



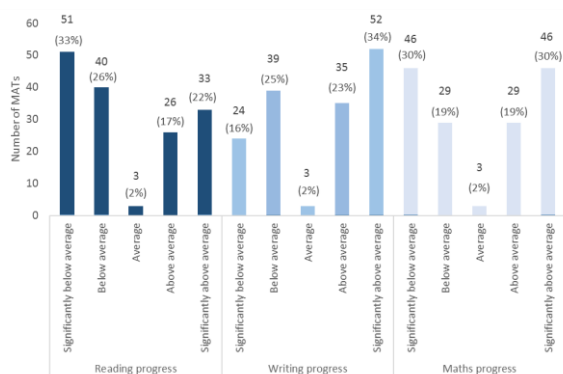
SFR 02/2018, 25 January 2018

This release presents performance measures for multi-academy trusts (MATs) with at least three schools with results in the academic year 2016-17 that had been with the MAT for at least three years. The MAT performance measures mirror those in the school performance tables.

The primary progress measures and Progress 8 are relative measures that compare the performance of pupils in each school, MAT or sponsor to other pupils with similar prior attainment. The national average (for state-funded mainstream schools) is close to zero, so a score close to zero means pupils at the school or MAT do about as well as other pupils nationally with similar starting points. For MATs or sponsors with secondary schools, EBacc entry and attainment are also reported. All MAT performance measures are reported for disadvantaged pupils.

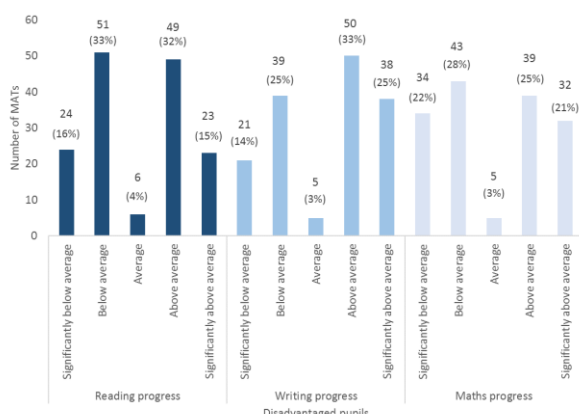
Explanations for MAT performance can be complex, including their mix of school types as some incorporate free schools, studio schools and university technical colleges. More details can be found in the quality and methodology document accompanying this release.

At key stage 2 over half of MATs had progress at or above average in writing and in maths, but over half had below average progress in reading



In 2017, the proportion of MATs with progress at or above average was 41% in reading, 59% in writing and 51% in maths¹. This pattern is similar to 2016.

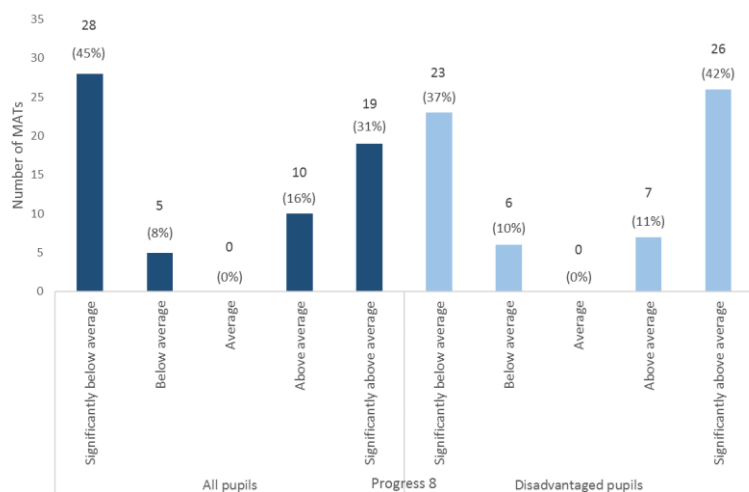
The number of MATs included in the key stage 2 measures has increased by over 50% from 95 in 2016 to 153 in 2017. This is likely to have an impact on the mix of school types as well as the size of MATs, therefore direct comparisons over time should not be made both at national level for MATs and at MAT level.



When looking at the progress scores for disadvantaged pupils only, the proportion of MATs with progress scores at, or above, the national average for state-funded mainstream schools is lower than for the progress scores for all pupils (above). This is in line with the pattern at national level for state-funded mainstream schools that disadvantaged pupils tend to perform less well than their non-disadvantaged peers. In maths, 49% of MATs have progress scores at or above average, whilst in writing and reading the proportions are 61% and 51% respectively.

¹ This document describes the results of analysis of the performance of mainstream academies (including free schools, studio schools and university technical colleges) in the 2016/17 academic year compared with other state-funded mainstream schools.

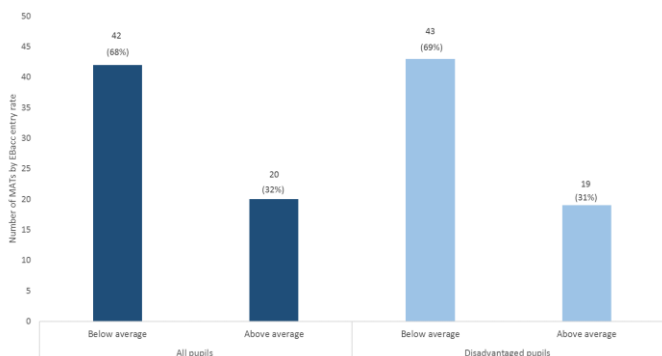
At key stage 4, over half of MATs had Progress 8 scores that were below the national average for state-funded mainstream schools



The number of MATs with Progress 8 scores below average is lower than 2016 when around two thirds of MATs had below average progress. However, the number of MATs included in the key stage 4 measures has increased by 32% from 47 in 2016 to 62 in 2017. This means that the change over time is likely to partly be a result of the change in the size and composition of this group. Changes over time may become more comparable as MATs stabilise in size and mix in future.

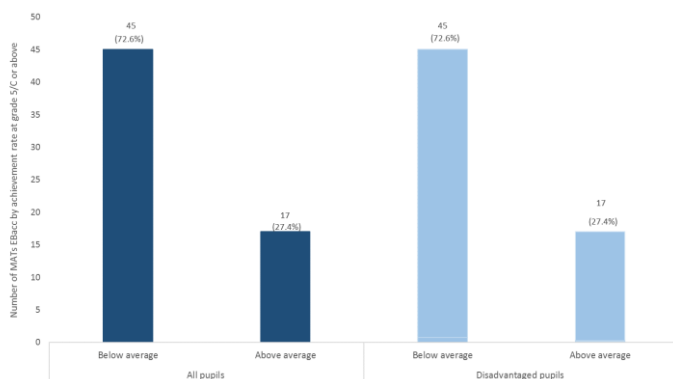
In 2017, 45% of MATs performed significantly below average. This compares with 37% of MATs performing significantly below average for disadvantaged pupils.

At key stage 4, just over 30% of MATs have EBacc entry above the national average for state-funded mainstream schools



In 2017, 32.3% and 30.6% of MATs have EBacc entry above the national average for all pupils and for disadvantaged pupils respectively.

At key stage 4, around a quarter of MATs have an 'EBacc attainment at grade 5/C or above' rate higher than the national average for state-funded mainstream schools



EBacc attainment for all pupils showed that 27.4% of MATs had achieved above the national average at grades 5/C or above for state-funded mainstream schools. The same percentage 27.4% was true of disadvantage pupils who achieved at grades 5/C or above for state funded mainstream schools.

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About this release

These official statistics provide data and analysis on the performance of multi-academy trusts based on measures of progress for MATs with three or more academies that have been with the MAT for at least three academic years. It provides the measures, contextual information (including disadvantage and prior attainment) and school level underlying data for the 2016-17 academic year.

Changes from previous releases

This release includes EBacc entry and attainment measures at key stage 4. Performance measures for A-level and other 16 to 18 results will be considered for inclusion in future releases.

Given the move to new headline accountability measures in 2016 (progress scores in reading, writing and maths in primary schools and Progress 8 in secondary schools), we only have two years of data on this basis for schools. This is not sufficient to create a valid and robust improvement over time measure. The Department for Education will therefore not publish an improvement measure for 2016-17, however work is continuing to assess the best way to measure improvement in MATs in future.

In this publication

The following tables are included in the statistical first release:

- Main tables (Excel .xls)
- Underlying school level data (Excel .xls)

The accompanying quality and methodology information document, provides information on the data sources, their coverage and quality and explains the methodology used in producing the data.

We have also published a pre-release access list alongside this document that details officials that had privileged access to the release one day prior to official publication.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at STATISTICS, Attainment.STATISTICS@education.gov.uk

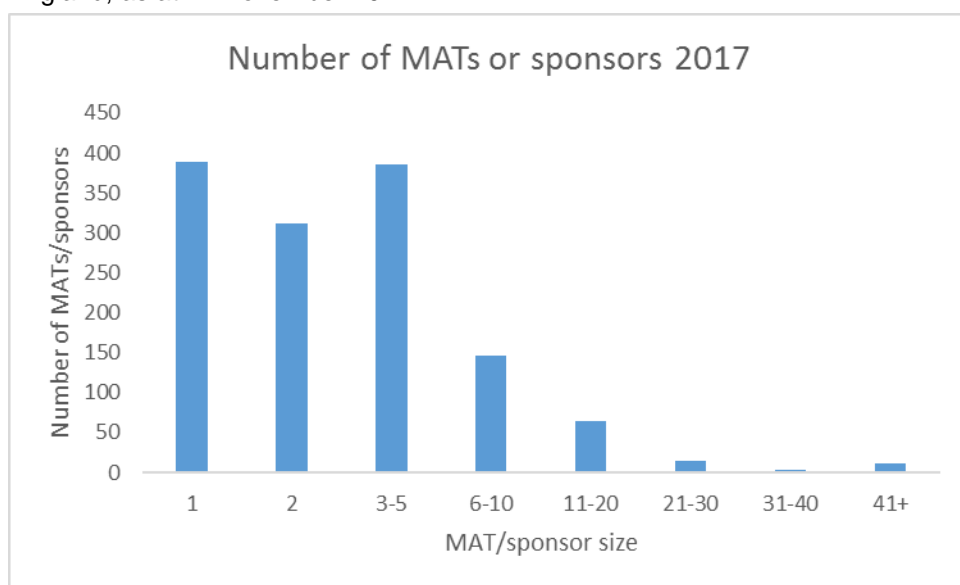
1. Introduction

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.

There were over 20,100 state-funded schools in England on 01 November 2017. Of these 6,100 were academies, of which 1,668 were stand-alone academies and 4,432 schools were in MATs. Compared to 2016 there has been a decrease in the number of state-funded schools (from around 21,500) and an increase in the number of academies that were both stand-alone academies (from 1,618) and those in MATs (from 4,140). In some cases, the MATs can be part of a wider sponsor arrangement where the sponsor oversees multiple MATs.

Figure A1: Number of MATs or sponsors by size of MAT or sponsor
England, as at 1st November 2017



Source: Internal DfE management information, November 2017

The overall performance of MATs has many dimensions including pupil outcomes, financial management, governance, value for money, workforce management and capacity to expand. Performance can also be related to a number of contextual factors including, for example pupil characteristics.

No single measure is ever likely to capture every element of performance or impact. This should be borne in mind when considering the outcomes reported in these statistics. It is also for this reason that we are providing contextual data (including disadvantage and prior attainment) and school level underlying data for the 2016-17 academic year.

MATs included in these measures are:

- 1. Those with at least three schools that had results** at either key stage 2 or key stage 4, as published in the 2017 school performance tables where
- 2. Those schools had been with the MAT for at least three academic years.** In previous publications, we included schools from their first full academic year with the MAT. Including schools from their third full academic year with the MAT attempts to reflect that it can take time for a MAT to fully influence the outcomes of its schools, particularly those that are starting from a relatively low base in terms of educational performance. It is also consistent with inspection policy for new and rebrokered schools. MATs remain accountable for the performance of individual academies, school level data on these is published in the school performance tables after one academic year and
- 3. State-funded mainstream schools only.** Special schools and pupil referral units/alternative provision academies/alternative provision free schools are not included.

In addition:

4. **In the 2017 results schools are counted under the MAT they were with** as of 12 September 2016 and

5. **Where an academy sponsor oversees a number of multi-academy trusts**, results are presented under the sponsor rather than the individual constituent MATs.

Progress scores

The MAT level progress scores are presented as positive and negative numbers either side of zero:

- if a MAT has a score of zero this means that, on average, pupils within the MAT do about as well as those with similar prior attainment nationally
- a positive score means that, on average, pupils within the MAT do better than those with similar prior attainment nationally
- a negative score means that, on average, pupils within the MAT do worse than those with similar prior attainment nationally. A negative score does not necessarily mean that any or all of the schools within the MAT are failing

Confidence intervals and ranking

There is a level of uncertainty within our measures as they are based on a given set of pupils' results. MATs could have been equally effective and yet the same set of pupils might have achieved slightly different results and would almost certainly have shown different results with a different set of pupils. In recognition of this, the measures are presented with confidence intervals. These provide a range in which users can be 95% confident that the true progress score lies. Smaller groups have wider confidence intervals because their progress scores are based on smaller numbers of pupils. We can use the confidence intervals to identify MATs performing above or below the average by a statistically significant amount or close to average. The confidence intervals (which can overlap each other for different MATs) mean it is inappropriate to specify a precise performance-based rank order of the MATs.

Interpreting confidence intervals

Above average by a statistically significant amount: Those MATs with scores above 0 and confidence intervals that do not include the national average.

Close to the national average: Those MATs whose confidence intervals include the national average.

Below average by a statistically significant amount: Those MATs with scores below 0 and confidence intervals that do not include the national average.

Due to the small size of some MATs we are unable to say with certainty whether they are above or below average performers. We can be more certain about the relative positions of larger MATs. The effect is shown by the length of the lines on either side of the points in the charts in this release.

The confidence intervals can help distinguish between MATs:

- (i) if the confidence intervals of one MAT do not overlap the confidence intervals of another, then they are statistically significantly different from each other
- (ii) if the confidence intervals for one MAT overlap with the score of another MAT, then they are not statistically significantly different from each other
- (iii) if the confidence intervals of one MAT overlap the confidence intervals of another (but does not overlap the score itself), then the two scores are *unlikely* to be statistically significantly different from each other.

Consistency with school accountability

We have updated the MAT performance measures so that they remain consistent with the school accountability system: at key stage 2, state-funded schools are assessed against headline performance measures including individual progress measures in reading, writing and maths; and at key stage 4, state-funded schools are assessed against headline performance measures including Progress 8 and EBacc entry and attainment.

Contextual information

The methodology provides robust statistics about the performance of MATs based on progress in the performance of pupils in their schools. Each MAT is different and can operate under a variety of circumstances – some more challenging than others. The contextual information covers prior attainment and indications of disadvantage, special educational needs and percentage of pupils with English as an additional language.

