	8	+0.09	+0.06	-0.24	+0.31	10%	7%
=	Northern Schools Trust	AC	5	5	-0.66	-0.28	-0.30	-0.26	5	+0.00	+0.06	-0.20	+0.22	13%	6%
80	Oasis Community Learning	AC	16	16	-0.26	-0.16	-0.15	-0.22	15	+0.07	+0.05	-0.08	+0.27	13%	12%
=	East Midlands Education Trust	AC	6	6	+0.13	+0.08	+0.10	-0.11	6	+0.06	+0.05	-0.09	+0.13	7%	5%
=	Loxford School Trust Ltd	AC	4	4	+0.27	+0.22	+0.15	+0.48	4	+0.04	+0.05	-0.13	+0.25	11%	9%
=	Barking And Dagenham	LA	7	7	+0.28	+0.19	+0.18	+0.30	7	+0.15	+0.05	-0.03	+0.17	9%	7%
=	Redbridge	LA	11	11	+0.42	+0.22	+0.25	+0.17	11	+0.08	+0.05	-0.05	+0.14	8%	6%
85	Liverpool	LA	15	15	-0.24	-0.01	+0.02	-0.07	15	-0.04	+0.04	-0.11	+0.23	10%	7%
=	Sandwell	LA	5	5	-0.17	-0.16	-0.16	-0.16	5	+0.08	+0.04	-0.14	+0.26	12%	11%
=	The Athelstan Trust	AC	3	3	+0.10	+0.04	+0.07	-0.32	3	+0.02	+0.04	-0.04	+0.17	6%	6%
=	Anglian Learning	AC	3	3	+0.28	+0.17	+0.21	-0.24	3	+0.09	+0.04	-0.02	+0.11	6%	11%

	Name	Type	Number of Key Stage 4 schools	Current performance				Improvement					Stability		
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
=	Suffolk	LA	8	8	+0.16	+0.13	+0.15	+0.02	7	+0.02	+0.04	-0.08	+0.24	5%	7%
=	Coventry	LA	5	5	-0.03	-0.07	-0.08	-0.05	4	+0.13	+0.04	-0.08	+0.25	9%	7%
=	Trafford	LA	6	6	+0.10	+0.09	+0.10	+0.03	6	+0.06	+0.04	-0.19	+0.22	9%	6%
92	Nottingham Roman Catholic Diocesan Education Service (NRCDES)	AC	3	3	-0.08	-0.07	-0.03	-0.28	3	+0.08	+0.03	-0.12	+0.23	16%	14%
=	Enfield	LA	10	10	+0.29	+0.18	+0.18	+0.27	10	+0.07	+0.03	-0.08	+0.16	10%	6%
=	Bourne Education Trust	AC	3	3	+0.04	-0.01	+0.00	-0.06	3	+0.05	+0.03	-0.11	+0.17	11%	14%
=	Nova Education Trust	AC	3	3	-0.06	-0.03	-0.01	-0.12	3	+0.12	+0.03	-0.13	+0.25	12%	9%
=	Croydon	LA	6	6	+0.22	+0.15	+0.16	+0.12	6	+0.02	+0.03	-0.19	+0.21	13%	11%
97	Ormiston Academies Trust	AC	25	25	-0.22	-0.07	-0.07	-0.07	25	-0.02	+0.02	-0.10	+0.19	12%	11%
=	Shropshire	LA	7	7	+0.08	+0.05	+0.05	+0.09	7	+0.02	+0.02	-0.07	+0.14	6%	6%
=	Northumberland	LA	8	8	+0.05	+0.04	+0.06	-0.11	8	+0.00	+0.02	-0.10	+0.15	5%	6%
=	Newham	LA	13	13	+0.34	+0.11	+0.07	+0.24	12	+0.15	+0.02	-0.11	+0.25	10%	6%
=	Stockport	LA	8	8	+0.11	+0.10	+0.12	-0.06	8	-0.01	+0.02	-0.06	+0.13	6%	6%
=	Transforming Education In Norfolk (The TEN Group)	AC	5	5	-0.19	-0.09	-0.08	-0.12	5	-0.03	+0.02	-0.09	+0.08	11%	8%
103	Bolton	LA	10	10	+0.02	-0.00	+0.00	-0.02	10	+0.04	+0.01	-0.13	+0.24	7%	6%
=	The Kemnal Academies Trust	AC	14	14	-0.11	-0.03	-0.02	-0.09	14	-0.01	+0.01	-0.17	+0.25	13%	10%
=	York	LA	6	6	+0.18	+0.10	+0.11	-0.04	6	+0.03	+0.01	-0.16	+0.16	8%	9%
=	FPTA Academies (Fort Pitt Grammar School And The Thomas Aveling School)	AC	3	3	-0.05	+0.01	+0.03	-0.04	3	-0.03	+0.01	-0.11	+0.19	23%	15%
=	East Riding Of Yorkshire	LA	12	12	+0.03	+0.01	+0.01	+0.05	12	-0.01	+0.01	-0.15	+0.16	6%	8%
=	The Howard Partnership Trust	AC	3	3	+0.17	+0.09	+0.12	-0.15	3	-0.00	+0.01	-0.16	+0.33	6%	7%
109	Bohunt Education Trust	AC	3	3	+0.09	+0.03	+0.06	-0.28	3	+0.04	+0.00	-0.12	+0.16	6%	7%

