



Multi-academy trust measures at key stage 4 in England, 2019

Multi-academy trust performance measures: 2019

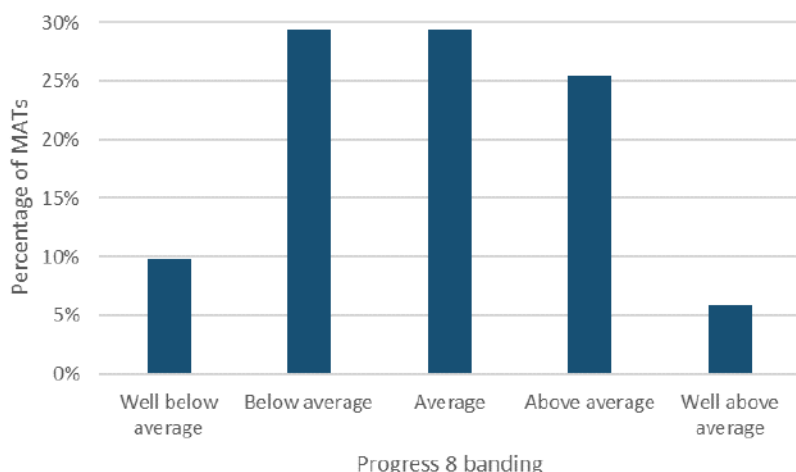
This release presents performance measures for multi-academy trusts (MATs). A MAT must have at least three schools that have been with the MAT for at least three years and each school must have results in 2019 to be included. Where an academy sponsor oversees more than one MAT, results are presented under the sponsor rather than the individual constituent MATs. School figures are weighted according to the length of time they have been in the MAT and their total cohort size.

The MAT performance measures at key stage 4 are Progress 8, the percentage of pupils entering the English Baccalaureate (EBacc) and EBacc average point score (APS). Attainment 8 is not calculated for MATs. The number of eligible MATs included in the key stage 4 measures has increased from 85 in 2018 to 102 in 2019. This is an increase from 494 to 581 schools, and from 69,169 to 87,346 pupils. This represents 16% of the state-funded mainstream key stage 4 pupil cohort, 24% of all secondary academies and 36% of secondary academies that are part of a MAT.

MAT performance data should not be used to infer performance of the MAT system as a whole. This is explained further in [about this release](#). More information on the calculation of the measures, eligibility and limitations of the measures is contained in the accompanying [quality and methodology](#) document.

Progress 8, EBacc entry and EBacc APS are lower in MATs than the national average

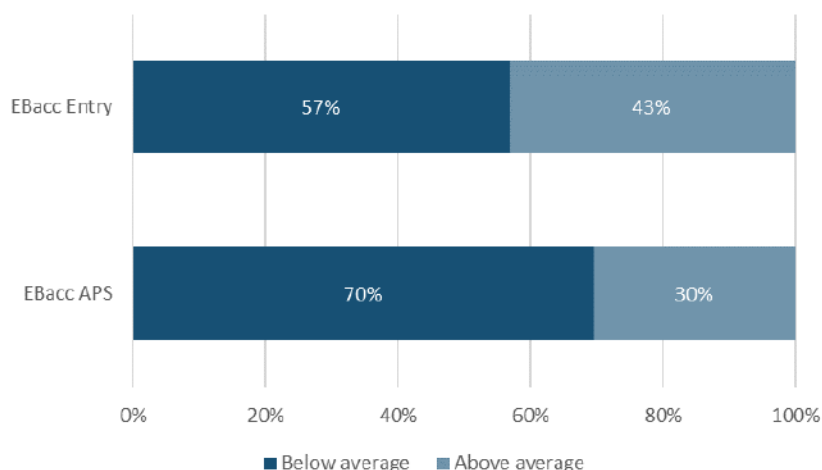
Figure 1: Progress 8 bandings of multi-academy trusts



The national Progress 8 score for pupils in eligible MATs was -0.02, compared to 0.01 for all state-funded mainstream schools.

In 2019, 31% of eligible MATs had Progress 8 scores above or well above the national average and 39% were below or well below the national average. The remaining 29% were not significantly different from the national average.

Figure 2: Percentage of multi-academy trusts above and below national average for EBacc entry and EBacc average point score



The national EBacc entry rate for pupils in eligible MATs was 38%, compared to 41% for all state-funded mainstream schools. 57% of MATs have an EBacc entry rate below the national average.

The national EBacc average point score for eligible MATs was 3.87 points, compared to 4.15 points for all state-funded mainstream schools. 70% of MATs have an EBacc average point score lower than the national average.

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1. About this release

The key stage 4 MAT performance measures only include 24% of all secondary mainstream academies¹ and only 36% of all secondary academies that are part of a MAT. This release provides national aggregate figures for MATs, which only cover the subset of academies and MATs included in the MAT measures. These statistics therefore cannot be interpreted as how academies or MATs are performing as a whole. The schools and MATs included change each year, meaning comparisons over time in attainment measures should be treated with caution. Progress measures are in-year relative measures which, in combination with the changing composition of MATs each year, means they should not be compared over time.

National figures for all state-funded mainstream schools are shown for context but comparisons between MAT and national averages should be treated with caution as they are not like-for-like. Both national aggregates for MATs and national averages for state-funded mainstream schools exclude special schools, pupil referral units and alternative provision facilities. However, state-funded mainstream schools also include voluntary, foundation and community schools. These are not academies and are therefore ineligible to be included in MAT measures. In addition, the proportion of sponsor led academies is higher in MAT measures than across all academies.