2. Key stage 2 MAT performance in 2017, current year measures (Table 1)

At key stage 2, we have three separate progress measures – one for each of reading, writing and maths.

At key stage 2, these measures capture the progress that pupils at a school make on average in each of the three subjects from the end of key stage 1 to the end of key stage 2.

Each is a value added measure, which means that pupils' results are compared to the actual achievements of other pupils nationally with similar prior attainment.

These are relative measures calculated using data for individual pupils. The average for pupils (in state-funded mainstream schools) is very close to zero so around half of pupils are above average and half below. MAT scores depend on the performance of their pupils, a statistically significant result does not mean the score is very far from the average. There were 153 multi-academy trusts (MATs) that satisfied the definition for inclusion in the key stage 2 MAT measures for the 2016/17 academic year. They represented 887 individual schools that were included in each of the three individual progress measures of reading, writing and maths².

Table 1 provides the distribution of these schools by school type, showing roughly equal proportions of converter academies (typically previously high performing schools) and sponsored academies (typically previously poor performing schools).

Table 1:

School Type	Number of schools of this type included within each progress measure	Percentage of schools of this type included within each progress measure
Converter academies	434	48.9%
Sponsored academies	450	50.7%
Free schools	3	0.3%

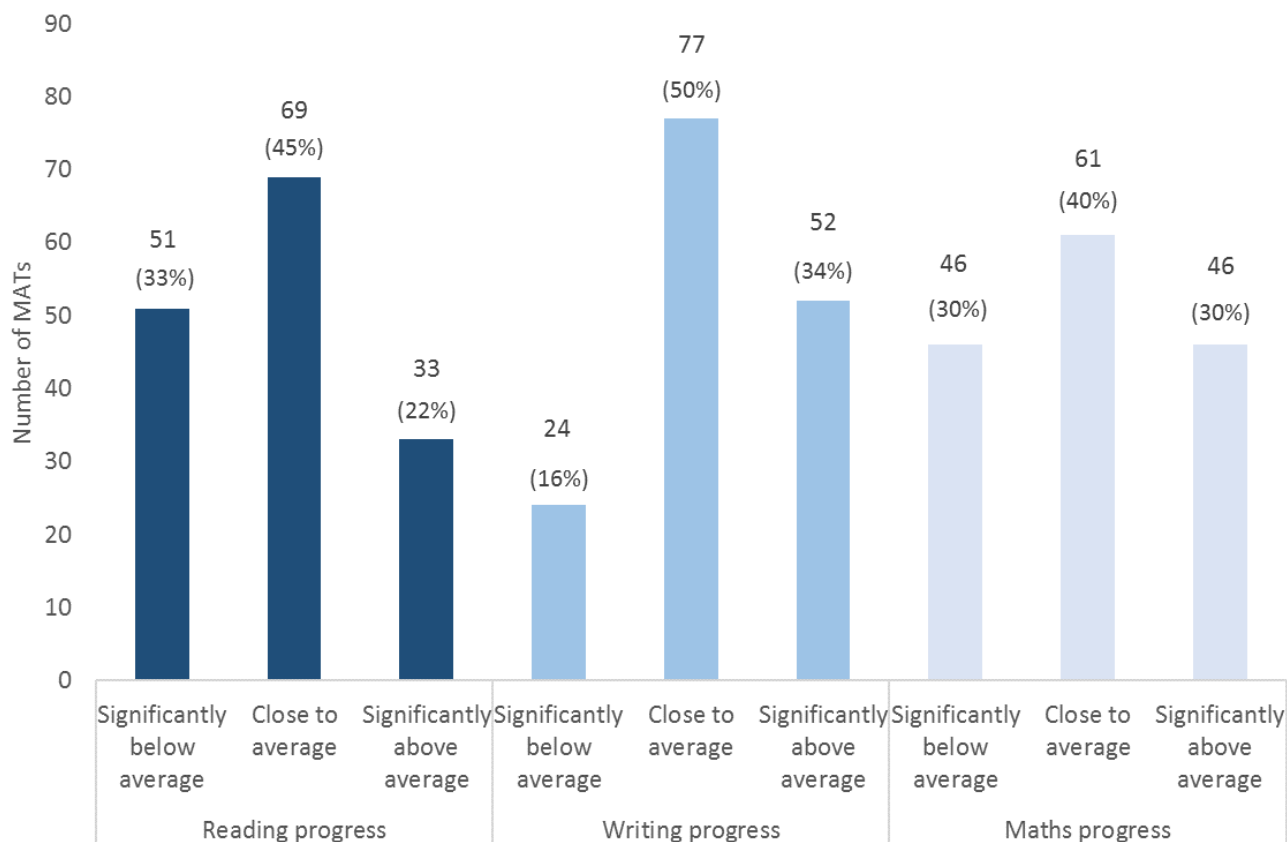
Source: Underlying key stage 2 school performance table data, 2017

These MATs represented an end of key stage 2 cohort of 35,198 pupils, which is 6% of the mainstream state-funded key stage 2 cohort.

² Less than a quarter of primary schools are academies. More information on this can be found [here](#).

Key stage 2 progress measures

Figure B1: Performance of all pupils at MAT level across all measures:
England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017

Reading progress measure

In 2017, 33 MATs (21.6%) performed above the national average for state-funded mainstream schools in the reading progress measure by a statistically significant amount whilst 51 MATs (33.3%) performed significantly below the national average. The remaining 69 MATs (45.1%) performed close to the national average. Since their confidence intervals include the average, we cannot say with absolute certainty that the performance of these MATs is statistically significantly above or below the national average. While not reflecting statistically significant differences, our estimates for the breakdown of the 'close to average' group are that:

- 26 (17.0%) are currently performing above average (because our best estimate is above zero) - last year the figure was 21 (22.1%)
- 3 (2.0%) are performing in line with the national average - last year the figure was 6 (6.3%) and
- 40 (26.1%) are performing below average (because our best estimate is below zero) - last year the figure was 22 (23.2%)

In 2016, 17 MATs (17.9%) performed significantly above average and 29 MATs (30.5%) performed significantly below average on the reading progress measure. This shows that the distribution of MATs has shifted with a higher proportion performing significantly above average and a lower proportion of MATs with significantly below average performance since 2017, but the increase in the number of MATs is likely to have affected the distribution, so a conclusion about MAT performance over time cannot be drawn.

In 2017, 23 MATs (15.0%) performed above the national average for disadvantaged pupils in state-funded mainstream schools on the reading progress measure by a statistically significant amount whilst 24 MATs (15.7%) performed significantly below this. The remaining 106 MATs (69.3%) performed close to the national average with confidence intervals that overlapped it. This is the first year that this measure has been presented for disadvantaged pupils.

Writing progress measure

In 2017, 52 MATs (34.0%) performed above the national average for state-funded mainstream schools by a statistically significant amount whilst 24 MATs (15.7%) performed significantly worse than the average. The remaining 77 MATs (50.3%) performed close to the national average. Since their confidence intervals include the average, we cannot say with absolute certainty that the performance of these MATs is statistically significantly above or below the national average. While not reflecting statistically significant differences, our estimates for the breakdown of the 'close to average' group are that:

- 35 (22.9%) are currently performing above average (because our best estimate is above zero) - last year the figure was 21 (22.1%)
- 3 (2.0%) are performing in line with the national average - last year the figure was 6 (6.3%) and
- 39 (25.5%) are performing below average (because our best estimate is below zero) - last year the figure was 22 (23.2%)

In 2016, 34 MATs (35.8%) performed statistically significantly above average in the writing progress measure and 22 MATs (23.2%) performed significantly below average. This shows that the distribution of MATs has shifted with a higher proportion performing close to or significantly above average and lower proportions performing statistically significantly below average in 2017, but the increase in the number of MATs is likely to have affected the distribution, so a conclusion about MAT performance over time cannot be drawn.

In 2017, 38 MATs (24.8%) performed above the national average for disadvantaged pupils in state-funded mainstream schools by a statistically significant amount on the writing progress measure while 21 MATs (13.7%) performed significantly below average for this group. The remaining 94 MATs (61.4%) performed close to the national average for disadvantaged pupils. This is the first year that this measure has been presented for disadvantaged pupils.

Maths progress measure

In 2017, 46 MATs (30.1%) performed above the national average for state-funded mainstream schools by a statistically significant amount in the maths progress measure whilst 46 MATs (30.1%) performed significantly below the average. The other 61 MATs (39.9%) performed close to the national average. Since their confidence intervals include the average, we cannot say with absolute certainty that the performance of these MATs is statistically significantly above or below the national average. While not reflecting statistically significant differences, our estimates for the 'close to average' group are that:

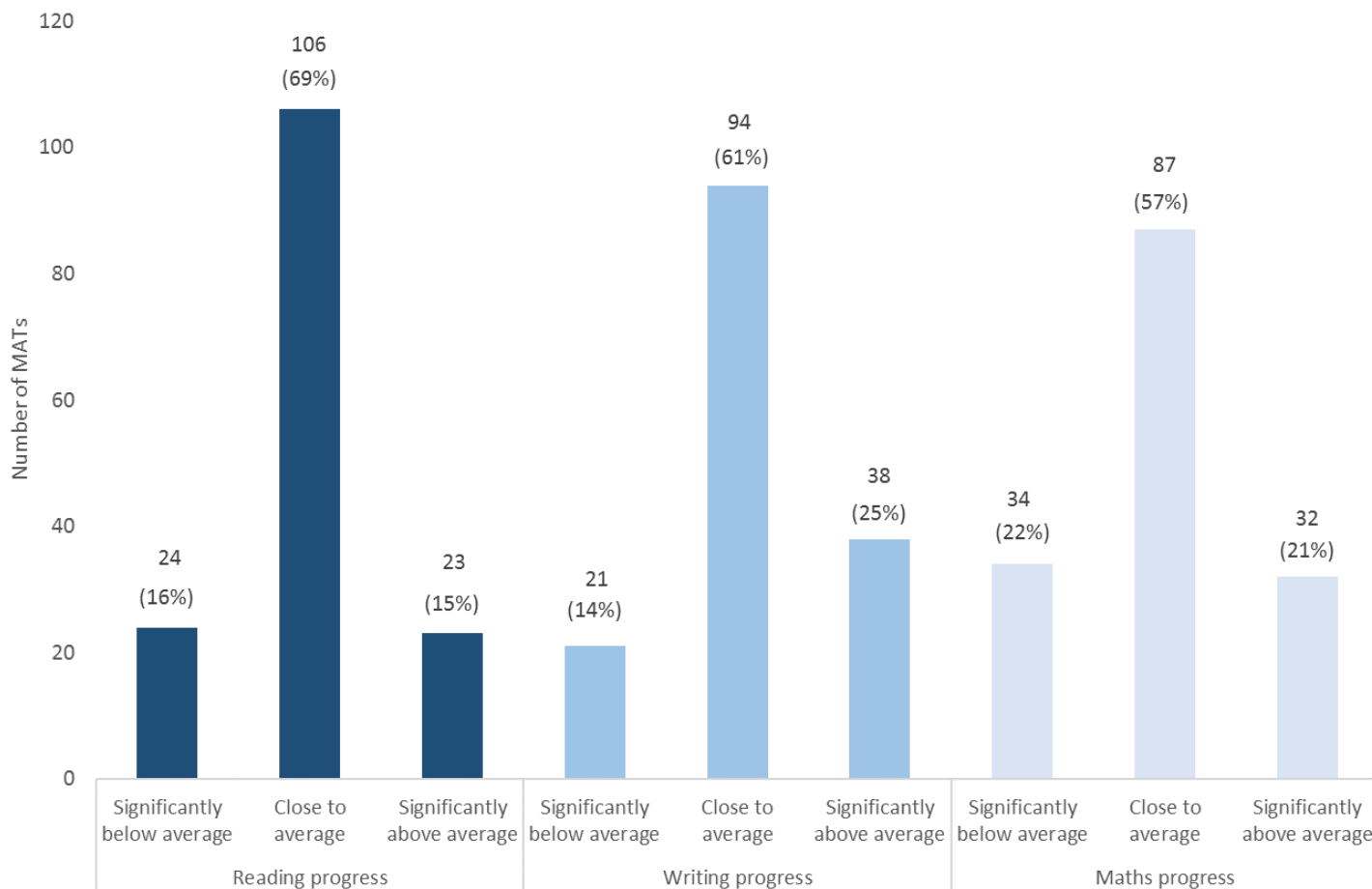
- 29 (19.0%) are currently performing above average (because our best estimate is above zero) - last year the figure was 21 (22.1%)
- 3 (2.0%) are performing in line with the national average - last year the figure was 6 (6.3%) and
- 29 (19.0%) are performing below average (because our best estimate is below zero) - last year the figure was 22 (23.2%)

In 2016, 28 MATs (29.5%) performed statistically significantly above average and 21 MATs (22.1%) performed significantly below average on the maths progress measure. This shows that the distribution of MATs has shifted with a slightly higher proportion performing significantly above average and a higher proportion of MATs with significantly below average performance since 2017. However, the increase in the number of MATs is likely to have affected the distribution, so a conclusion about MAT performance over time cannot be drawn.

In 2017, 32 MATs (20.9%) performed above the national average for disadvantaged pupils in state-funded mainstream schools by a statistically significant amount on the writing progress measure while 34 MATs (22.2%) performed significantly below average for this group. The remaining 87 MATs (56.9%) performed close to the national average for disadvantaged pupils. This is the first year that this measure has been presented for disadvantaged pupils.

Figure B1 shows the distribution of MATs at each level of performance with those MATs performing above and below average grouped together with those performing in line with the average as a 'close to average' group. It shows that a higher proportion of MATs perform significantly below average in reading and writing compared to the proportion performing significantly above average. However, the distribution for maths progress is more even with the same proportion of MATs performing significantly below and significantly above average.

Figure B2: Performance of disadvantaged pupils at MAT level across all measures:
England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017

Figure B2 shows the same information as figure B1 for disadvantaged pupils. It shows that a higher proportion of MATs perform close to the average for disadvantaged pupils than for all pupils. Both the reading and maths progress measures have an even distribution with a similar proportion of MATs performing both significantly above and below average. The distribution of MAT performance for disadvantaged pupils in the writing progress measure is different to both the reading and maths progress measures with a higher proportion of MATs performing significantly above average than significantly below average. This is likely to be in part due to the general pattern across all schools that pupils in sponsored academies (typically historically low performing schools) made less progress in reading and in maths than pupils with similar prior attainment in other types of schools. However, they made more progress in writing.