Name	Type	Number of Key Stage 4 schools	Current performance					Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
= Leicestershire	LA	2	2	+0.09	+0.09	+0.11	+0.00	1	-0.07	+0.00	-0.10	+0.05	14%	44%
= Wokingham	LA	3	3	+0.19	+0.08	+0.10	-0.09	3	+0.04	+0.00	-0.19	+0.18	9%	12%
= Essex	LA	9	9	+0.06	+0.04	+0.04	+0.04	7	-0.01	+0.00	-0.16	+0.07	11%	10%
= North Yorkshire	LA	28	28	+0.11	+0.04	+0.06	-0.19	28	+0.02	-0.00	-0.11	+0.19	7%	9%
114 Grace Foundation	AC	3	3	-0.36	-0.22	-0.22	-0.29	3	+0.03	-0.01	-0.17	+0.15	20%	8%
= Kent Catholic Schools' Partnership	AC	5	5	+0.27	+0.18	+0.20	+0.02	5	+0.02	-0.01	-0.18	+0.14	10%	9%
= Hertfordshire	LA	20	20	-0.00	-0.02	-0.01	-0.18	19	-0.00	-0.01	-0.07	+0.12	11%	7%
= Wigan	LA	13	13	+0.05	+0.06	+0.07	-0.01	13	-0.04	-0.01	-0.14	+0.13	6%	7%
118 Norfolk	LA	13	13	+0.04	+0.05	+0.05	+0.04	13	-0.05	-0.02	-0.18	+0.18	8%	10%
= Stockton-on-Tees	LA	2	2	-0.06	-0.02	+0.02	-0.23	2	-0.05	-0.02	-0.18	+0.10	10%	7%
= Kensington and Chelsea	LA	2	2	+0.26	+0.15	+0.15	+0.21	2	+0.03	-0.02	-0.10	+0.08	14%	17%
= Isle of Wight	LA	3	3	-0.07	+0.01	+0.03	-0.12	3	-0.12	-0.02	-0.05	+0.05	12%	12%
= Camden	LA	9	9	+0.22	+0.14	+0.16	+0.13	9	+0.02	-0.02	-0.23	+0.18	10%	10%
123 Sunderland	LA	4	4	-0.19	-0.06	-0.07	-0.02	4	-0.08	-0.03	-0.17	+0.12	8%	6%
= Sheffield	LA	5	5	-0.04	-0.06	-0.03	-0.30	5	-0.02	-0.03	-0.09	+0.02	8%	7%
= Cornwall	LA	14	14	-0.05	+0.01	+0.02	-0.08	14	-0.05	-0.03	-0.13	+0.11	10%	14%
= Cheshire West and Chester	LA	11	11	+0.09	+0.08	+0.11	-0.06	10	-0.06	-0.03	-0.11	+0.18	7%	8%
= West Berkshire	LA	4	4	+0.17	+0.09	+0.11	-0.11	4	-0.03	-0.03	-0.18	+0.10	8%	9%
= Nottinghamshire	LA	4	4	-0.02	-0.06	-0.04	-0.23	4	-0.03	-0.03	-0.24	+0.18	7%	8%
= Great Academies Education Trust	AC	3	3	-0.31	-0.23	-0.19	-0.35	3	-0.02	-0.03	-0.13	+0.10	8%	6%
= Devon	LA	14	14	+0.04	+0.05	+0.06	-0.07	14	-0.04	-0.03	-0.21	+0.14	9%	9%
= Diverse Academies Trust	AC	7	7	-0.08	-0.07	-0.06	-0.23	7	-0.04	-0.03	-0.15	+0.09	11%	14%
132 Leeds	LA	17	17	-0.06	-0.08	-0.04	-0.28	17	0.00	-0.04	-0.17	+0.13	6%	7%

Name	Type	Number of Key Stage 4 schools	Current performance					Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
= Southampton	LA	9	9	-0.14	-0.05	-0.03	-0.17	8	-0.05	-0.04	-0.19	+0.15	11%	11%
= Northamptonshire	LA	4	4	+0.02	-0.06	-0.05	-0.17	2	-0.02	-0.04	-0.12	+0.01	6%	14%
= Luton	LA	6	6	0.00	-0.03	-0.02	-0.08	6	-0.05	-0.04	-0.17	+0.09	10%	9%
= Leigh Academies Trust	AC	7	7	-0.12	-0.13	-0.14	-0.05	7	-0.02	-0.04	-0.26	+0.14	10%	11%
= The Heath Family Trust	AC	4	4	-0.31	-0.12	-0.14	-0.07	4	-0.09	-0.04	-0.11	-0.02	11%	6%
138 Rochdale	LA	8	8	-0.05	-0.05	-0.07	+0.05	8	-0.04	-0.05	-0.13	+0.11	8%	8%
= Slough	LA	4	4	+0.12	-0.08	-0.07	-0.16	4	+0.08	-0.05	-0.19	+0.19	9%	4%
= Kirklees	LA	11	11	-0.06	-0.08	-0.07	-0.13	11	-0.03	-0.05	-0.24	+0.10	8%	9%
= Havering	LA	4	4	-0.05	-0.05	-0.05	-0.03	4	-0.08	-0.05	-0.19	+0.12	15%	10%
= Wiltshire	LA	6	6	-0.02	-0.05	-0.04	-0.21	6	-0.07	-0.05	-0.32	+0.10	18%	14%
= Cumbria	LA	15	15	-0.03	-0.02	-0.02	-0.12	15	-0.06	-0.05	-0.16	+0.04	12%	7%
= Peterborough	LA	3	3	+0.12	-0.02	-0.05	+0.10	3	+0.12	-0.05	-0.15	+0.08	10%	7%
= Staffordshire	LA	22	22	+0.00	-0.03	-0.02	-0.13	22	-0.06	-0.05	-0.23	+0.08	8%	8%
= Brook Learning Trust	AC	3	3	-0.21	-0.22	-0.19	-0.49	3	+0.01	-0.05	-0.19	+0.06	26%	16%
= Kent	LA	28	28	-0.08	-0.09	-0.06	-0.40	27	-0.03	-0.05	-0.24	+0.19	8%	8%
148 Empower Learning Academy Trust	AC	3	3	+0.08	+0.04	+0.05	-0.01	3	-0.08	-0.06	-0.19	+0.07	12%	9%
= Bury	LA	13	13	+0.06	+0.05	+0.04	+0.11	13	-0.09	-0.06	-0.19	+0.09	7%	6%
= The Haberdashers' Livery Company	AC	4	4	-0.14	-0.07	-0.07	-0.09	4	-0.10	-0.06	-0.09	+0.10	8%	6%
= Derbyshire	LA	25	25	-0.15	-0.12	-0.11	-0.24	25	-0.08	-0.06	-0.16	+0.10	8%	7%
= Academies Enterprise Trust (AET)	AC	29	29	-0.31	-0.20	-0.19	-0.28	29	-0.09	-0.06	-0.26	+0.10	13%	12%
= Lancashire	LA	59	59	-0.05	-0.06	-0.05	-0.19	59	-0.07	-0.06	-0.21	+0.12	8%	8%
= Aspirations Academies Trust	AC	5	5	-0.20	-0.19	-0.21	-0.18	4	-0.02	-0.06	-0.17	+0.04	15%	10%