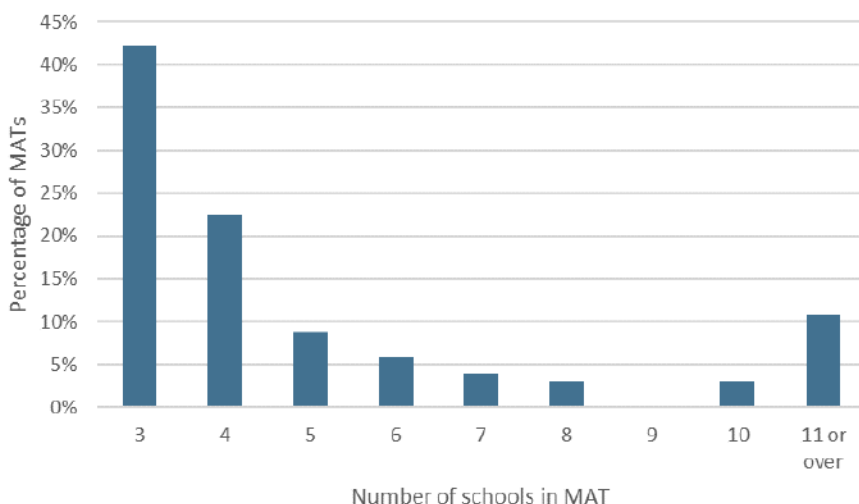
Academies and multi-academies trusts

Academies are state schools directly funded by the government. Each one is part of an academy trust. Trusts can be single academy trusts responsible for one academy or multi-academy trusts (MATs) responsible for a group of academies. An academy sponsor may oversee a number of MATs. The statistics in this release report at the highest level of accountability. Where an academy sponsor oversees a number of multi-academy trusts, results are presented under the sponsor rather than the individual constituent MATs.

The number of eligible MATs included in the key stage 4 measures increased from 85 in 2018 to 102 in 2019. This is an increase from 494 to 581 schools, and from 69,169 to 87,346 pupils. This represents 16% of the 2019 state-funded mainstream key stage 4 pupil cohort.

Figure 3 shows the percentage of MATs by the size of the MAT, for the MATs and schools included in the performance data in this release.

Figure 3: Percentage of eligible MATs by size in key stage 4 2019 MATs performance data England 2019



Source: Key stage 4 revised attainment data

¹ Including all-through schools but excluding academies without key stage 4 results in 2019. This represents 14% of all state-funded secondaries.

Table 1 shows the distribution of the schools included in the MAT measures by school type, showing a lower proportion of converter academies (typically previously high performing schools) than sponsor led academies (typically previously poor performing schools). The proportion of sponsor led academies was slightly higher in 2018.

Table 1: Schools in key stage 4 MATs measures by type
England 2018 and 2019

School Type	2018		2019	
	Schools		Schools	
	Number	Percentage	Number	Percentage
Converter academies	128	25.9%	175	30.1%
Sponsor led academies	323	65.4%	354	60.9%
Free schools/UTCs/Studio schools	43	8.7%	52	9.0%

Source: Key stage 4 revised attainment data

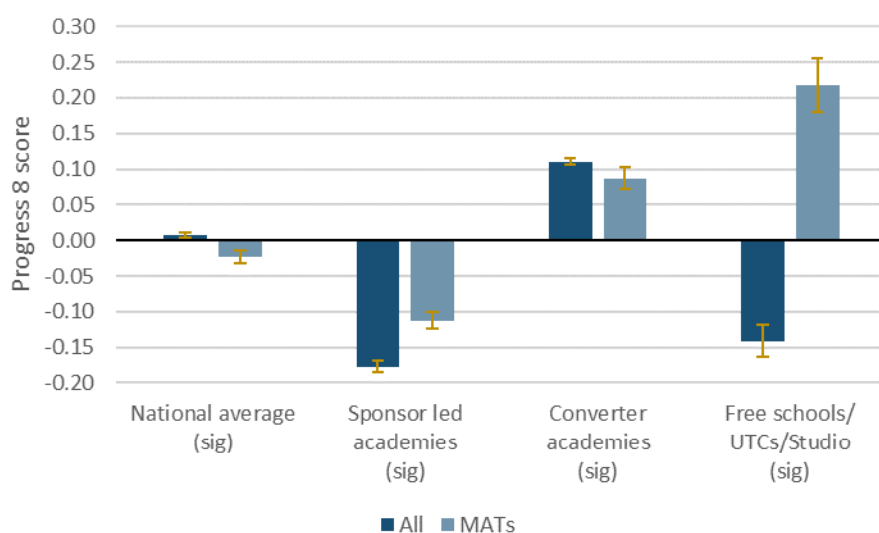
2. Multi-academy trust progress and attainment

Overall MAT performance in 2019, Progress 8

In 2019, 25% of MATs had Progress 8 scores above the national average and in addition 6% were well above.^{2,3} 29% of MATs were below the national average and in addition 10% were well below. The remaining 29% were not significantly different from the national average.

Figure 4 compares national performance in eligible MATs with the national average for state-funded mainstream schools, and the difference by school type. Pupils in MATs had an average Progress 8 score of -0.02, compared to 0.01 nationally. The average Progress 8 score in sponsor led academies in MATs was below the national average for all mainstream schools, but above the national average for sponsor led academies. The average Progress 8 scores in converter academies in MATs was below the national average for converter academies but the average for free schools (including University Technology Colleges and studio schools) in MATs was higher than the national average for free schools.

Figure 4: Progress 8 scores in eligible MATs compared with national average
England, 2019, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

² More information on how progress bandings is calculated is available on the secondary school accountability page. <https://www.gov.uk/government/publications/progress-8-school-performance-measure>

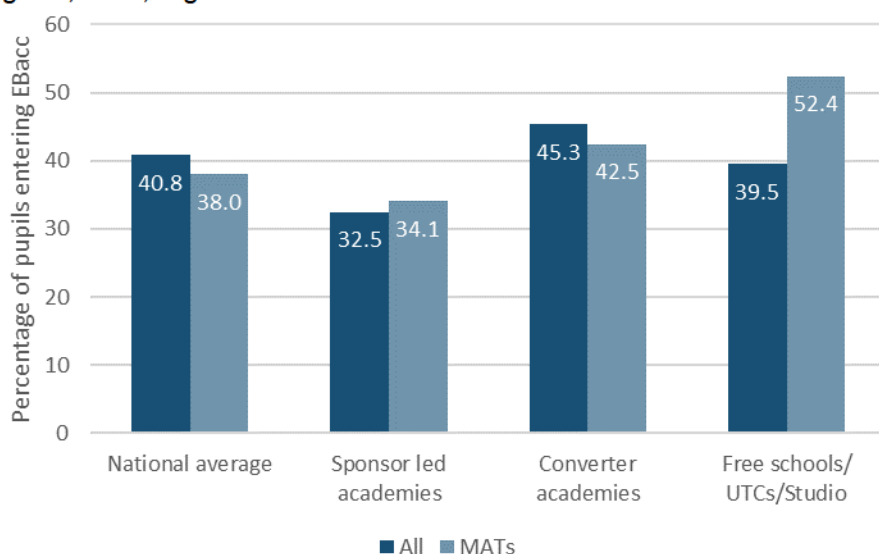
³ Bandings are not comparable between years as they are calculated using a different cohort.