Variation in performance of MATs in key stage 2 progress measures

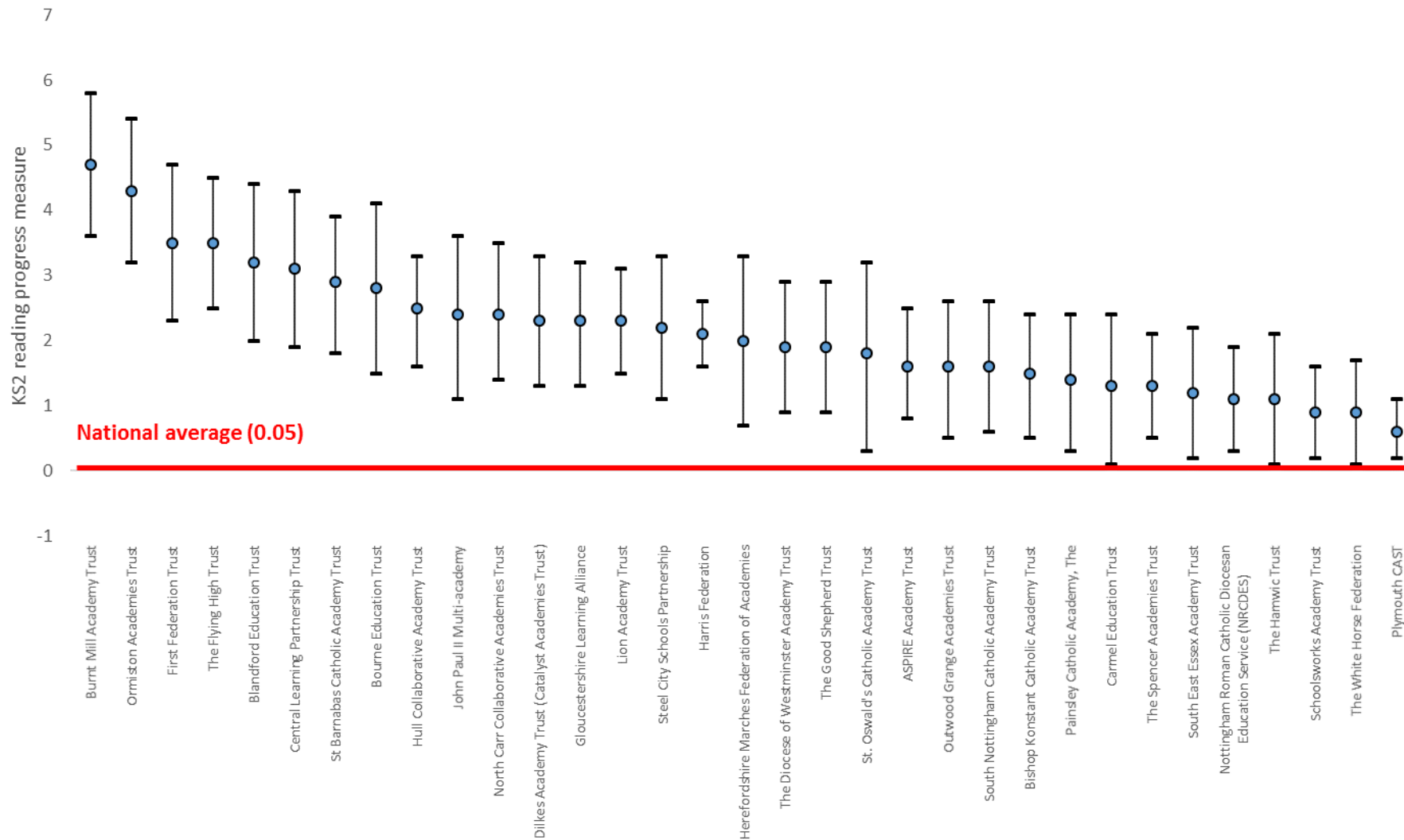
The overall performance of MATs has many dimensions including pupil outcomes, financial management, governance, value for money, workforce management and capacity to expand. No single measure is ever likely to capture every element of performance or impact and this should be borne in mind when considering the outcomes reported in these statistics.

Presented below, **Figures C1 to C9** display the variation in each of the individual current year progress measures (reading, writing and maths) by MAT.

The analysis shows that writing progress has the most variation between outcomes for MATs. It has both the highest and lowest progress scores at +6.2 and -6.8 respectively. Reading has the least variation but results do still vary considerably with a range of +4.7 to -4.5.

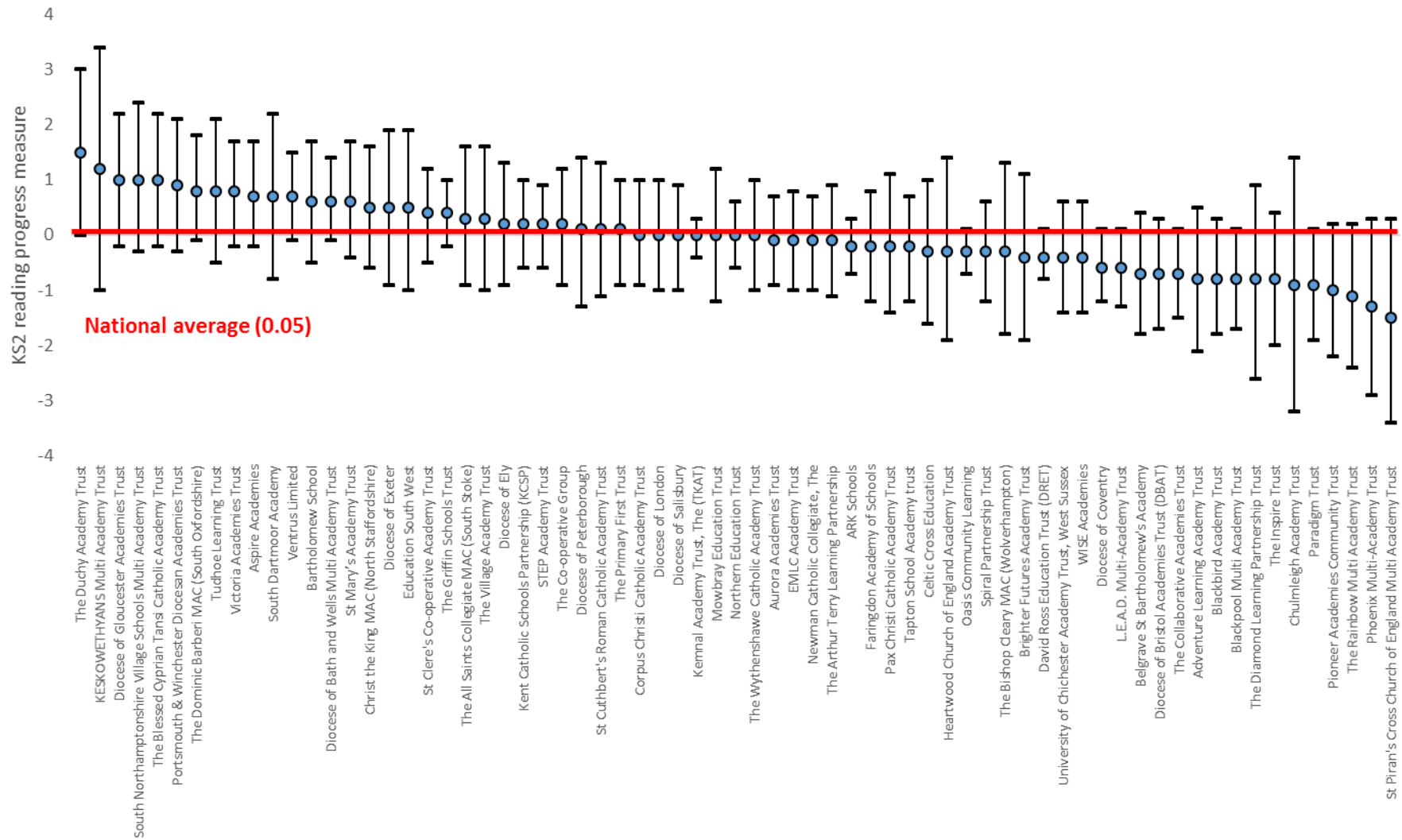
Reading has the lowest mean and median average score at -0.1 and 0.2 respectively. Writing has the highest at 0.4 for both the mean and the median.

Figure C1: Variation in reading progress MAT scores –above average by a statistically significant amount: England, Key Stage 2, Academic Year 2016/17



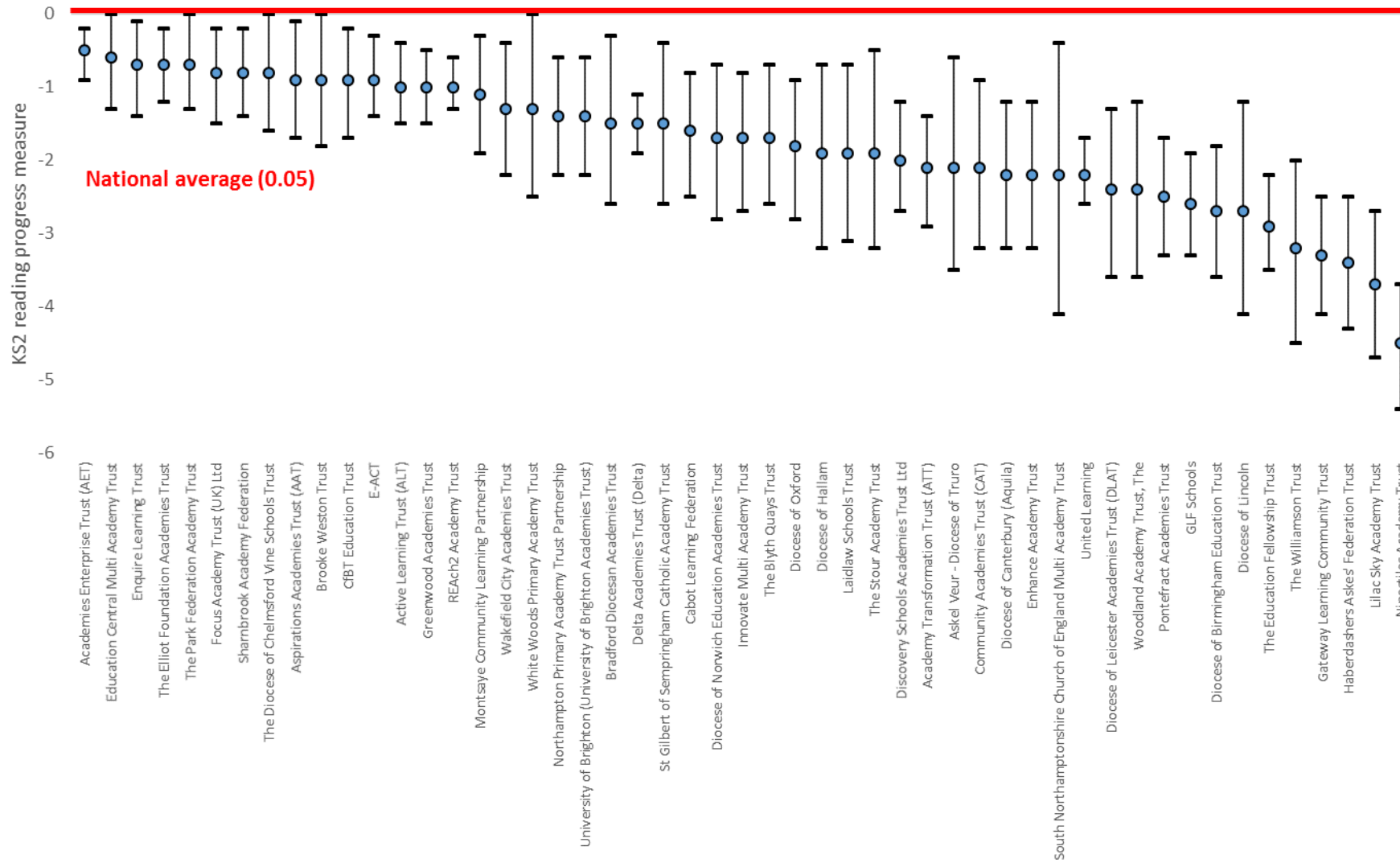
Source: Underlying key stage 2 school performance table data, 2017

Figure C2: Variation in reading progress MAT scores –close to average:
 England, Key Stage 2, Academic Year 2016/17



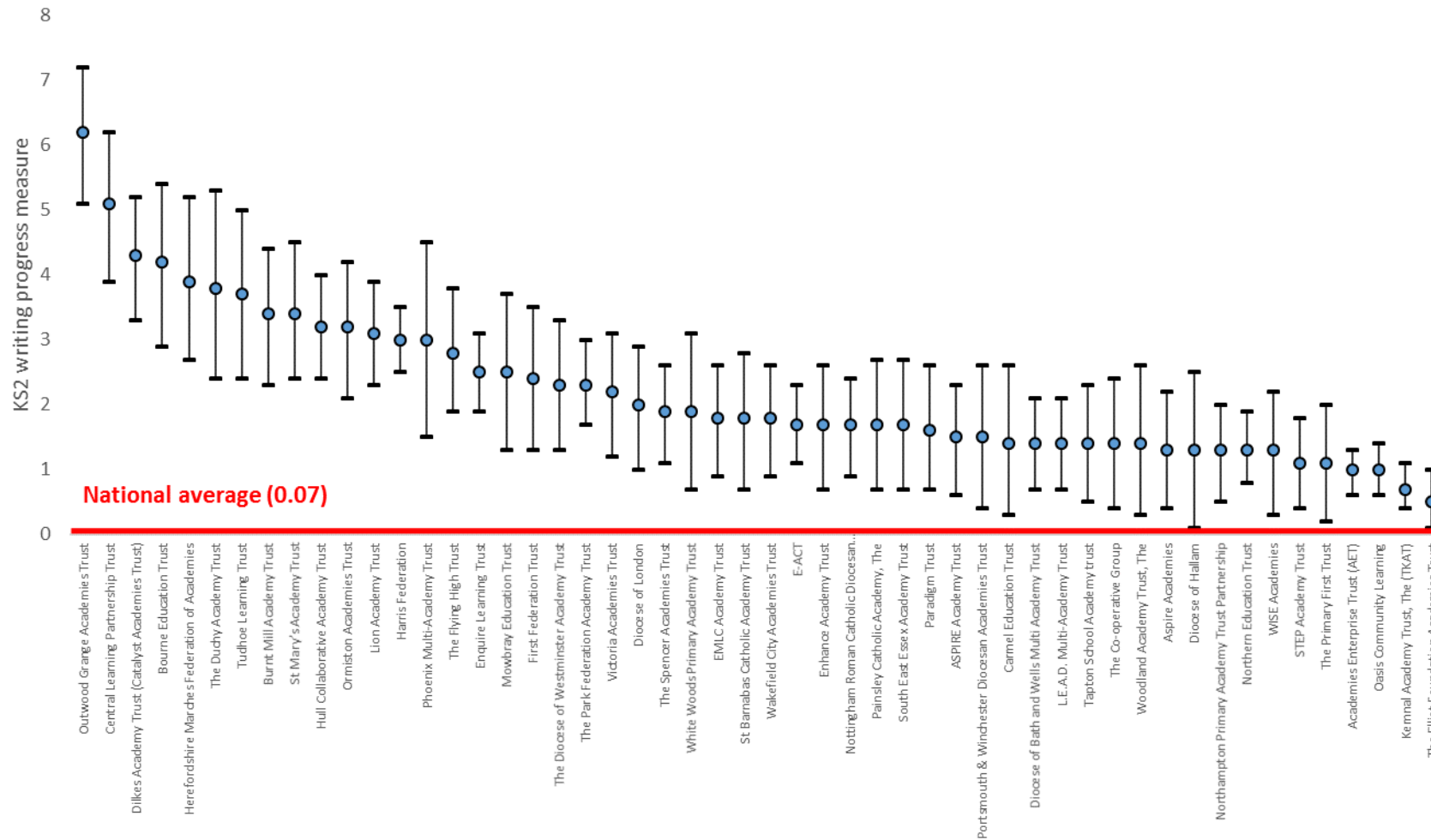
Source: Underlying key stage 2 school performance table data, 2017