	Name	Type	Number of Key Stage 4 schools	Current performance				Improvement					Stability		
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
=	Beckfoot Trust	AC	3	3	-0.01	-0.05	-0.04	-0.11	3	-0.06	-0.06	-0.20	+0.07	10%	7%
156	Bristol City Of	LA	3	3	-0.03	-0.02	+0.00	-0.17	3	-0.12	-0.07	-0.33	+0.15	8%	8%
=	Aldridge Education	AC	8	8	-0.46	-0.25	-0.27	-0.33	6	-0.11	-0.07	-0.59	+0.22	12%	8%
=	Dorset	LA	10	10	+0.06	+0.05	+0.06	-0.05	10	-0.10	-0.07	-0.17	+0.11	8%	9%
=	University of Chester Academies Trust	AC	4	4	-0.33	-0.21	-0.18	-0.39	4	-0.10	-0.07	-0.22	+0.10	20%	10%
=	Hampshire	LA	39	39	+0.01	-0.03	-0.02	-0.26	39	-0.06	-0.07	-0.23	+0.07	11%	9%
161	Warrington	LA	4	4	+0.01	+0.01	+0.02	-0.11	4	-0.09	-0.08	-0.20	+0.05	14%	9%
=	Salford	LA	8	8	-0.23	-0.11	-0.12	-0.08	8	-0.12	-0.08	-0.15	+0.15	10%	8%
=	Bracknell Forest	LA	4	4	+0.07	-0.04	-0.03	-0.23	4	-0.02	-0.08	-0.17	-0.01	6%	9%
=	E-Act	AC	11	11	-0.24	-0.24	-0.28	-0.19	11	-0.04	-0.08	-0.30	+0.17	17%	8%
=	Gloucestershire	LA	6	6	-0.20	-0.18	-0.17	-0.25	6	-0.09	-0.08	-0.19	+0.06	10%	10%
=	Bath and North East Somerset	LA	3	3	+0.06	+0.02	+0.04	-0.30	3	-0.12	-0.08	-0.30	+0.09	9%	7%
=	Oxfordshire	LA	6	6	+0.04	-0.04	-0.03	-0.24	6	-0.07	-0.08	-0.15	-0.02	14%	9%
=	Somerset	LA	7	7	-0.08	-0.06	-0.05	-0.22	7	-0.09	-0.08	-0.17	+0.03	6%	7%
=	Community Academies Trust	AC	5	5	-0.26	-0.15	-0.14	-0.33	5	-0.13	-0.08	-0.23	+0.01	11%	11%
170	Emmanuel Schools Foundation	AC	3	3	-0.15	+0.01	+0.03	-0.09	3	-0.16	-0.09	-0.32	+0.20	7%	5%
=	Wakefield City Academies Trust	AC	7	7	-0.39	-0.25	-0.22	-0.42	7	-0.10	-0.09	-0.24	-0.01	10%	9%
=	The Diocese of Westminster Academy Trust	AC	6	6	+0.17	+0.07	+0.07	+0.15	6	-0.07	-0.09	-0.05	+0.18	8%	4%
=	Invictus Education Trust	AC	4	4	-0.12	-0.10	-0.09	-0.17	4	-0.11	-0.09	-0.21	-0.03	7%	7%
174	Brentwood Academies Trust	AC	3	3	-0.12	-0.18	-0.18	-0.26	3	-0.08	-0.10	-0.17	-0.03	9%	11%
=	CfBT Schools Trust	AC	5	5	-0.11	-0.14	-0.16	-0.09	4	-0.11	-0.10	-0.20	+0.18	18%	16%
=	Sefton	LA	7	7	-0.19	-0.11	-0.10	-0.21	7	-0.14	-0.10	-0.25	+0.06	6%	7%
177	Halton	LA	3	3	-0.36	-0.10	-0.08	-0.17	3	-0.19	-0.11	-0.20	+0.03	8%	9%