The proportion of sponsor led and converter academies can partly explain the difference in Progress 8 between eligible MATs and the national average. In MATs, 59% of pupils included in Progress 8 were in sponsor led academies and 36% were in converter academies. In comparison, nationally 19% were in sponsor led academies and 52% were in converter academies.

Overall MAT performance in 2019, EBacc entry and EBacc average point score

Figure 5 compares the EBacc entry rate in eligible MATs with the national average for state-funded mainstream schools, and the difference by school type. The national EBacc entry rate for MATs was 38%, compared to 41% nationally. The pattern in EBacc entry rate by school type was similar to the pattern for Progress 8. The entry rate was 1.6 percentage points higher in sponsor led academies in MATs than in all sponsor led academies but in converter academies the rate was 2.8 percentage points lower. The rate was 12.9 percentage points higher in free schools (including UTCs and studio schools) in MATs than nationally.

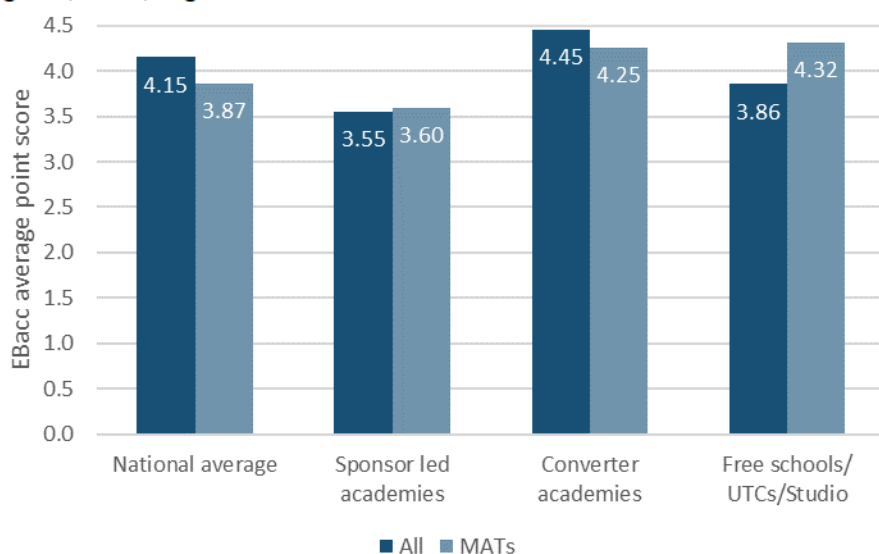
Figure 5: Percentage of pupils entering EBacc in eligible MATs compared with national average
England, 2019, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

Figure 6 shows the national EBacc average point score (APS) for eligible MATs was 3.87 points, compared to 4.15 points for all state-funded mainstream schools. In sponsor led academies, the EBacc APS was slightly higher in MATs than in all sponsor led academies. In free schools (including UTCs and studio schools) the score was 0.5 points higher. In converter academies, the score was 0.2 points lower.

Figure 6: EBacc average point score in eligible MATs compared with national average
England, 2019, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

3. Variation in MAT performance measures

Figure A1 in Annex A shows the variation in Progress 8 by MAT in 2019. This annex is linked from the [release page](#). Values in Progress 8 at MATs level ranged from 0.74 to -0.67. This was a smaller range than for all state-funded mainstream schools (2.16 to -3.33) and is likely to be as a result of the larger cohort sizes in MATs compared to schools.

Figures A2 and A3 in Annex A show the variation in EBacc entry and EBacc average point score by MAT. EBacc entry varied at MATs level from 89.3% to 8.1%. This was a smaller range than for all state-funded mainstream schools (100% to 0%). The EBacc APS at MATs level varied from 5.23 to 2.96. This was also a smaller range than for all state-funded mainstream schools (8.43 to 0.00).

4. Progress and attainment by pupil characteristics

Table 2 shows that in 2019 the percentage of pupils that were disadvantaged, have special educational needs (SEN) or have English as an additional language (EAL) were higher in eligible MATs than the national average. Prior attainment at key stage 2 was similar.

Table 2: Characteristics of key stage 4 pupils in eligible MATs compared with national average
England, 2019, eligible MATs and state-funded mainstream schools

Characteristic	National	MATs
Disadvantaged	25.9%	32.5%
Special educational needs	12.5%	13.4%
English as additional language	16.7%	17.9%
KS2 average point score	27.3	27.4