Figure C3: Variation in reading progress MAT scores –below average by a statistically significant amount:
 England, Key Stage 2, Academic Year 2016/17



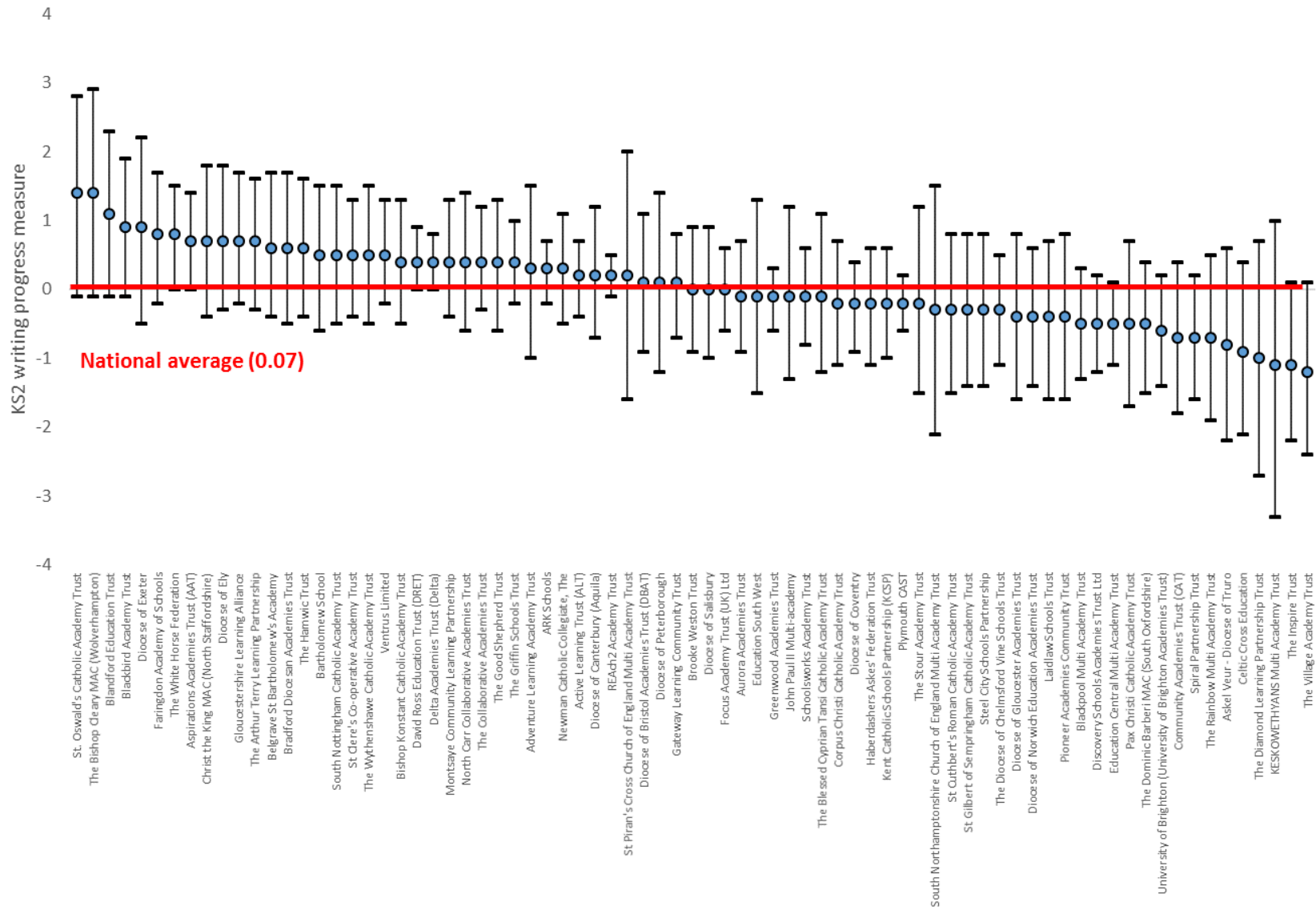
Source: Underlying key stage 2 school performance table data, 2017

Figure C4: Variation in writing progress MAT scores –above average by a statistically significant amount:
 England, Key Stage 2, Academic Year 2016/17



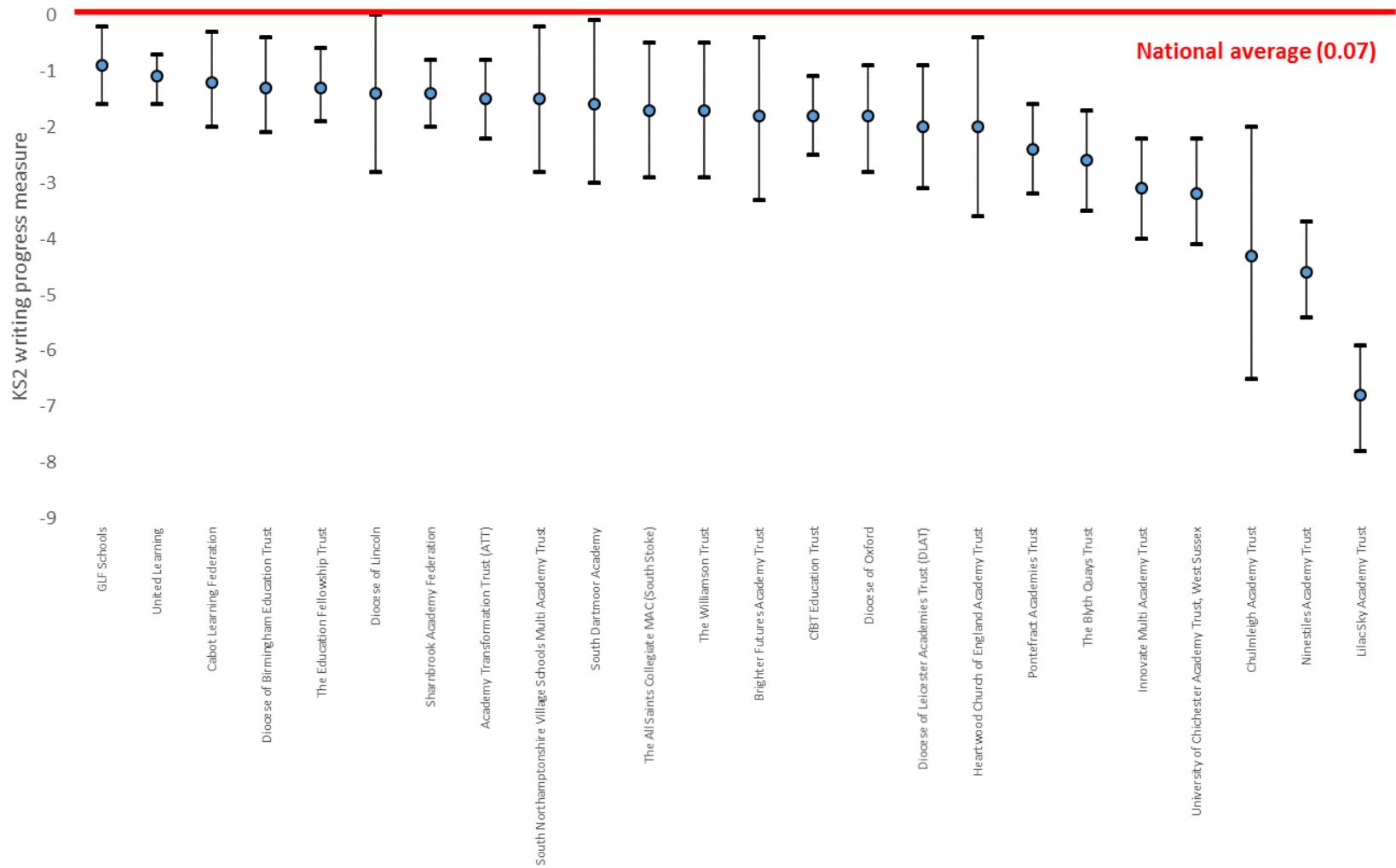
Source: Underlying key stage 2 school performance table data, 2017

Figure C5: Variation in writing progress MAT scores – statistically close to average:
 England, Key Stage 2, Academic Year 2016/17



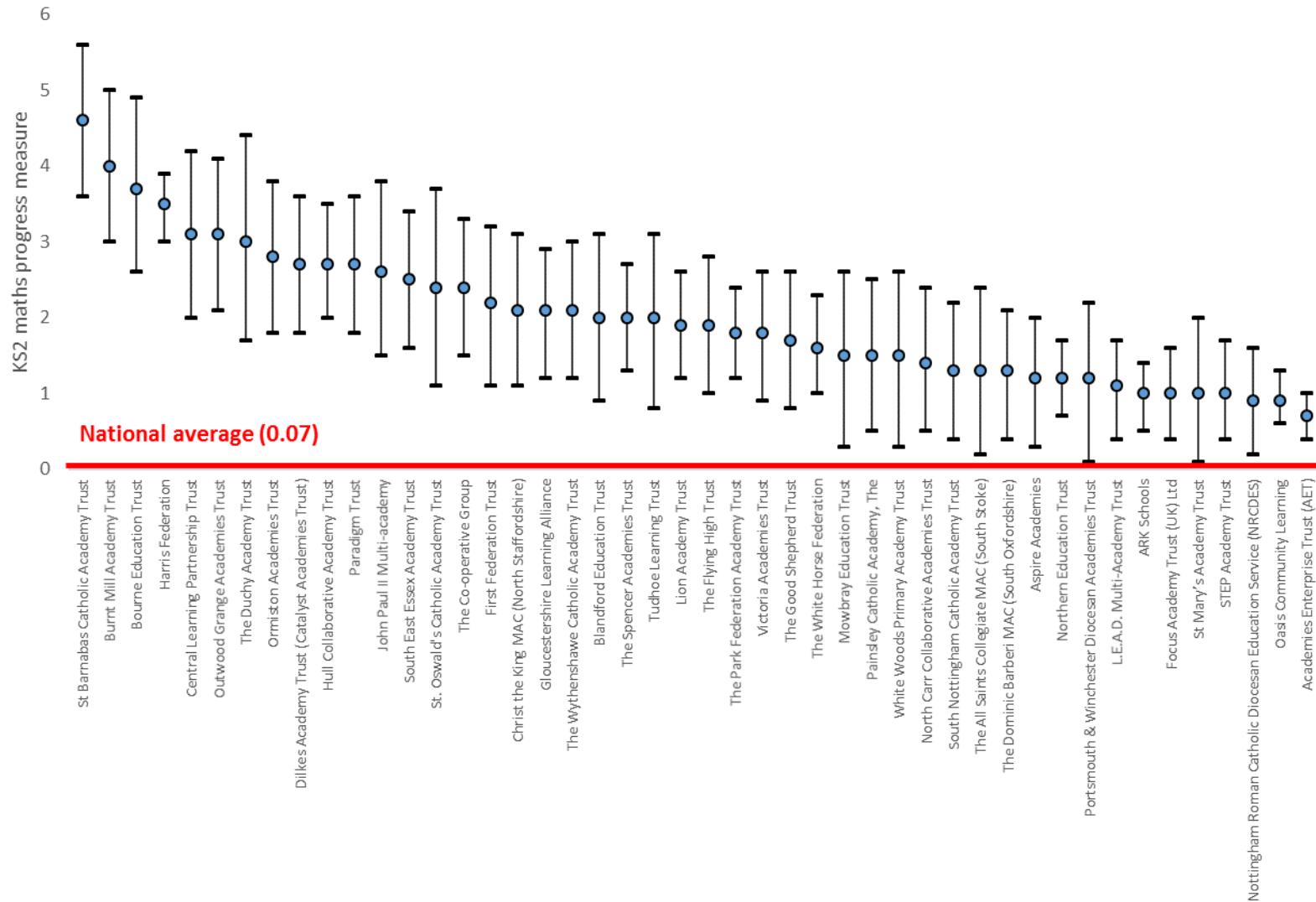
Source: Underlying key stage 2 school performance table data, 2017

Figure C6: Variation in writing progress MAT scores – statistically significantly below average:
 England, Key Stage 2, Academic Year 2016/17



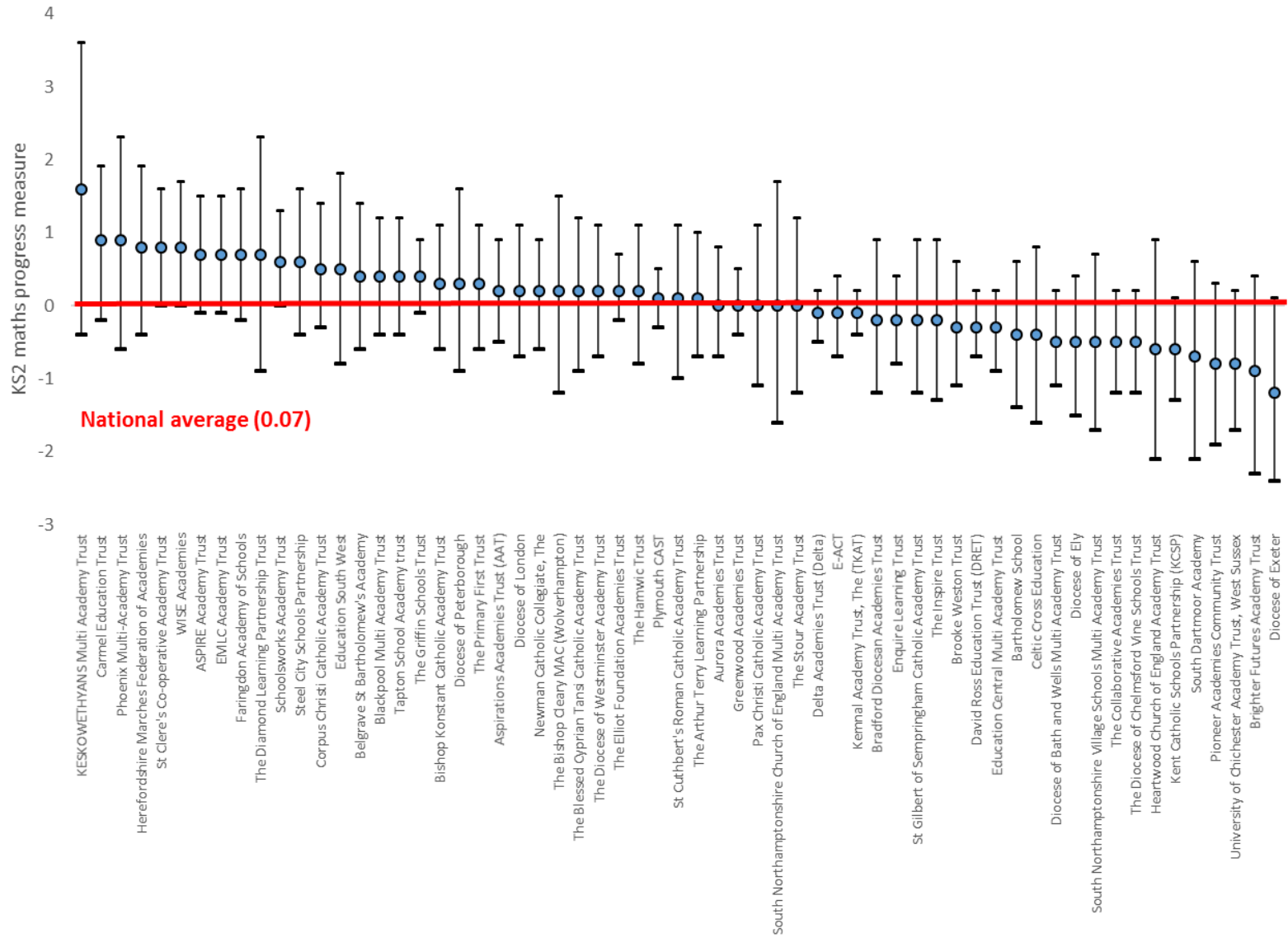
Source: Underlying key stage 2 school performance table data, 2017