	Name	Type	Number of Key Stage 4 schools	Current performance				Improvement					Stability		
				School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school
=	Bradford	LA	9	9	-0.23	-0.23	-0.21	-0.38	9	-0.07	-0.11	-0.33	+0.07	8%	7%
=	Lewisham	LA	11	11	-0.04	-0.01	+0.02	-0.08	11	-0.18	-0.11	-0.32	+0.13	9%	8%
=	Rotherham	LA	4	4	-0.29	-0.18	-0.17	-0.23	4	-0.16	-0.11	-0.30	+0.08	10%	9%
=	Knowsley	LA	2	2	-0.69	-0.31	-0.24	-0.51	2	-0.30	-0.11	-0.28	-0.02	8%	5%
=	Buckinghamshire	LA	7	7	-0.05	-0.18	-0.18	-0.23	7	-0.06	-0.11	-0.31	+0.02	18%	11%
=	Dudley	LA	10	10	-0.17	-0.10	-0.10	-0.14	10	-0.18	-0.11	-0.17	+0.05	10%	9%
184	Redcar And Cleveland	LA	3	3	-0.18	-0.09	-0.09	-0.10	3	-0.15	-0.12	-0.24	+0.03	6%	10%
=	South Gloucestershire	LA	2	2	-0.12	-0.18	-0.17	-0.40	2	-0.11	-0.12	-0.29	+0.07	8%	9%
=	Oldham	LA	5	5	-0.26	-0.27	-0.26	-0.33	5	-0.10	-0.12	-0.28	0.00	7%	7%
187	Lincolnshire	LA	5	5	-0.13	-0.11	-0.10	-0.25	5	-0.18	-0.13	-0.35	+0.05	12%	9%
=	Coastal Academies Trust	AC	3	3	-0.26	-0.17	-0.12	-0.53	3	-0.11	-0.13	-0.16	+0.13	-	-
=	Northern Education Trust	AC	10	10	-0.63	-0.37	-0.35	-0.53	10	-0.19	-0.13	-0.42	+0.06	11%	10%
=	Cheshire East	LA	5	5	-0.02	-0.09	-0.07	-0.39	5	-0.13	-0.13	-0.28	-0.05	6%	7%
191	Dixons Academy Trust	AC	4	4	+0.08	-0.07	-0.03	-0.18	3	-0.06	-0.15	-0.43	+0.23	8%	6%
=	Wandsworth	LA	2	2	-0.04	-0.18	-0.19	-0.13	2	-0.08	-0.15	-0.20	0.00	13%	13%
=	Stoke-on-Trent	LA	3	3	-0.46	-0.37	-0.38	-0.43	3	-0.13	-0.15	-0.47	+0.14	14%	10%
194	Portsmouth	LA	4	4	-0.18	-0.14	-0.12	-0.23	4	-0.13	-0.16	-0.29	-0.08	9%	11%
=	The Midland Academies Trust	AC	4	4	-0.51	-0.42	-0.43	-0.45	4	-0.16	-0.16	-0.39	+0.10	19%	12%
=	Leicester	LA	16	16	+0.03	-0.14	-0.14	-0.18	16	-0.08	-0.16	-0.31	+0.03	8%	8%
=	Hartlepool	LA	2	2	-0.42	-0.26	-0.22	-0.43	2	-0.21	-0.16	-0.27	-0.01	9%	6%
198	Greenwich	LA	5	5	+0.01	-0.04	-0.01	-0.18	5	-0.16	-0.17	-0.35	+0.06	10%	8%
199	Wade Deacon Trust	AC	3	3	-0.11	+0.02	+0.07	-0.19	3	-0.23	-0.18	-0.23	-0.12	9%	11%
200	Wolverhampton	LA	5	5	-0.34	-0.28	-0.27	-0.40	5	-0.22	-0.19	-0.37	-0.01	12%	12%
=	Milton Keynes	LA	3	3	-0.19	-0.20	-0.20	-0.24	3	-0.18	-0.19	-0.31	+0.03	7%	7%

Name	Type	Number of Key Stage 4 schools	Current performance						Improvement					Stability	
			School count	Non-context measure	Context measure	Non-disadv.	Disadv.	School count	Non-context measure	Context measure	Lower	Upper	% of pupils that left school	% of pupils that joined school	
= Wirral	LA	6	6	-0.30	-0.10	-0.09	-0.14	6	-0.32	-0.19	-0.33	+0.03	10%	8%	
203 David Meller	AC	4	4	-0.38	-0.36	-0.38	-0.40	4	-0.18	-0.21	-0.52	+0.08	11%	6%	
204 Woodard Academies Trust	AC	6	6	-0.33	-0.31	-0.30	-0.50	5	-0.16	-0.22	-0.31	+0.06	2%	2%	
= Walsall	LA	3	3	-0.39	-0.26	-0.26	-0.35	3	-0.29	-0.22	-0.28	+0.05	8%	9%	
206 Education Central Multi Academy Trust	AC	3	3	-0.45	-0.38	-0.37	-0.45	3	-0.28	-0.25	-0.44	-0.05	9%	9%	
207 Derby	LA	6	6	-0.26	-0.27	-0.25	-0.44	6	-0.24	-0.26	-0.29	-0.08	13%	12%	
= Solihull	LA	2	2	-0.31	-0.21	-0.19	-0.37	2	-0.34	-0.26	-0.49	+0.05	7%	8%	
= Eastern Multi-Academy Trust	AC	3	3	-0.44	-0.44	-0.40	-0.71	3	-0.22	-0.26	-0.30	-0.10	9%	9%	
= Newcastle-upon-Tyne	LA	4	4	-0.55	-0.36	-0.38	-0.32	4	-0.35	-0.26	-0.38	+0.22	10%	11%	
211 The Brooke Weston Trust	AC	5	5	-0.47	-0.47	-0.46	-0.61	4	-0.18	-0.27	-0.28	-0.01	7%	8%	
212 Greenwood Academies Trust	AC	8	8	-0.55	-0.50	-0.51	-0.56	8	-0.22	-0.30	-0.49	-0.07	17%	17%	
213 Southend-on-Sea	LA	1	1	-0.60	-0.50	-0.55	-0.38	1	-0.31	-0.31	-0.47	-0.12	22%	17%	
= Barnsley	LA	6	6	-0.51	-0.43	-0.43	-0.49	6	-0.34	-0.31	-0.51	+0.10	7%	10%	
215 The Education Fellowship Trust	AC	4	4	-0.48	-0.51	-0.53	-0.53	4	-0.34	-0.38	-0.44	-0.18	9%	11%	
216 The Hart Schools Trust Ltd	AC	3	3	-0.94	-0.82	-0.84	-1.12	3	-0.40	-0.41	-0.69	-0.20	17%	10%	
217 Nottingham	LA	1	1	-0.74	-0.48	-0.48	-0.54	1	-0.46	-0.42	-0.54	-0.32	13%	8%	
218 Bright Tribe Trust	AC	4	4	-0.68	-0.58	-0.57	-0.74	4	-0.51	-0.51	-0.94	+0.06	19%	8%	