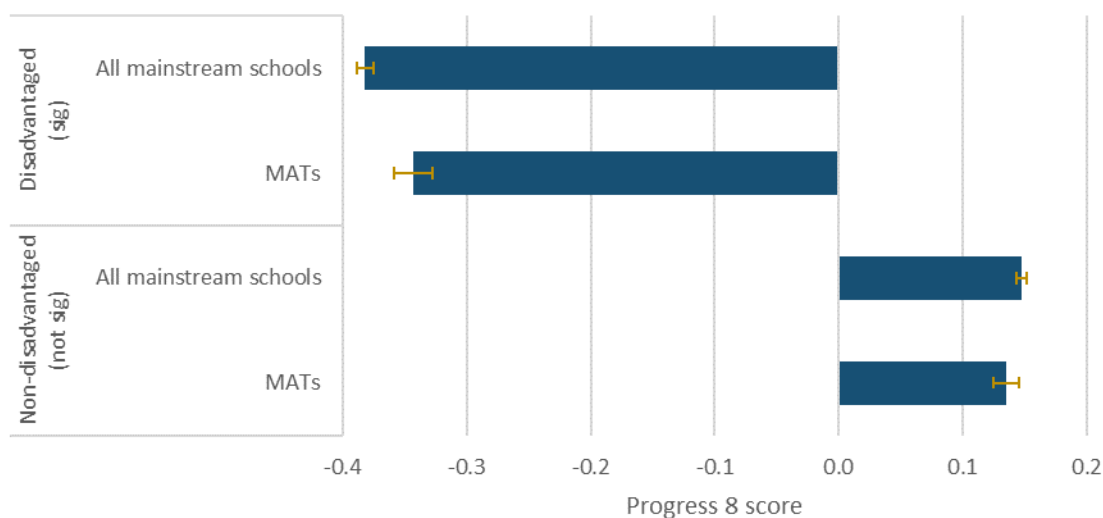
Source: Key stage 4 revised attainment data

Analysis by characteristics (below) shows disadvantaged, EAL and low prior attainment pupils in eligible MATs made more progress than their respective national averages. EAL pupils also had a higher EBacc entry rate than the national average for EAL pupils but a lower EBacc APS. Disadvantaged and SEN pupils had lower EBacc entry rates and APS than their respective national averages. Low prior attainment pupils had a higher entry rate but the APS was similar to the national average.

Progress 8 for disadvantaged pupils

The gap between disadvantaged and non-disadvantaged pupils was smaller in eligible MATs for Progress 8 (0.48) than the national average (0.53), and disadvantaged pupils made more progress in MATs than nationally. The difference between non-disadvantaged pupils in MATs and nationally was not significant.

Figure 7: Progress 8 scores in eligible MATs compared with national average, by disadvantaged status
England, 2019, eligible MATs and state-funded mainstream schools

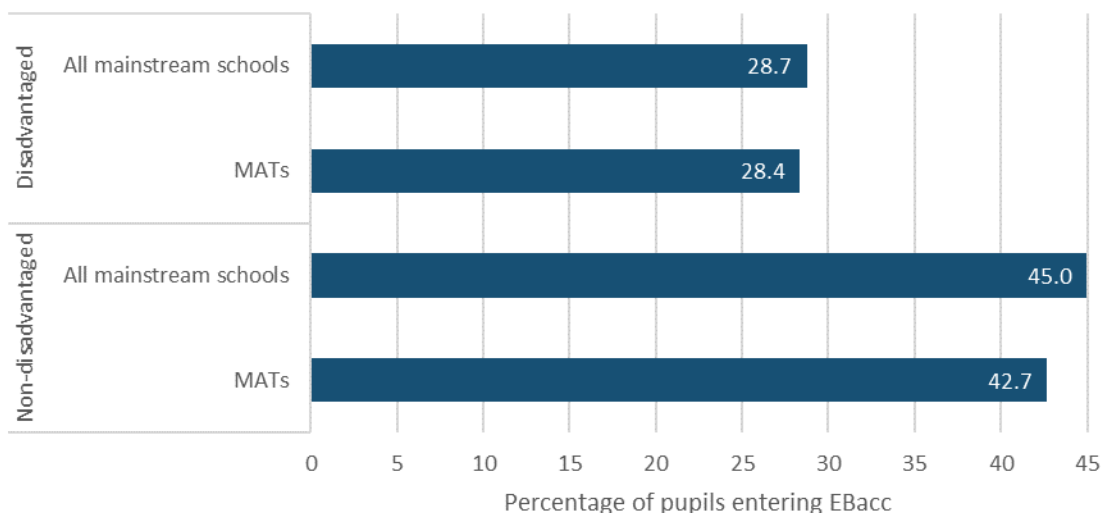


Source: Key stage 4 revised attainment data

EBacc entry and EBacc average point score for disadvantaged pupils

Disadvantaged and non-disadvantaged pupils in eligible MATs had lower EBacc entry rates than the national average for disadvantaged and non-disadvantaged pupils respectively. The gap between pupils in MATs and all state-funded mainstream schools was smaller for disadvantaged pupils (0.4 percentage points) than for non-disadvantaged pupils (2.3 percentage points).

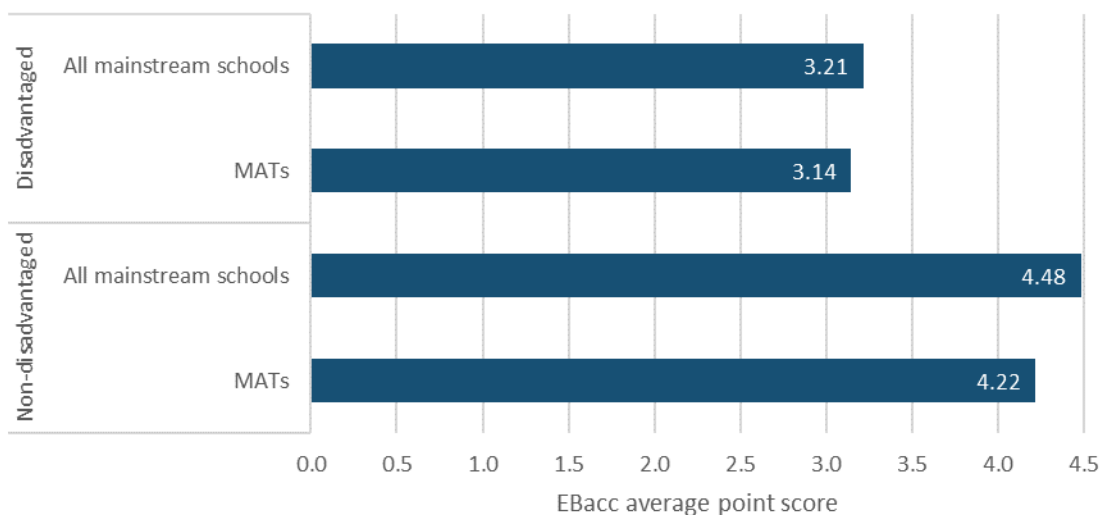
Figure 8: EBacc entry in eligible MATs compared with national average, by disadvantaged status
England, 2019, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

Disadvantaged and non-disadvantaged pupils in eligible MATs also had slightly lower EBacc APS than their respective national averages. The gap between pupils in MATs and national performance was smaller for disadvantaged pupils (0.1 points) than for non-disadvantaged pupils (0.3 points).