Figure C7: Variation in maths progress MAT scores – statistically significantly above average:
 England, Key Stage 2, Academic Year 2016/17



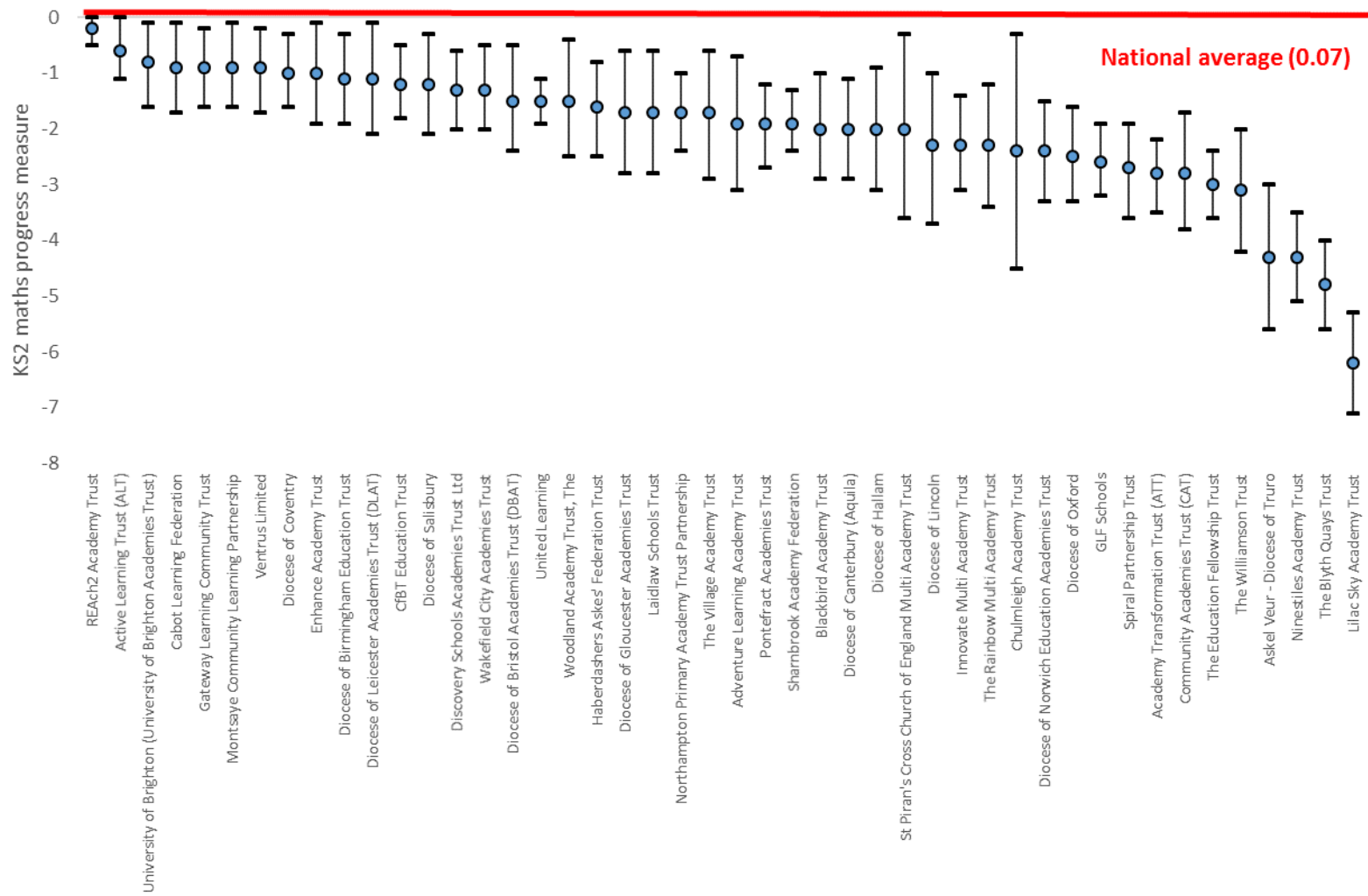
Source: Underlying key stage 2 school performance table data, 2017

Figure C8: Variation in maths progress MAT scores – statistically close to average:
 England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017

Figure C9: Variation in maths progress MAT scores – statistically significantly below average:
 England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017

Key stage 2 progress measures by pupil characteristics

This section provides contextual information about the proportions of pupils who are disadvantaged, have special educational needs (SEN), English as an additional language (EAL) and either higher or lower prior attainment alongside these measures. This is so that users can compare the performance of a MAT to other schools and/or MATs that have similar types of pupils. Each MAT is different and can operate under a variety of circumstances – some more challenging than others. Some MATs have strong educational performance even under particularly challenging circumstances, such as high proportions of pupils with special educational needs or high proportions of disadvantaged pupils.

Progress measures by proportion of disadvantaged pupils

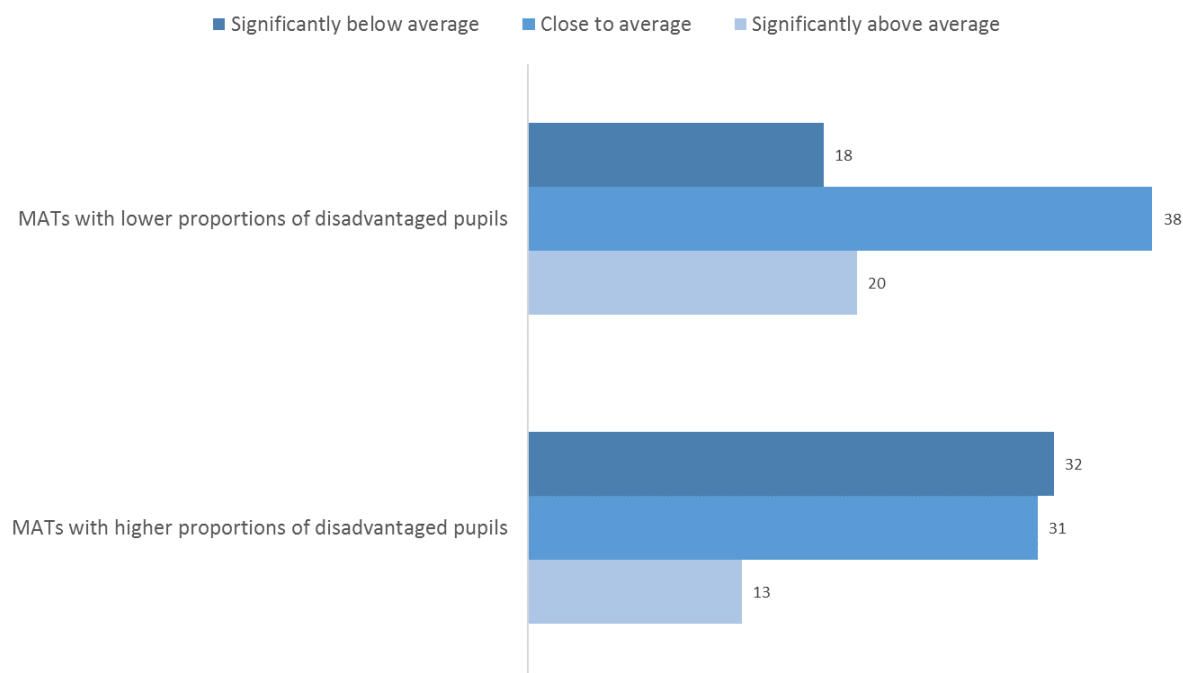
After ordering the key stage 2 MATs by their proportions of disadvantaged pupils **Figures D1, D2 and D3** group the MATs by their statistical significance for the separate progress measures.

The data for the reading progress measure (Figure D1) shows that MATs with higher proportions of disadvantaged pupils generally performed worse than MATs with lower proportions of disadvantaged pupils. Of the MATs with the larger proportions of disadvantaged pupils, 13 performed above the average by a statistically significant amount and 32 were below average by a statistically significant amount. There were 20 MATs with a lower proportion of disadvantaged pupils that performed significantly above average in the reading progress measure.

In contrast, the illustration below for the maths progress measure (Figure D3) shows that performance on this measure was similar between MATs with higher and lower proportions of disadvantaged pupils. MATs with lower proportions of disadvantaged pupils were more likely to be performing close to the average, while those with higher proportions were likely to have more spread out performance.

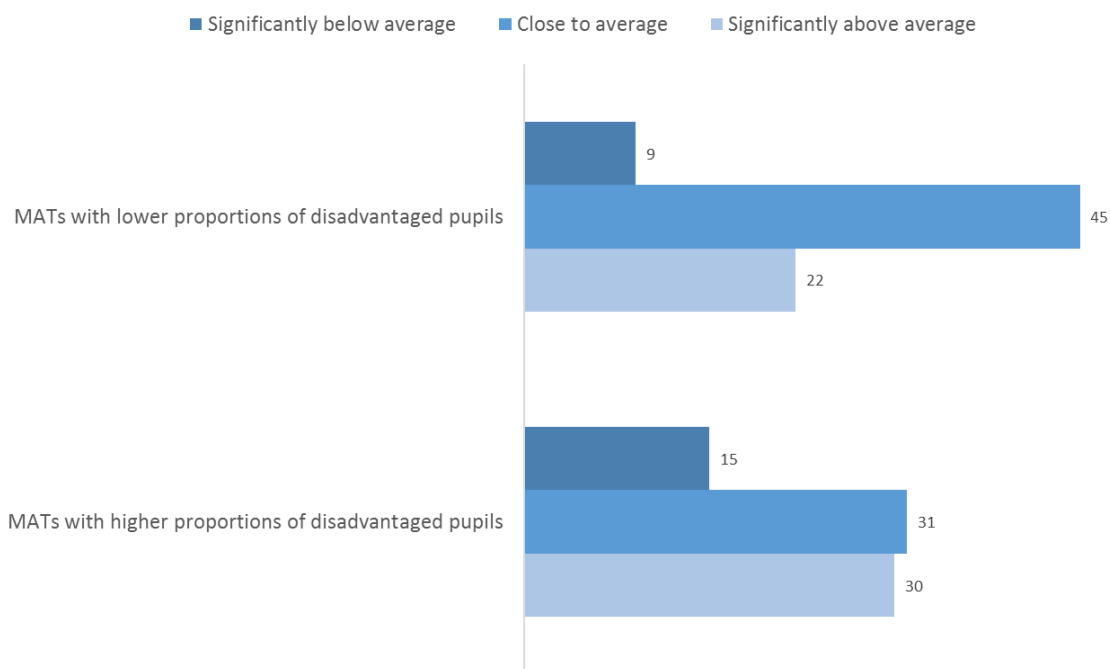
In the writing progress measure, 30 MATs with a higher proportion of disadvantaged pupils achieved scores significantly above average compared to 22 MATs with a lower proportion of disadvantaged pupils. In the maths progress measure, 25 MATs with a higher proportion for disadvantaged pupils performed significantly above average compared to 21 MATs with a lower proportion of disadvantaged pupils.

Figure D1: Key stage 2 reading progress measure – Number of MATs ordered by % disadvantaged pupils and grouped according to statistical significance of position in relation to the average
England, Key Stage 2, Academic Year 2016/17



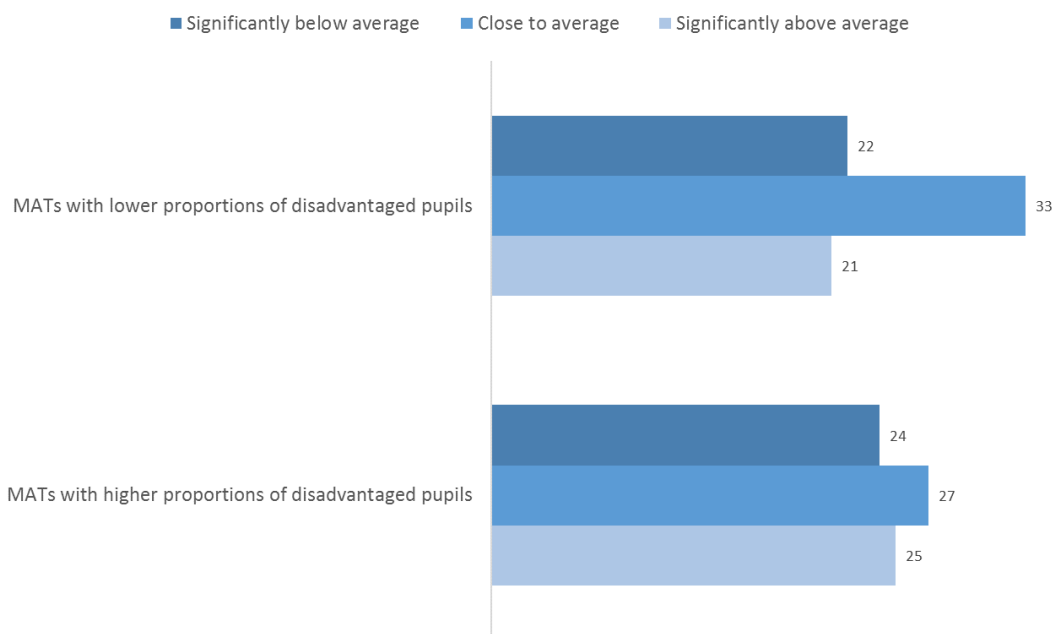
Source: Underlying key stage 2 school performance table data, 2017

Figure D2: Key stage 2 writing progress measure – Number of MATs ordered by % disadvantaged pupils and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017³

Figure D3: Key stage 2 maths progress measure – Number of MATs ordered by % disadvantaged pupils and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017⁴

³ The MAT positioned 77th (the middle of the performance distribution) was performing close to average.