## Annex 3: Pupils with special educational needs and disabilities – Key Stage 2

Name	Number of pupils	Current performance	Confidence interval
Academies Enterprise Trust (AET)	64	-0.7	+/- 2.1
Ascent Academies' Trust	30	-0.9	+/- 3.1
Barking and Dagenham	75	+0.8	+/- 2.0
Barnet	126	-1.0	+/- 1.5
Barnsley	36	+1.6	+/- 2.8
Bath and North East Somerset	36	+1.3	+/- 2.8
Bedford	24	-1.7	+/- 3.5
Bexley	71	-2.2	+/- 2.0
Birmingham	404	-0.5	+/- 0.8
Blackburn with Darwen	38	+0.3	+/- 2.8
Blackpool Multi Academy Trust	22	-1.2	+/- 3.6
Bolton	116	+0.2	+/- 1.6
Bournemouth	29	-7.6	+/- 3.2
Bracknell Forest	31	-3.5	+/- 3.1
Bradford	155	-2.4	+/- 1.4
Brent	120	+1.0	+/- 1.6
Brighton And Hove	76	-0.2	+/- 2.0
Bristol, City of	85	-3.7	+/- 1.9
Bromley	37	-4.6	+/- 2.8
Buckinghamshire	198	-1.3	+/- 1.2
Bury	62	-1.7	+/- 2.2
Calderdale	52	-1.2	+/- 2.4
Calthorpe Teaching Academy Trust	24	-0.6	+/- 3.5
Cambridgeshire	174	+0.4	+/- 1.3
Camden	69	-0.6	+/- 2.1
Central Bedfordshire	34	-1.7	+/- 2.9
Cheshire East	55	-2.4	+/- 2.3
Cheshire West and Chester	104	-0.4	+/- 1.7
Community Inclusive Trust	23	-0.6	+/- 3.6
Cornwall	51	-2.0	+/- 2.4
Coventry	111	-2.1	+/- 1.6
Croydon	97	-1.4	+/- 1.7
Cumbria	177	+2.1	+/- 1.3
Derby	107	+0.3	+/- 1.6
Derbyshire	274	+0.2	+/- 1.0
Devon	254	+3.7	+/- 1.1
Doncaster	89	+1.7	+/- 1.8
Dorset	88	-1.3	+/- 1.8
Dudley	98	-1.9	+/- 1.7

Name	Number of pupils	Current performance	Confidence interval
Durham	153	+2.4	+/- 1.4
Ealing	104	+1.1	+/- 1.7
East Riding of Yorkshire	77	+1.8	+/- 1.9
East Sussex	105	+1.5	+/- 1.7
Enfield	149	+1.0	+/- 1.4
Essex	363	0.0	+/- 0.9
Gateshead	71	0.0	+/- 2.0
Gloucestershire	179	+0.4	+/- 1.3
Greenwich	96	+0.8	+/- 1.7
Greenwood Academies Trust	20	-3.9	+/- 3.8
Hackney	104	+0.9	+/- 1.7
Halton	27	-0.3	+/- 3.3
Hammersmith and Fulham	64	+3.4	+/- 2.1
Hampshire	389	-0.1	+/- 0.9
Haringey	77	+3.1	+/- 1.9
Harrow	66	+2.5	+/- 2.1
Hartlepool	26	+2.5	+/- 3.3
Havering	50	+0.5	+/- 2.4
Herefordshire	57	+2.3	+/- 2.3
Hertfordshire	289	+0.1	+/- 1.0
Hillingdon	75	-0.2	+/- 2.0
Hornbeam Academy Trust	23	-4.6	+/- 3.6
Hounslow	98	+2.5	+/- 1.7
Isle of Wight	42	+0.4	+/- 2.6
Islington	75	-0.9	+/- 2.0
Kensington and Chelsea	25	+3.3	+/- 3.4
Kent	408	-0.8	+/- 0.8
Kingfisher Learning Trust	28	-1.9	+/- 3.2
Kingston-upon-Hull, City Of	38	+2.0	+/- 2.8
Kingston-upon-Thames	39	+1.2	+/- 2.7
Kirklees	146	-1.6	+/- 1.4
Knowsley	83	+1.5	+/- 1.9
Lambeth	134	+2.3	+/- 1.5
Lancashire	369	+0.2	+/- 0.9
Leeds	161	-1.3	+/- 1.3
Leicester	102	-1.1	+/- 1.7
Leicestershire	73	-0.8	+/- 2.0
Leigh Academies Trust	29	-2.9	+/- 3.2
Lewisham	92	+0.7	+/- 1.8
Lincolnshire	116	-1.5	+/- 1.6
Liverpool	151	-2.2	+/- 1.4
Luton	88	-0.3	+/- 1.8
Manchester	192	-2.2	+/- 1.2

Name	Number of pupils	Current performance	Confidence interval
Mary Rose School	28	-5.5	+/- 3.2
Medway	31	+2.4	+/- 3.1
Merton	36	-1.9	+/- 2.8
Middlesbrough	41	+2.5	+/- 2.7
Milton Keynes	90	-1.9	+/- 1.8
Newcastle Upon Tyne	58	+0.7	+/- 2.2
Newham	70	+4.3	+/- 2.0
Nexus Multi Academy Trust	20	+0.8	+/- 3.8
Norfolk	217	-1.5	+/- 1.2
North Lincolnshire	56	-0.6	+/- 2.3
North Somerset	38	-3.1	+/- 2.8
North Tyneside	74	+1.8	+/- 2.0
North Yorkshire	138	-1.3	+/- 1.5
Northamptonshire	156	+0.3	+/- 1.4
Northern House School Academy Trust	42	-1.8	+/- 2.6
Northumberland	82	-4.3	+/- 1.9
Nottingham	55	-2.8	+/- 2.3
Nottinghamshire	104	-0.9	+/- 1.7
Oldham	53	-1.5	+/- 2.3
Orchard Hill College	27	-1.6	+/- 3.3
Oxfordshire	142	+0.8	+/- 1.4
Peterborough	64	+1.7	+/- 2.1
Plymouth	80	-0.6	+/- 1.9
Plymouth Cast	20	-2.2	+/- 3.8
Portsmouth	40	+0.5	+/- 2.7
REAch2 Academy Trust	42	-1.8	+/- 2.6
Reading	33	-0.5	+/- 3.0
Redbridge	113	-0.7	+/- 1.6
Redcar and Cleveland	54	+3.6	+/- 2.3
Richmond-upon-Thames	58	+2.8	+/- 2.2
Rochdale	86	-1.8	+/- 1.8
Rotherham	52	-0.5	+/- 2.4
Salford	88	+2.0	+/- 1.8
Sandwell	126	+1.9	+/- 1.5
Sefton	85	+1.6	+/- 1.9
Sheffield	124	0.0	+/- 1.5
Shropshire	68	-0.2	+/- 2.1
Slough	42	-0.9	+/- 2.6
Solihull	95	-0.9	+/- 1.8
Somerset	57	+0.1	+/- 2.3
South Gloucestershire	96	-0.1	+/- 1.7
South Tyneside	58	+1.2	+/- 2.2
Southampton	98	+0.8	+/- 1.7