Figure 9: EBacc APS in eligible MATs compared with national average, by disadvantaged status
England, 2019, eligible MATs and state-funded mainstream schools

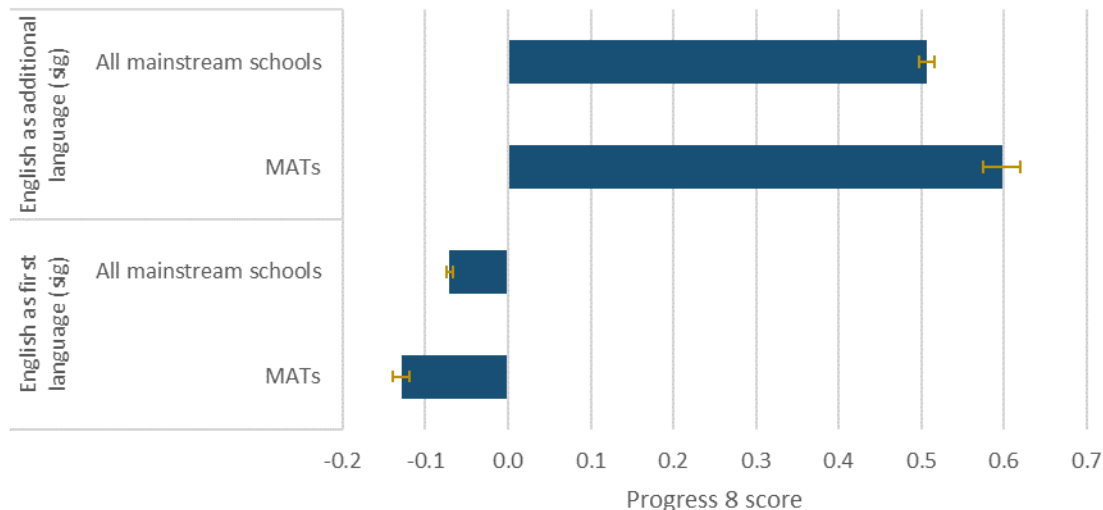


Source: Key stage 4 revised attainment data

Progress 8 for pupils with English as an additional language (EAL)

Pupils with EAL in eligible MATs made more progress than the national average for EAL pupils, whereas pupils in MATs with English as a first language (EFL) made less progress. The gap between EAL and EFL pupils was larger in MATs than the national average.

Figure 10: Progress 8 scores in eligible MATs compared with national average, by language status
 England, 2019, eligible MATs and state-funded mainstream schools

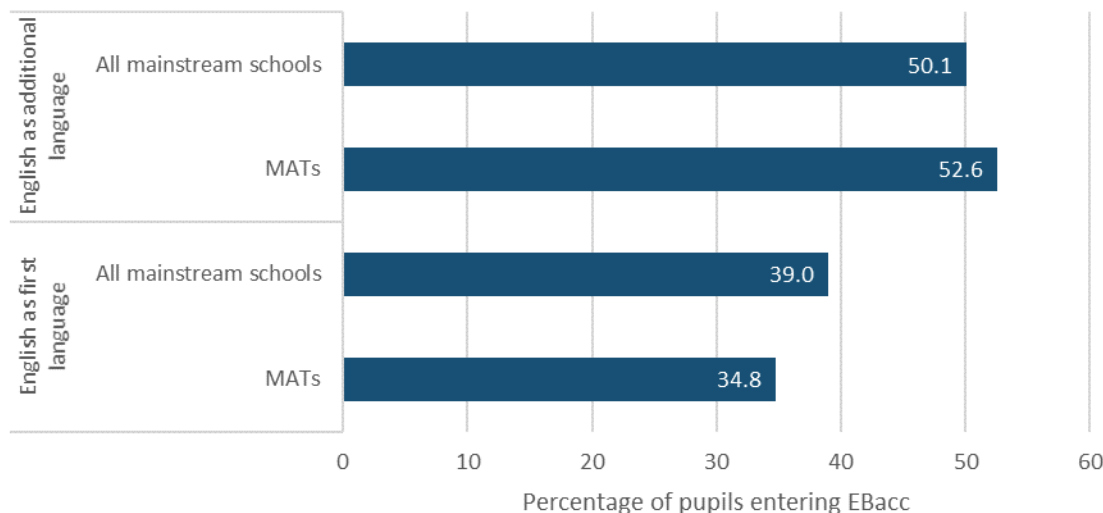


Source: Key stage 4 revised attainment data

EBacc entry and EBacc average point score for pupils with English as an additional language

In 2019 pupils with EAL in eligible MATs had a higher EBacc entry rate than the national average for EAL pupils, whereas EFL pupils had a lower entry rate than the national average for EFL pupils. The gap between pupils in MATs and all state-funded mainstream schools was smaller for EAL pupils (2.5 percentage points) than EFL pupils (4.2 percentage points).