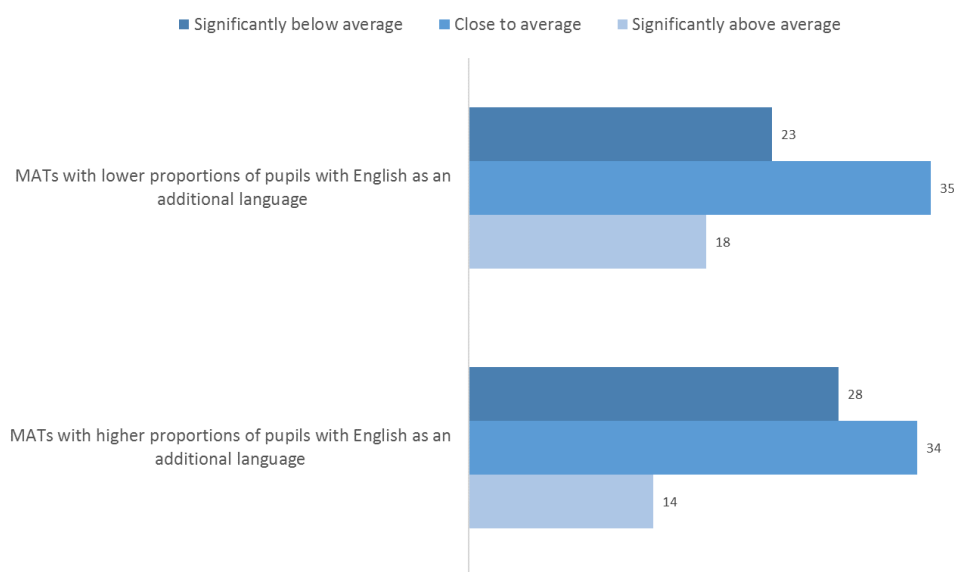
⁴ The MAT positioned at 77th (the middle of the performance distribution) was performing close to average.

Progress measures by proportion of pupils with English as an additional language

Generally, the difference in performance between MATs that have higher or lower proportions of pupils with English as an additional language are small in the reading and writing measure and bigger in the maths progress measure. This is consistent with the pattern of progress at a national level where EAL pupils make above average progress in all subjects. This is illustrated in **figures D4 to D6**.

In the reading progress measure (Figure D4) performance is generally slightly better in MATs with a lower proportion of EAL pupils. In 2017, 14 MATs with a higher proportion of EAL pupils perform significantly above average compared to 18 MATs with a lower proportion of EAL pupils. There were 28 MATs with a higher proportion of EAL pupils performing significantly below average, whilst 23 MATs with a lower proportion of EAL pupils performed significantly below average.

Figure D4: Key stage 2 reading progress measure – Number of MATs ordered by % pupils with English as an additional language and grouped according to statistical significance of position in relation to the average England, Key Stage 2, Academic Year 2016/17

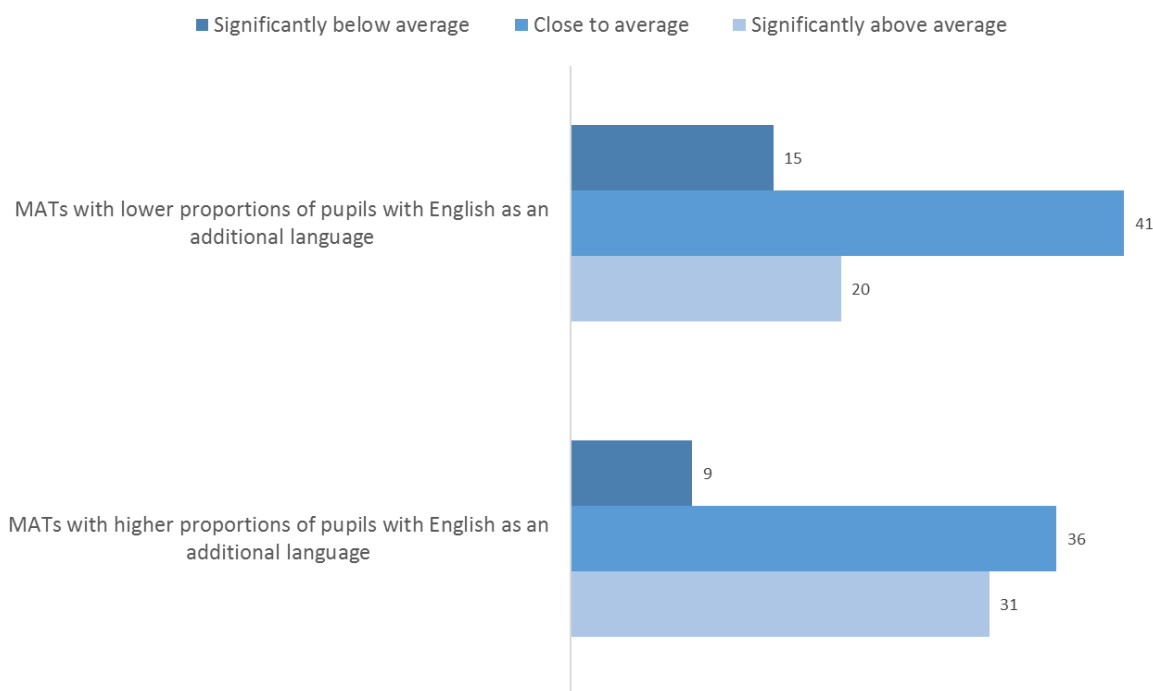


Source: Underlying key stage 2 school performance table data, 2017⁵

In the writing progress measure (Figure D5) performance was generally better in MATs with higher proportions of EAL pupils. In 2017, 31 MATs with a higher proportion of EAL pupils achieved scores significantly above average compared to 20 with a lower proportion of EAL pupils.

⁵ The MAT positioned at 77th (the middle of the performance distribution) was performing significantly above average.

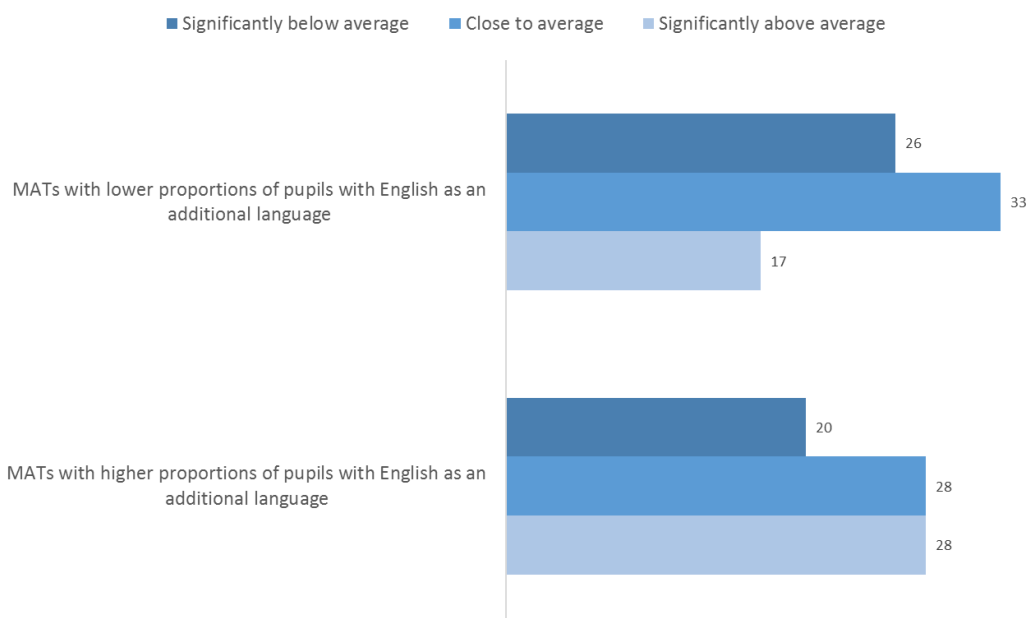
Figure D5: Key stage 2 writing progress measure – Number of MATs ordered by % pupils with English as an additional language and grouped according to statistical significance of position in relation to the average England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017⁶

In the maths progress measure (Figure D6), MATs with higher proportions of EAL pupils tended to perform better. In 2017, 28 MATs with a higher proportion of disadvantaged pupils performed significantly above average compared to 17 MATs with a lower proportion of EAL pupils.

Figure D6: Key stage 2 maths progress measure – Number of MATs ordered by % pupils with English as an additional language and grouped according to statistical significance of position in relation to the average England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017⁷

⁶ The MAT positioned at 77th (the middle of the performance distribution) was performing significantly above average.

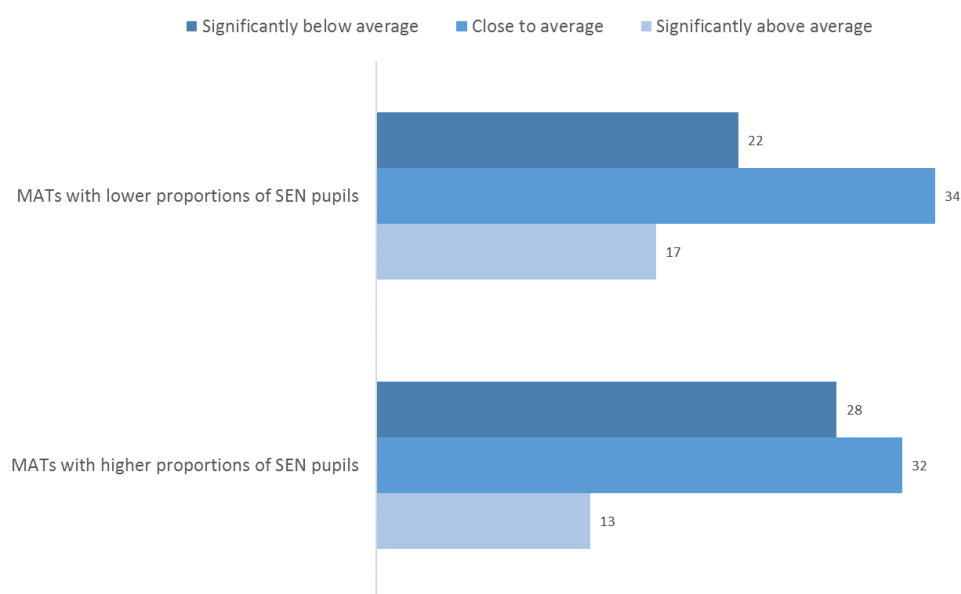
⁷ The MAT positioned at 77th (the middle of the performance distribution) was performing significantly above average.

Progress measures by the proportion of pupils with special educational needs

In 2017, generally MATs with lower proportions of pupils with SEN perform better than MATs with higher proportions of SEN across all of the progress measures. This reflects the pattern at a national level that pupils with SEN tend to make less progress than other pupils with similar prior attainment. This is illustrated in figures D7 to D9

In the reading progress measure (Figure D7), fewer MATs with a higher proportion of SEN pupils achieve scores above the national average (13 MATs) than those with a lower proportion of SEN pupils (17 MATs). They also have more MATs with a higher proportion of SEN pupils performing significantly below the national average at 28 MATs compared to 22 MATs with a lower proportion of SEN performing significantly below average.

Figure D7: Key stage 2 reading progress measure – Number of MATs ordered by % pupils with SEN and grouped according to statistical significance of position in relation to the average
England, Key Stage 2, Academic Year 2016/17

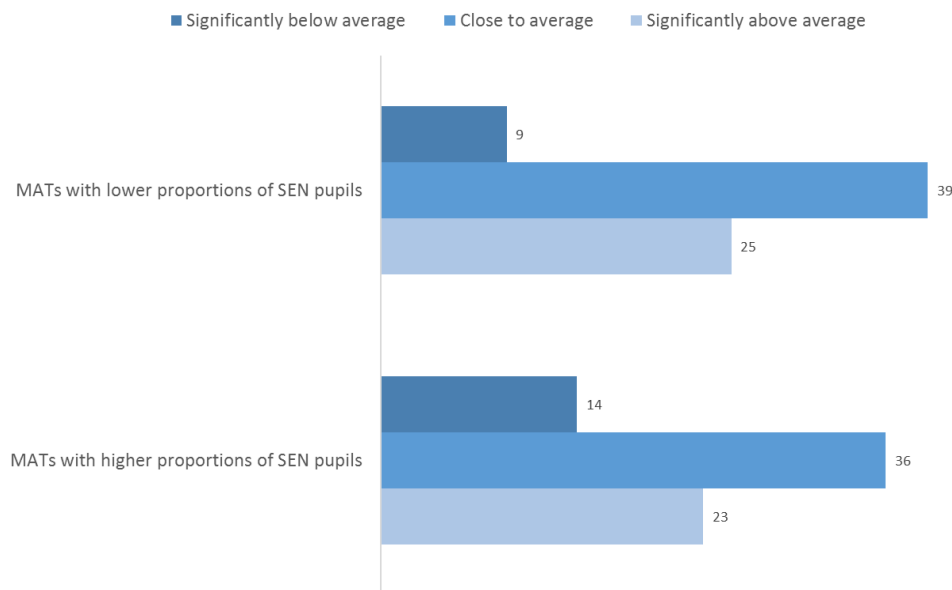


Source: Underlying key stage 2 school performance table data, 2017⁸

In the writing progress measure (Figure D8), fewer MATs with a higher proportion of SEN pupils performed significantly above the national average (23 MATs) compared with those with a lower proportion of SEN pupils (25 MATs). There were a higher number of MATs with a higher proportion of SEN pupils performing significantly below the national average (14 MATs) compared to the number of MATs with a lower proportion of SEN pupils performing significantly below average (9 MATs).

⁸ There were 7 MATs jointly positioned in the middle of the distribution and were performing significantly below average (x1), close to average (x3) and significantly above average (x3).