Name	Number of pupils	Current performance	Confidence interval
Southend-on-Sea	41	-2.0	+/- 2.7
Southwark	100	-0.3	+/- 1.7
St. Helens	38	-0.7	+/- 2.8
Staffordshire	213	-2.5	+/- 1.2
Stockport	133	-0.6	+/- 1.5
Stockton-on-Tees	44	-0.9	+/- 2.6
Stoke-on-Trent	97	-1.0	+/- 1.7
Suffolk	117	+0.9	+/- 1.6
Sunderland	62	+0.5	+/- 2.2
Surrey	284	-1.1	+/- 1.0
Sutton	43	+1.2	+/- 2.6
Swindon	50	-1.0	+/- 2.4
Tameside	36	-1.5	+/- 2.8
Telford and Wrekin	84	-1.2	+/- 1.9
The Active Learning Trust Limited	24	-0.4	+/- 3.5
The David Ross Education Trust	20	-3.6	+/- 3.8
The Eden Academy	36	-1.6	+/- 2.8
The Education Village Academy Trust	27	+3.4	+/- 3.3
The Elliot Foundation Academies Trust	37	+6.4	+/- 2.8
The Enquire Learning Trust	23	+3.2	+/- 3.6
The First Federation Trust	22	+1.8	+/- 3.6
The Kemnal Academies Trust	29	+0.9	+/- 3.2
The Sabden Multi Academy Trust	27	-1.9	+/- 3.3
The Seax Trust	31	-5.1	+/- 3.1
The White Horse Federation	20	-13.6	+/- 3.8
Thurrock	40	-0.7	+/- 2.7
Tower Hamlets	189	+4.2	+/- 1.2
Trafford	84	-0.9	+/- 1.9
Wakefield	79	-1.6	+/- 1.9
Walsall	91	-0.3	+/- 1.8
Waltham Forest	33	+2.8	+/- 3.0
Wandsworth	103	+1.7	+/- 1.7
Warrington	83	+3.3	+/- 1.9
Warwickshire	186	-1.5	+/- 1.3
Wellspring Academy Trust	66	+3.1	+/- 2.1
West Berkshire	65	-0.7	+/- 2.1
West Sussex	237	-2.1	+/- 1.1
Westminster	39	+6.2	+/- 2.7
Whitefield Academy Trust	31	-2.3	+/- 3.1
Wigan	104	+2.2	+/- 1.7
Wiltshire	95	0.0	+/- 1.8
Windsor and Maidenhead	53	+0.5	+/- 2.3
Wirral	108	-1.1	+/- 1.6

<b>Name</b>	<b>Number of pupils</b>	<b>Current performance</b>	<b>Confidence interval</b>
Wokingham	61	+0.8	+/- 2.2
Wolverhampton	62	+0.6	+/- 2.2
Worcestershire	142	-3.2	+/- 1.4
York	38	-2.3	+/- 2.8



## Annex 4: Pupils with special educational needs and disabilities – Key Stage 4

Name	Number of pupils	Current performance	Confidence interval
Academies Enterprise Trust (AET)	154	-2.8	+/- 1.8
Academy Transformation Trust	52	+4.1	+/- 3.1
Accord Multi Academy Trust	25	+13.6	+/- 4.4
Acorn Care	22	-1.9	+/- 4.7
Aldridge Education	30	+3.2	+/- 4.0
Ambitions Academies Trust	29	-11.8	+/- 4.1
Ark Schools	48	-0.2	+/- 3.2
Ascent Academies' Trust	94	-5.8	+/- 2.3
Astrea Academy Trust	27	-7.8	+/- 4.2
Barking and Dagenham	61	+2.5	+/- 2.8
Barnet	62	-0.9	+/- 2.8
Barnsley	29	-0.8	+/- 4.1
Beckfoot Trust	26	+0.7	+/- 4.3
Bexley	46	-1.6	+/- 3.3
Birmingham	316	-2.9	+/- 1.2
Blackburn With Darwen	26	-1.4	+/- 4.3
Bolton	93	+0.1	+/- 2.3
Bournemouth	22	-2.6	+/- 4.7
Bracknell Forest	33	-1.6	+/- 3.8
Bradford	74	-1.3	+/- 2.6
Brampton Manor Trust	26	+6.6	+/- 4.3
Brent	24	-1.5	+/- 4.5
Brentwood Academies Trust	21	-3.9	+/- 4.8
Bridgwater College Trust	21	+10.1	+/- 4.8
Bright Futures Educational Trust	22	-0.7	+/- 4.7
Brighton And Hove	97	-5.0	+/- 2.2
Bristol, City of	81	-4.2	+/- 2.5
Bromley	49	+2.7	+/- 3.2
Buckinghamshire	119	-1.9	+/- 2.0
Bury	90	-0.9	+/- 2.3
Cabot Learning Federation	43	-0.8	+/- 3.4
Calderdale	35	-1.1	+/- 3.7
Calthorpe Teaching Academy Trust	37	-1.9	+/- 3.6
Cambridgeshire	56	-2.3	+/- 3.0
Camden	76	-0.8	+/- 2.5
Central Bedfordshire	30	-2.8	+/- 4.0
Cheshire East	41	-2.9	+/- 3.4
Cheshire West and Chester	96	-0.6	+/- 2.3
Chilford Hundred Education Trust	22	+14.6	+/- 4.7