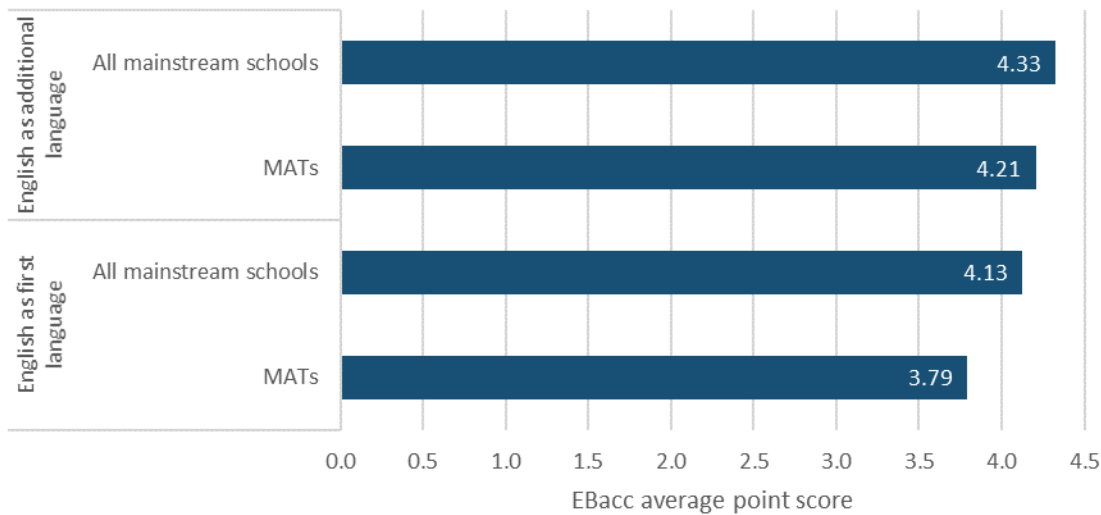
Figure 11: EBacc entry in eligible MATs compared with national average, by language status
 England, 2019, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

Both EAL and EFL pupils had a lower EBacc APS than their respective national averages. The gap between pupils in eligible MATs and national performance was smaller for EAL pupils (0.1 points) than EFL pupils (0.3 points).

Figure 12: EBacc APS in eligible MATs compared with national average, by language status
 England, 2019, eligible MATs and state-funded mainstream schools

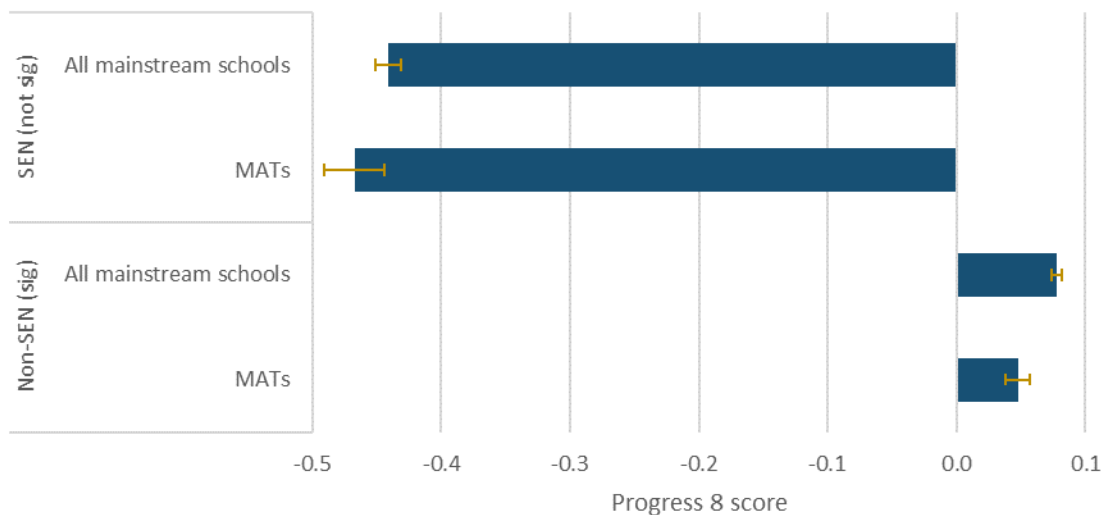


Source: Key stage 4 revised attainment data

Progress 8 for pupils with special educational needs (SEN)

The difference between SEN pupils in eligible MATs and nationally was not statistically significant. Non-SEN pupils in MATs made less progress than the national average for non-SEN pupils. The gap between SEN and non-SEN pupils was the same in MATs to the gap nationally (0.52).

Figure 13: Progress 8 scores in eligible MATs compared with national average, by SEN status
 England, 2019, eligible MATs and state-funded mainstream schools

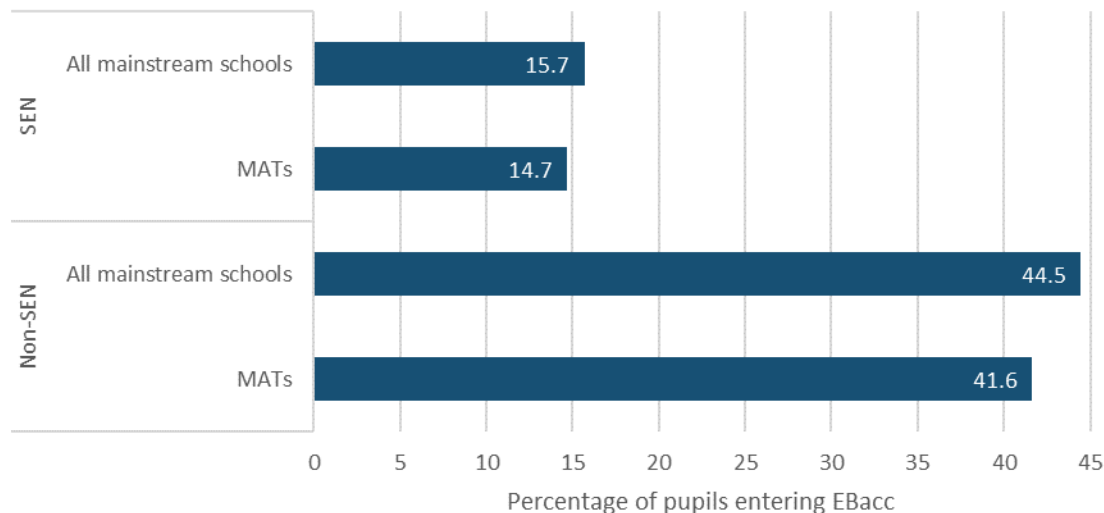


Source: Key stage 4 revised attainment data

EBacc entry and EBacc average point score for pupils with special educational needs (SEN)