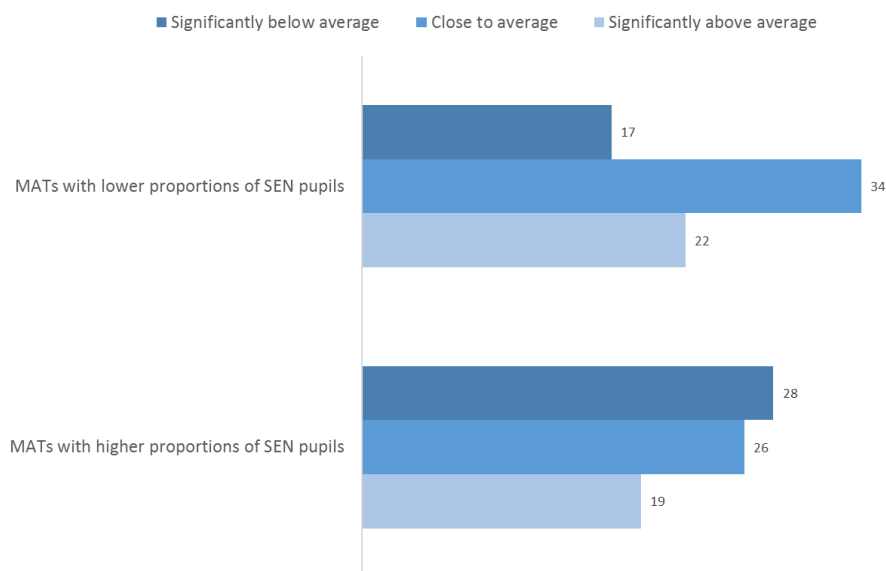
Figure D8: Key stage 2 writing progress measure – Number of MATs ordered by % pupils with SEN and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017⁹

In the maths progress measure (Figure D9), fewer MATs with a higher proportion of SEN pupils performed significantly above the national average (19 MATs) compared to those performing significantly above average with a lower proportion of SEN pupils (22 MATs). MATs with a higher proportion of SEN pupils have more MATs that performed significantly below average at 28 MATs compared to 17 MATs with a lower proportion of SEN pupils.

Figure D9: Key stage 2 maths progress measure – Number of MATs ordered by % pupils with SEN and grouped according to statistical significance of position in relation to the average
 England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017¹⁰

⁹ There were 7 MATs jointly positioned in the middle of the distribution and were performing significantly below average (x1), close to average (x2) and significantly above average (x4).

¹⁰ There were 7 MATs jointly positioned in the middle of the distribution and were performing significantly below average (x1), close to average (x1) and significantly above average (x5).

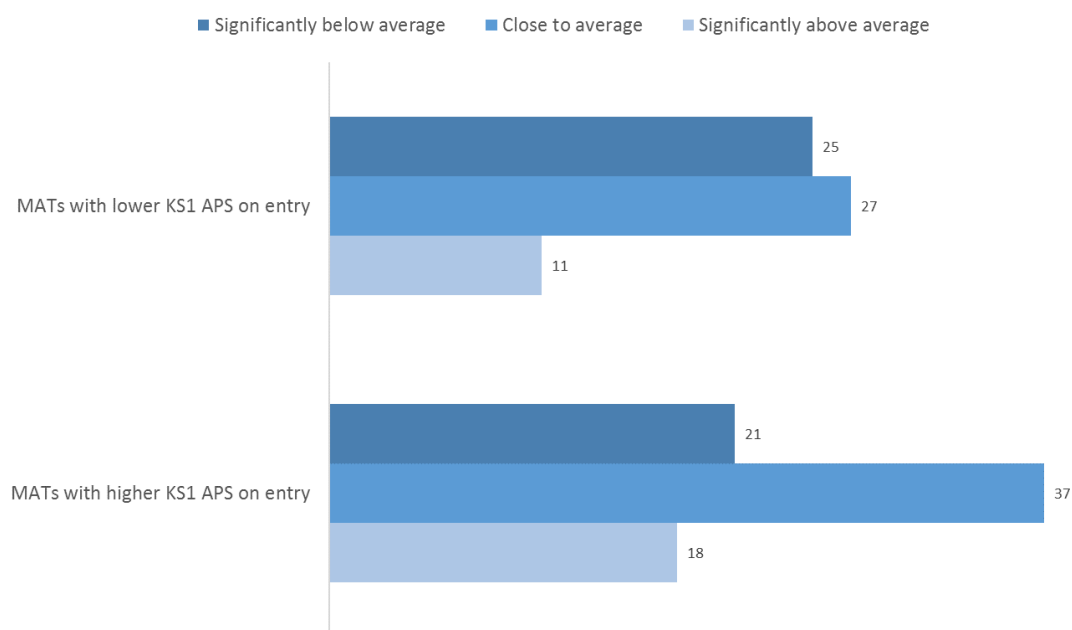
Progress measures by higher or lower prior attainment of the key stage 2 cohort

The illustrations in **figures D10 to D12** reflect the performance of MATs in relation to the key stage 1 average point scores (APS) of their pupils. The key stage 1 average point score is how prior attainment is measured.

Generally MATs with higher key stage 1 average point scores performed better on reading progress, closer to average on writing progress and broadly similarly in maths progress compared to MATs with lower key stage 1 average point scores. The pattern in writing is different from the others as a higher proportion of MATs with lower key stage 1 average point scores perform significantly above average. This is possibly because at a national level, sponsored academies make above average progress in writing and many of them will be within the MATs reported here.

In the reading progress measure (Figure D10), more MATs with a higher key stage 1 APS performed significantly above average with 18 MATs in this group compared to 11 MATs in the group with significantly above average performance and a lower key stage 1 APS.

Figure D10: Key stage 2 reading progress measure – Number of MATs ordered by average key stage 1 APS (low to high) and grouped according to statistical significance of position in relation to the average
England, Key Stage 2, Academic Year 2016/17

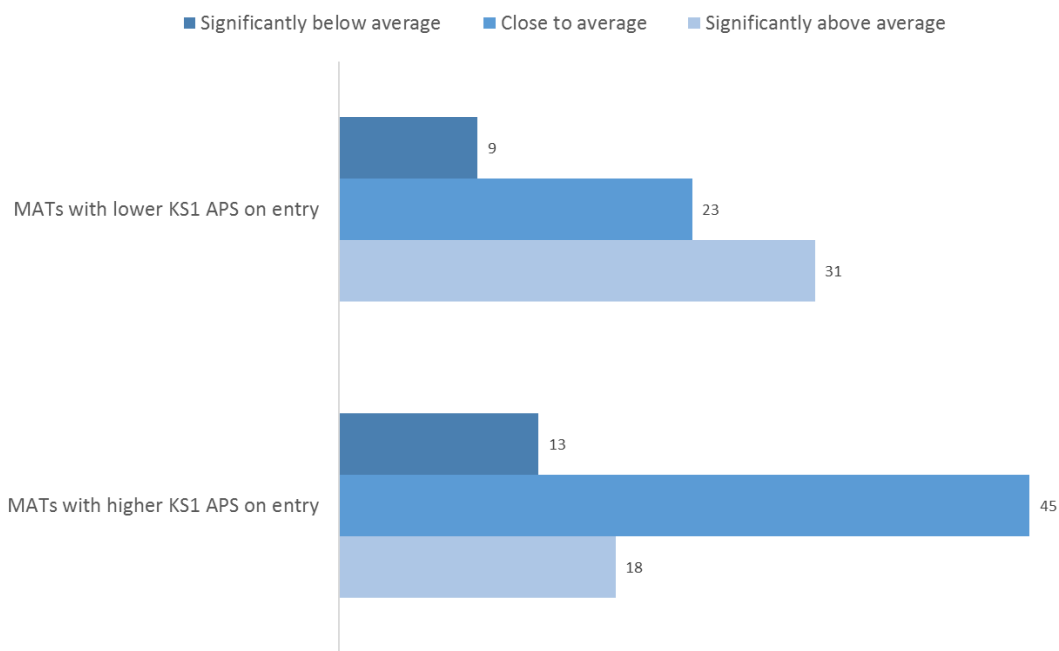


Source: Underlying key stage 2 school performance table data, 2017¹¹

In the writing progress measure (Figure D11), 25 MATs within the low key stage 1 APS group are those performing significantly above average. This compares to 27 MATs performing close to the average and 11 MATs performing significantly below average. In contrast, in the higher key stage 1 APS group, 21 MATs performed significantly above average, 37 MATs were close to the average and 18 MATs performed significantly below average.

¹¹ There were 14 MATs jointly positioned in the middle of the distribution and were performing close to average (x5), significantly above average (x4) and significantly below average (x5).

Figure D11: Key stage 2 writing progress measure – Number of MATs ordered by average key stage 1 APS (low to high) and grouped according to statistical significance of position in relation to the average England, Key Stage 2, Academic Year 2016/17

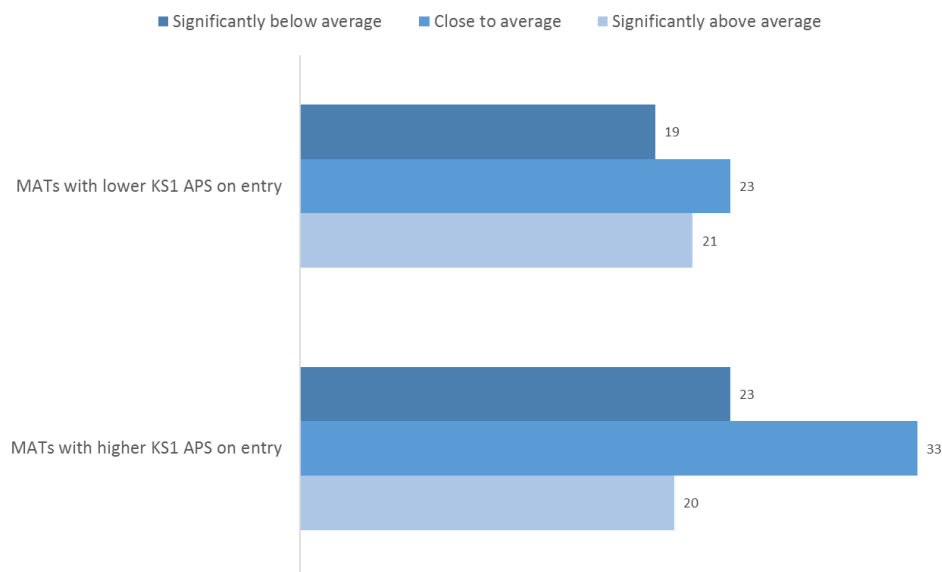


Source: Underlying key stage 2 school performance table data, 2017¹²

In the maths progress measure (Figure D12), more MATs with a lower key stage 1 APS performed significantly above average with 21 MATs in this group compared to 20 MATs in the group with significantly above average performance and a higher key stage 1 APS.

¹² There were 14 MATs jointly positioned in the middle of the distribution and were performing close to average (x9), significantly above average (x3) and significantly below average (x2).

Figure D12: Key stage 2 maths progress measure – Number of MATs ordered by average key stage 1 APS (low to high) and grouped according to statistical significance of position in relation to the average England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017¹³

Progress measures by size of MAT and mix of academy types

The MATs included in 2017 measures represented a combined key stage 2 cohort size of 35,198 pupils. This represents 5.9% of the total key stage 2 state-funded mainstream cohort of 592,464. The size of the cohort included in MAT measures has increased by 16.0% since 2016, whilst the cohort of all pupils at the end of key stage 2 has increased by 2.3%.

There is no clear relationship between the number of pupils at the end of key stage 2 within each MAT and the performance of a MAT in the key stage 2 progress measures. Smaller MATs have more variation, whereas larger MATs are more likely to be close to the average across all progress measures. This is illustrated in **figures E1, E2 and E3**.

At key stage 2, just over half of the academies were sponsored academies (50.7%), just under half were converter academies (48.9%) and a small proportion (0.3%) were free schools. These proportions are in line with 2016. The individual MATs are made up of different types of academies in varying proportions.

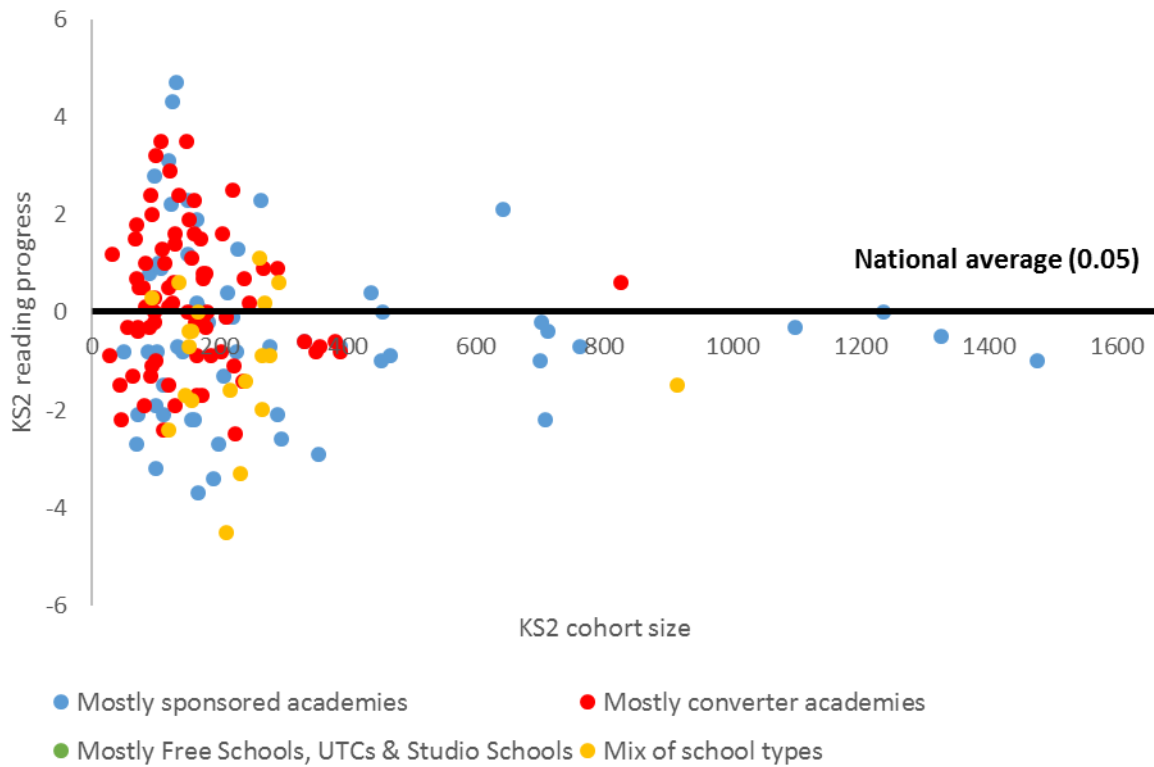
The data suggests that there is no clear relationship between mix of school types within a MAT and their performance in the progress measures for key stage 2. This is illustrated in **figures E1, E2 and E3**.

Length of time open as an academy with the MAT is important¹⁴. Therefore, we have included schools from their third full academic year with the MAT to reflect that it can take time for a MAT to fully influence the outcomes of its schools.

¹³ There were 14 MATs jointly positioned in the middle of the distribution and were performing close to average (x5), significantly above average (x5) and significantly below average (x4).