Name	Number of pupils	Current performance	Confidence interval
Chiltern Way Academy Trust	20	-6.4	+/- 4.9
Chulmleigh Academy Trust	27	+20.5	+/- 4.2
Community Academies Trust	21	-0.9	+/- 4.8
Community Inclusive Trust	69	-6.5	+/- 2.7
Cornwall	87	-0.4	+/- 2.4
Coventry	83	-2.0	+/- 2.4
Creative Education Trust	32	+9.9	+/- 3.9
Croydon	83	-4.6	+/- 2.4
Cumbria	99	-3.3	+/- 2.2
David Meller	20	+6.0	+/- 4.9
Delta Academies Trust	67	+8.4	+/- 2.7
Derby	89	-4.0	+/- 2.3
Derbyshire	178	-3.6	+/- 1.7
Devon	205	-0.2	+/- 1.5
Diocese of London	27	+0.5	+/- 4.2
Diocese of Oxford	34	+14.1	+/- 3.8
Doncaster	54	-2.8	+/- 3.0
Dorset	122	+2.2	+/- 2.0
Dudley	92	+0.1	+/- 2.3
Durham	167	-3.3	+/- 1.7
E-Act	46	+1.8	+/- 3.3
Ealing	77	-2.1	+/- 2.5
East Riding of Yorkshire	70	-2.1	+/- 2.6
East Sussex	81	+2.5	+/- 2.5
Edmonton Academy Trust	20	+5.8	+/- 4.9
Education South West	24	+6.0	+/- 4.5
Emmanuel Schools Foundation	28	+0.4	+/- 4.2
Enfield	84	-2.0	+/- 2.4
Essex	161	-2.5	+/- 1.7
Fortis Trust	36	-2.3	+/- 3.7
FPTA Academies (Fort Pitt Grammar School And The Thomas Aveling School)	50	+7.5	+/- 3.1
Future Schools Trust	20	-2.9	+/- 4.9
Gateshead	51	-4.9	+/- 3.1
Gloucestershire	99	-2.5	+/- 2.2
Greenwich	35	-1.9	+/- 3.7
Greenwood Academies Trust	56	-2.4	+/- 3.0
Hackney	74	-0.9	+/- 2.6
Halton	25	-1.7	+/- 4.4
Hammersmith and Fulham	56	-1.0	+/- 3.0
Hampshire	341	0.0	+/- 1.2
Haringey	106	+1.7	+/- 2.1
Harris Federation	58	+10.7	+/- 2.9

<b>Name</b>	<b>Number of pupils</b>	<b>Current performance</b>	<b>Confidence interval</b>
Harrow	40	+0.3	+/- 3.5
Hartlepool Aspire Trust	20	-4.5	+/- 4.9
Havering	27	-0.9	+/- 4.2
Hertfordshire	251	-2.5	+/- 1.4
Hillingdon	34	-4.9	+/- 3.8
Horizons Specialist Academy Trust	66	-4.0	+/- 2.7
Hornbeam Academy Trust	39	-3.0	+/- 3.5
Hounslow	36	-2.4	+/- 3.7
Inspiration Trust	25	+3.5	+/- 4.4
Isle of Wight	34	-1.1	+/- 3.8
Islington	41	-0.5	+/- 3.4
Kent	467	-1.9	+/- 1.0
Kent Catholic Schools' Partnership	21	+5.4	+/- 4.8
Kings Academy Trust	28	-1.6	+/- 4.2
Kingston Upon Hull, City of	48	-0.8	+/- 3.2
Kirklees	101	-0.1	+/- 2.2
Knowsley	42	-4.6	+/- 3.4
Lambeth	103	-1.8	+/- 2.2
Lancashire	406	-2.0	+/- 1.1
Launceston College	23	+0.8	+/- 4.6
Leeds	139	+2.3	+/- 1.9
Leicester	138	-0.3	+/- 1.9
Leicestershire	66	0.0	+/- 2.7
Leigh Academies Trust	49	+2.3	+/- 3.2
Lewisham	101	-1.9	+/- 2.2
Lincolnshire	68	+0.1	+/- 2.7
Lincolnshire Wolds Community Trust	23	-3.6	+/- 4.6
Liverpool	159	-2.2	+/- 1.8
Loxford School Trust Ltd	25	+1.6	+/- 4.4
Luton	45	-3.2	+/- 3.3
Manchester	136	-2.8	+/- 1.9
Merton	80	+2.6	+/- 2.5
Middlesbrough	51	-4.1	+/- 3.1
Milton Keynes	66	-2.5	+/- 2.7
Morris Education Trust	20	+5.8	+/- 4.9
New Bridge Academy	40	-5.0	+/- 3.5
New River Trust	29	+8.5	+/- 4.1
Newcastle Upon Tyne	42	+0.4	+/- 3.4
Newham	48	-6.5	+/- 3.2
Nexus Multi Academy Trust	24	-1.4	+/- 4.5
Norfolk	220	-1.5	+/- 1.5
North East Sheffield Trust	49	+9.1	+/- 3.2
North Lincolnshire	39	-2.9	+/- 3.5