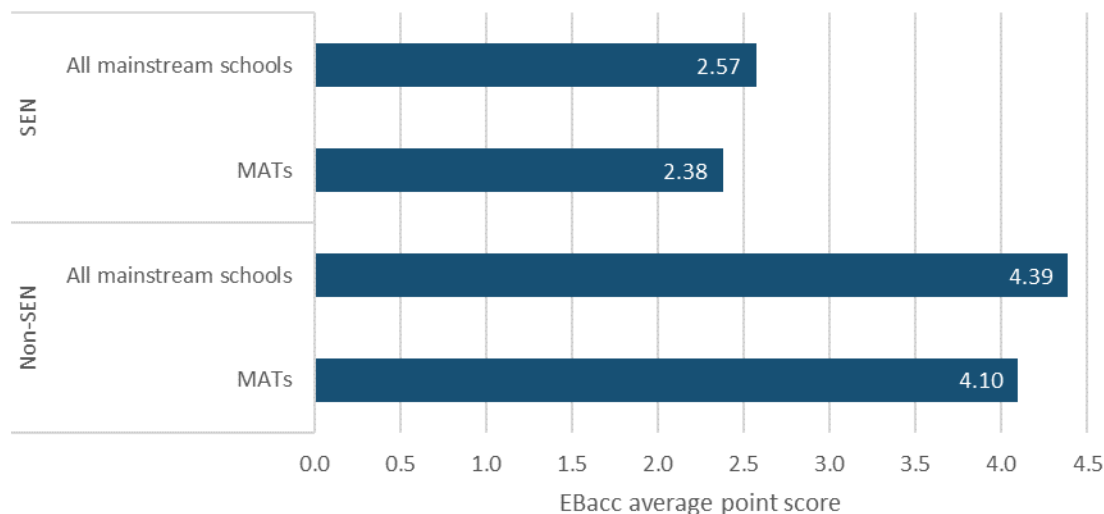
Both SEN and non-SEN pupils in eligible MATs had lower EBacc entry rates and EBacc APS than the national average for SEN and non-SEN pupils respectively. The gap in the EBacc entry rate between pupils in MATs and national performance was smaller for SEN pupils (1.0 percentage point) than for non-SEN pupils (2.8 percentage points). Similarly, the gap in EBacc APS was smaller for SEN pupils (0.2 points) than non-SEN pupils (0.3 points).

Figure 14: EBacc entry in eligible MATs compared with national average, by SEN status
England, 2019, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

Figure 15: EBacc APS in eligible MATs compared with national average, by SEN status
England, 2019, eligible MATs and state-funded mainstream schools

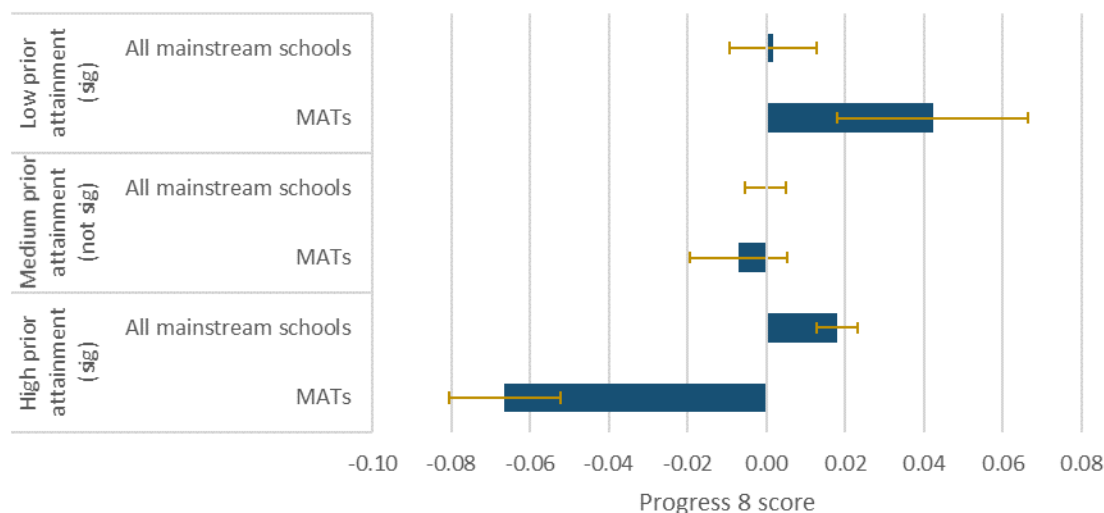


Source: Key stage 4 revised attainment data

Progress 8 by prior attainment at key stage 2

Prior attainment at key stage 2 is split into three groups: low, medium and high prior attainment.⁴ In 2019 the difference between progress in eligible MATs and progress nationally for pupils with medium prior attainment was not statistically significant. Pupils with low prior attainment made slightly more progress in MATs than nationally but pupils with high prior attainment made slightly less progress. The gap between pupils with low and high prior attainment was larger in MATs than nationally.