<b>Name</b>	<b>Number of pupils</b>	<b>Current performance</b>	<b>Confidence interval</b>
North Somerset	27	-2.2	+/- 4.2
North Tyneside	91	-0.1	+/- 2.3
North Yorkshire	111	-1.6	+/- 2.1
Northamptonshire	38	-1.1	+/- 3.6
Northern Education Trust	27	+1.3	+/- 4.2
Northumberland	116	-2.6	+/- 2.0
Nottingham	36	-5.3	+/- 3.7
Nottinghamshire	74	-4.3	+/- 2.6
Oasis Community Learning	63	+0.3	+/- 2.8
Oldham	24	-3.1	+/- 4.5
Orchard Hill College	87	-5.5	+/- 2.4
Ormiston Academies Trust	139	+6.2	+/- 1.9
Outwood Grange Academies Trust	52	+3.8	+/- 3.1
Oxfordshire	69	-1.5	+/- 2.7
Peterborough	80	-0.9	+/- 2.5
Plymouth	60	-4.6	+/- 2.9
Poole	79	+6.6	+/- 2.5
Portsmouth	65	-7.0	+/- 2.7
Redbridge	89	-0.5	+/- 2.3
Redcar And Cleveland	51	-8.0	+/- 3.1
Richmond Upon Thames	40	-1.5	+/- 3.5
Rochdale	93	-2.6	+/- 2.3
Rotherham	71	+0.4	+/- 2.6
Royal Wootton Bassett Academy	21	+6.8	+/- 4.8
Salford	85	-0.9	+/- 2.4
Sandwell	65	-2.8	+/- 2.7
Sefton	109	-1.4	+/- 2.1
Sheffield	135	-2.9	+/- 1.9
Shropshire	38	+0.5	+/- 3.6
Sidney Stringer Academy Trust	57	+3.4	+/- 2.9
Slough	39	-0.4	+/- 3.5
Solihull	41	-3.1	+/- 3.4
Somerset	71	-4.8	+/- 2.6
South Gloucestershire	56	-1.2	+/- 3.0
South Tyneside	82	-3.7	+/- 2.4
Southampton	85	-1.8	+/- 2.4
Southend-on-Sea	35	-2.0	+/- 3.7
Southwark	37	-2.6	+/- 3.6
Special Partnership Trust	35	-2.6	+/- 3.7
St Thomas Of Canterbury Catholic Academies Trust	23	+3.1	+/- 4.6
St. Helens	35	-1.4	+/- 3.7
Staffordshire	194	0.0	+/- 1.6
Stockport	87	-1.5	+/- 2.4

Name	Number of pupils	Current performance	Confidence interval
Stoke-on-Trent	67	-0.8	+/- 2.7
Suffolk	51	-0.5	+/- 3.1
Surrey	259	-0.4	+/- 1.4
Sutton	27	+1.2	+/- 4.2
Swale Academies Trust	20	+6.4	+/- 4.9
Swindon	67	-7.4	+/- 2.7
Tameside	58	+1.6	+/- 2.9
Telford And Wrekin	84	-1.3	+/- 2.4
The Active Learning Trust Limited	22	0.0	+/- 4.7
The Adelaide Academy Trust	24	-9.7	+/- 4.5
The Arthur Terry School	20	+3.3	+/- 4.9
The Athelstan Trust	20	+5.3	+/- 4.9
The Brooke Weston Trust	20	-1.2	+/- 4.9
The Charter Schools Educational Trust	35	+12.7	+/- 3.7
The Collegiate Trust	24	+16.5	+/- 4.5
The David Ross Education Trust	23	+4.5	+/- 4.6
The Dean Trust	24	+4.2	+/- 4.5
The Diocese of Westminster Academy Trust	20	-2.5	+/- 4.9
The Education Village Academy Trust	31	-6.3	+/- 4.0
The Gallery Trust	23	-3.9	+/- 4.6
The Haberdashers' Livery Company	20	+0.2	+/- 4.9
The Kemnal Academies Trust	39	-2.1	+/- 3.5
The Partnership Trust	25	+0.2	+/- 4.4
The Queen Katherine School	22	-0.6	+/- 4.7
The Sabden Multi Academy Trust	39	-4.1	+/- 3.5
The Seax Trust	40	-3.7	+/- 3.5
The Shaw Education Trust	70	-2.6	+/- 2.6
The Sigma Trust	23	+1.8	+/- 4.6
The Skinners' Company	21	+0.2	+/- 4.8
The Southfield Grange Trust	30	-2.1	+/- 4.0
The Sovereign Trust	28	-3.5	+/- 4.2
The Warriner Multi Academy Trust	24	+6.4	+/- 4.5
The White Horse Federation	22	-3.7	+/- 4.7
Thurrock	32	+0.4	+/- 3.9
Torbay	34	-10.2	+/- 3.8
Torfield And Saxon Mount Academy Trust	20	+0.1	+/- 4.9
Torquay Boys' Grammar School Multi-Academy Trust	21	+13.7	+/- 4.8
Tower Hamlets	97	+0.3	+/- 2.2
Trafford	64	-6.5	+/- 2.8
Transforming Education In Norfolk (The TEN Group)	20	-0.2	+/- 4.9
Trinity Academy Newcastle	26	-3.0	+/- 4.3
United Learning Trust	114	+3.7	+/- 2.1

<b>Name</b>	<b>Number of pupils</b>	<b>Current performance</b>	<b>Confidence interval</b>
Ventrus Limited	41	+4.4	+/- 3.4
Wakefield	49	-4.3	+/- 3.2
Walsall	101	-2.9	+/- 2.2
Waltham Forest	36	-5.2	+/- 3.7
Wandsworth	67	-3.2	+/- 2.7
Warrington	51	-5.1	+/- 3.1
Warwickshire	156	+1.9	+/- 1.8
Wellspring Academy Trust	57	-7.0	+/- 2.9
West Berkshire	51	-2.2	+/- 3.1
West Norfolk Academies Trust	27	+7.8	+/- 4.2
West Sussex	297	+2.3	+/- 1.3
Westminster	29	+0.2	+/- 4.1
Whitefield Academy Trust	33	-3.8	+/- 3.8
Wigan	73	-2.1	+/- 2.6
Wiltshire	80	+0.2	+/- 2.5
Windsor and Maidenhead	55	+2.2	+/- 3.0
Wirral	103	-1.7	+/- 2.2
Wokingham	44	-2.0	+/- 3.3
Wolverhampton	47	-1.7	+/- 3.2
Worcestershire	74	-2.6	+/- 2.6
York	47	-1.2	+/- 3.2