Figure 16: Progress 8 scores in eligible MATs compared with national average, by prior attainment group
England, 2019, eligible MATs and state-funded mainstream schools

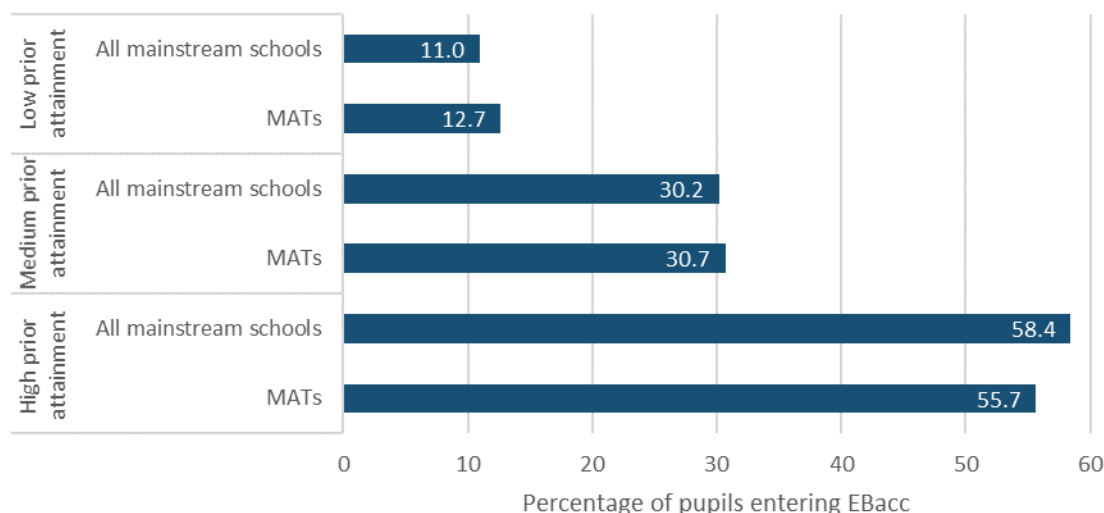


Source: Key stage 4 revised attainment data

EBacc entry and EBacc average point score by prior attainment at key stage 2

Pupils with low prior attainment in eligible MATs had a higher entry rate than the national average for low prior attainment pupils, and they achieved a similar EBacc APS. Pupils with high prior attainment in MATs had lower EBacc entry rates than the national average for high prior attainment pupils, and they achieved a lower EBacc APS.

Figure 17: EBacc entry in eligible MATs compared with national average, by prior attainment group
England, 2019, eligible MATs and state-funded mainstream schools

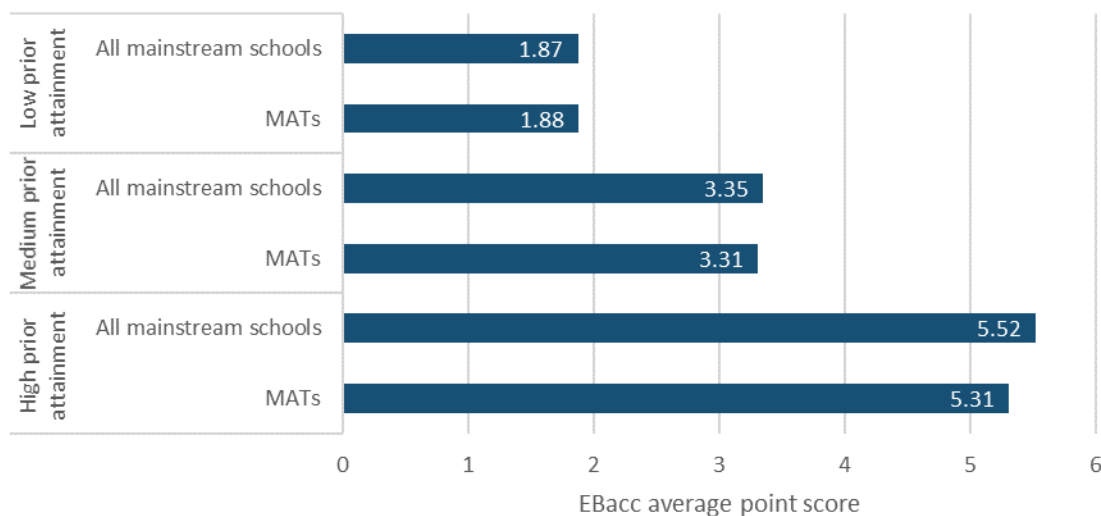


Source: Key stage 4 revised attainment data

⁴ Low prior attainment (pupils with an average point score at key stage 2 > 0 and < 24), medium prior attainment (average point score ≥24 and <30) and high prior attainment (≥30).

The gap in the EBacc entry rate between pupils in eligible MATs and national performance was smallest in the medium prior attainment group (0.5 percentage points) and largest in the high prior attainment group (2.8 percentage points). The gap in EBacc APS was smallest in the low prior attainment group and largest in the high prior attainment group.

Figure 18: EBacc APS in eligible MATs compared with national average, by prior attainment group
England, 2019, eligible MATs and state-funded mainstream schools



Source: Key stage 4 revised attainment data

5. Accompanying tables

The following table is available in Excel format on the department’s statistics website:

MATs National table

Table 1 Performance of schools within multi-academy trusts at key stage 4 in 2019, national figures by characteristic

When reviewing the table, please note that:

We preserve confidentiality

The Code of Practice for Official Statistics requires us to take reasonable steps to ensure that our published or disseminated statistics protect confidentiality. Where appropriate we apply suppression to protect confidentiality.

This is revised data

This publication is based on revised data. There is usually little difference between school level revised and final data. MAT level figures are not updated using final data.

We provide underlying data

The publication is accompanied by national underlying data and metadata describing this data. This data is provided in csv format so that it can be loaded into the software of your choice.

6. Further information is available

Characteristics breakdowns	Characteristics breakdowns are included in this publication
Progress measures	Information on progress for different school types and pupil groups are published in this publication.
MAT level figures	MAT level data has been published in the performance tables in January
Previously published figures	Key stage 4 and multi-academy trust performance, 2018 (revised) Multi-academy trust performance measures: 2016 to 2017
More information on MATs	Academies Consolidated Annual Report 2017/18

7. Official Statistics

These are Official Statistics and have been produced in line with the Code of Practice for Official Statistics.

This can be broadly interpreted to mean that the statistics:

- meet identified user needs;
- are well explained and readily accessible;
- are produced according to sound methods, and
- are managed impartially and objectively in the public interest. The Department has a set of statistical policies in line with the Code of Practice for Official Statistics.

8. Technical information

A separate quality and methodology document on multi-academy trusts accompanies this release, including information on the methodology to derive figures at multi-academy trust level.

9. Get in touch

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Department for Education

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