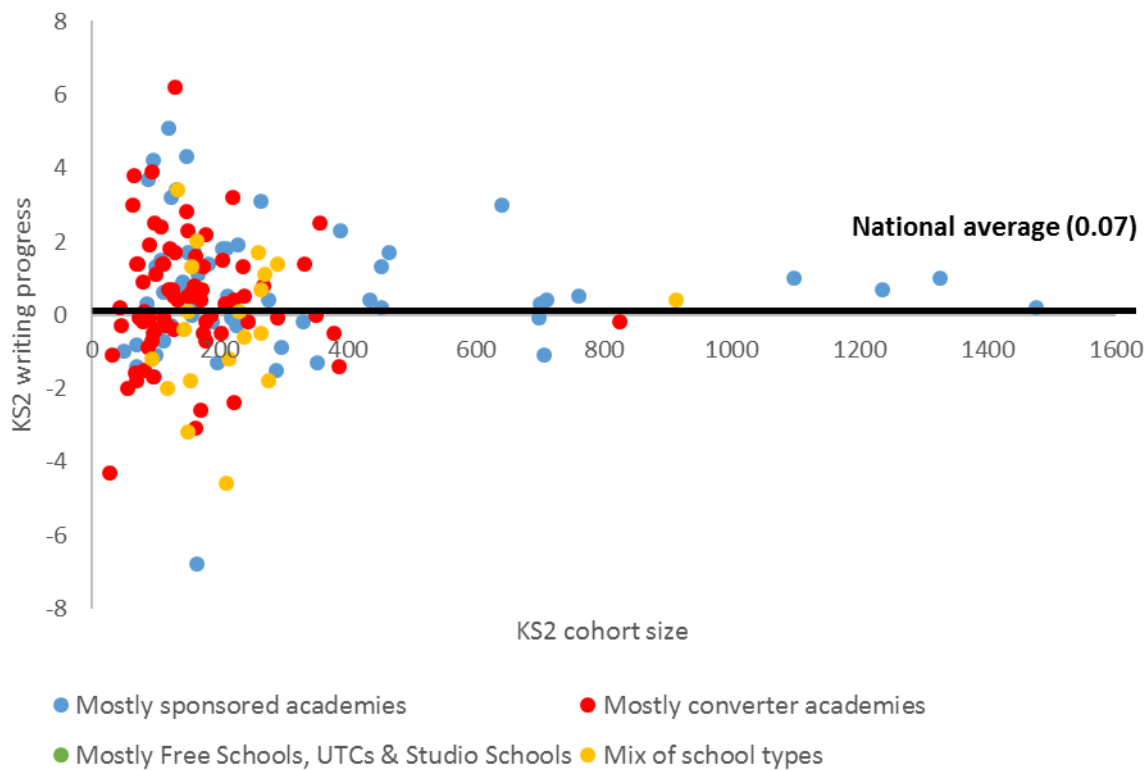
¹⁴ [Attainment and progress for academies by length of time open at key stage 2, 2017 can be found in tables D & E in this document.](#)

Figure E1: Reading progress MAT measure by pupils in key stage 2 cohort and type of academy
 England, Key Stage 2, Academic Year 2016/17



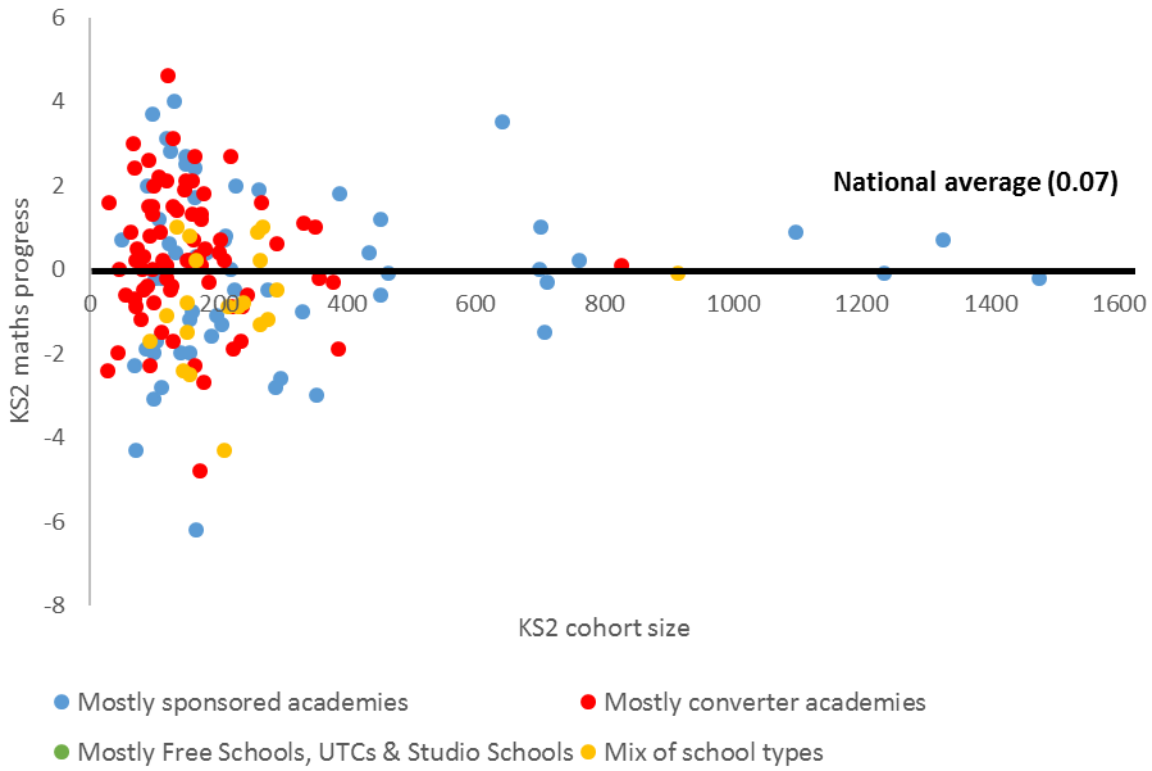
Source: Underlying key stage 2 school performance table data, 2017

Figure E2: Writing progress MAT measure by pupils in key stage 2 cohort and type of academy
 England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017

Figure E3: Maths progress MAT measure by pupils in key stage 2 cohort and type of academy
England, Key Stage 2, Academic Year 2016/17



Source: Underlying key stage 2 school performance table data, 2017

3. Key stage 4 MAT performance in 2017 (Table 2)

At key stage 4, we have one progress measure based on the current year Progress 8 measure.

The Progress 8 score for each MAT is calculated from the Progress 8 scores of its schools.

For all mainstream pupils nationally, the average Progress 8 score is zero. The MAT level Progress 8 scores are presented as positive and negative numbers either side of zero:

- if a MAT has a score of zero this means that, on average, pupils within the MAT do about as well as those with similar prior attainment nationally
- a positive score means that, on average, pupils within the MAT do better than those with similar prior attainment nationally
- a negative score means that, on average, pupils within the MAT do worse than those with similar prior attainment nationally. A negative score does not necessarily mean that any/all of the schools within the MAT are failing

In addition, this report contains EBacc entry and attainment measures.

The English Baccalaureate (EBacc) entry measure reports the percentage of pupils entered for the EBacc. To enter the EBacc, pupils must take up to eight GCSEs or equivalents, across five subject 'pillars'. These include English, mathematics, science, a humanities subject and a language. A list of qualifications that count in the EBacc measure, are available [here](#).

EBacc attainment has two threshold measures:

1. Achieving the EBacc at grade 5 and above means that pupils achieved a grade 5 or above on the new grade 9 to 1 GCSEs in English and maths and a grade C or above in the other subjects that count towards the EBacc. This is a headline measure for key stage 4 performance.
2. Achieving the EBacc at grade 4 and above has been published for transparency reasons and to enable comparisons over time. This measure represents the proportion of pupils achieving a grade 4 and above in the new grade 9 to 1 GCSEs in English and maths and a grade C or above in all other subjects that count towards the EBacc. This is an additional measure for key stage 4 performance.

There were 62 multi-academy trusts (MATs) that satisfied the definition for inclusion in MAT measures at key stage 4 during the 2016/17 academic year, an increase of 15 (31.9%) since 2016. They represented 384 individual schools (an increase of 72 since 2016) that were included in our Progress 8 MAT measure. This represents around 12% of all state-funded mainstream schools at key stage 4¹⁵. These MATs represented an end of key stage 4 cohort of 54,356 pupils, around 10% of the pupils at the end of key stage 4 in mainstream state-funded schools.

Table 2 provides the breakdown of these schools by school type. The majority (73.4%) of schools were sponsored academies that have historically been previously low performing schools. The mix of schools types in MATs is very different at key stage 4 compared to key stage 4 and this is likely to have affect performance of MATs making it difficult to directly compare performance across key stage 2 and key stage 4.

Table 2:

School Type	Number of schools of this type included within Progress 8	Percentage of schools of this type included within Progress 8
Converter academies	81	21.1%
Sponsored academies	282	73.4%
Free schools, UTC's, Studio schools	21	5.5%

Source: Underlying key stage 4 school performance table data, 2017

¹⁵ Over 60% of state-funded mainstream secondary school are academies.

Progress 8 MAT measure

Progress 8 is a relative measure of performance for the year in which it is reported. It describes how pupils within each MAT have performed on average compared to all pupils nationally with similar prior attainment.

In 2017, there were 19 MATs (30.6%) performing above the national average for state-funded mainstream schools by a statistically significant amount. There were 28 MATs (45.2%) performing significantly below average. The remaining 15 MATs (24.2%) performed close to the national average. Since their confidence intervals include the average, we cannot say with absolute certainty that the performance of these MATs is statistically significantly above or below the national average. While not reflecting statistically significant differences, our estimates are that:

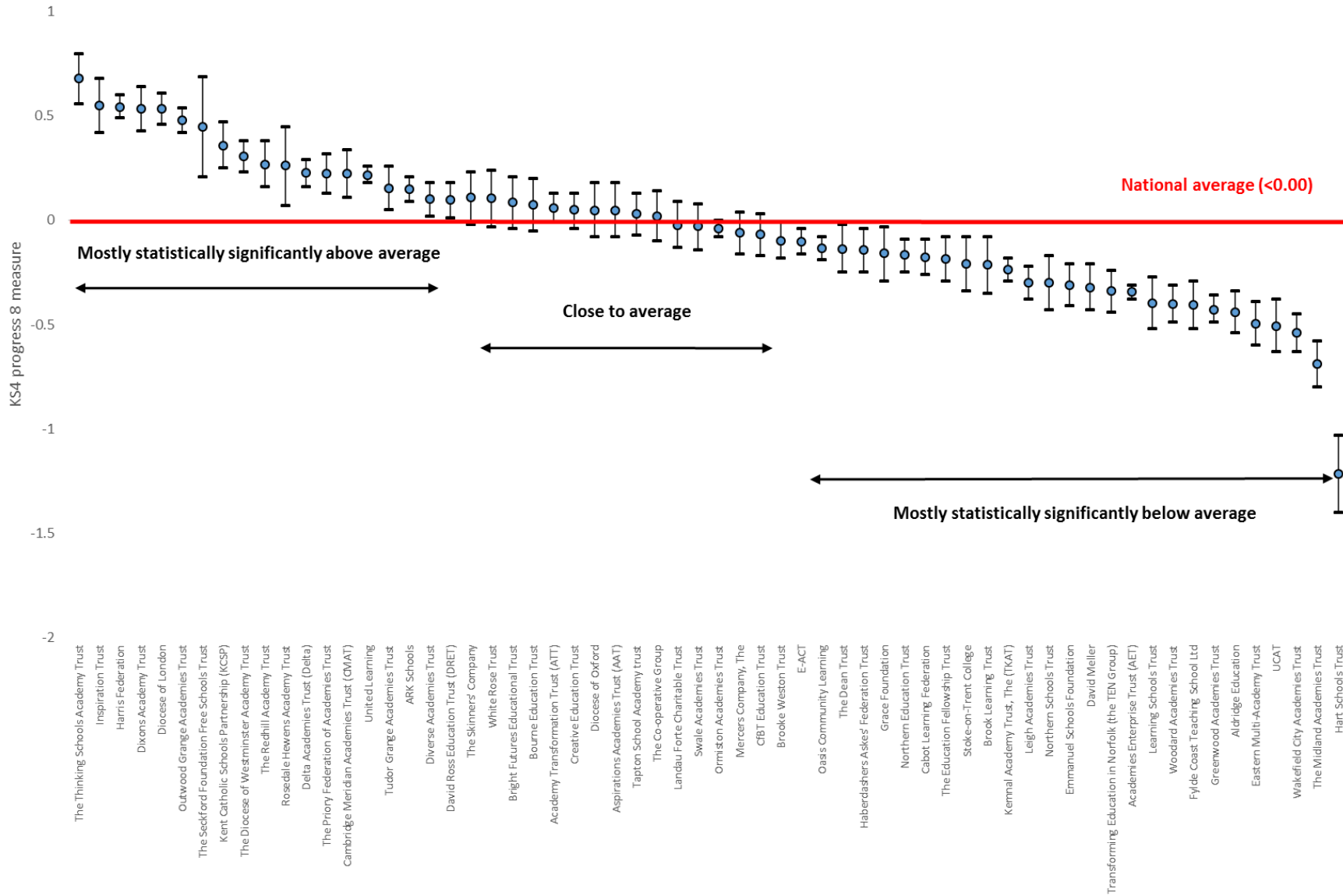
- there were 10 (16.1%) performing above average (because our best estimate is above zero)
- there were 0 (0%) performing in line with the national average and
- there were 5 (8.1%) performing below average (because our best estimate is below zero)

In 2016, 11 MATs (23.4%) performed significantly above average and 24 MATs (51.1%) performed significantly below average on the Progress 8 measure. This shows that the distribution of MATs has shifted with a higher proportion performing significantly above average and a lower proportion of MATs with significantly below average performance since 2017. However, the increase in the number of MATs is likely to have affected the distribution, so a conclusion about MAT performance over time cannot be drawn.

In 2017, there were 26 MATs (41.9%) performing statistically significantly above the national average for disadvantaged pupils in state-funded mainstream schools. There were 23 MATs (37.1%) performing significantly below average for disadvantaged pupils and 13 MATs (21.0%) performing close to the national average for disadvantaged pupils. This shows that a higher proportion of MATs have better performance for disadvantaged pupils compared to the national average for disadvantaged pupils than the proportion who perform significantly above average for all pupils.

Presented below, **Figure F1** shows the variation in the 2017 Progress 8 measure by MAT.

Figure F1: Variation in Progress 8 MAT scores:
 England, Key Stage 4, Academic Year 2016/17



Source: Underlying key stage 4 school performance table data, 2017

Progress 8 by pupil characteristics

Analysis by disadvantage, SEN, English as an additional language and prior attainment

Contextual information is provided in this section alongside these measures so that users can compare the performance of similar MATs. Each MAT is different and can operate under a variety of circumstances – some more challenging than others. The contextual information currently covers pupil prior attainment and indicators of disadvantage experienced by pupils, their special educational needs (SEN) and the percentage of pupils with English as an additional language.

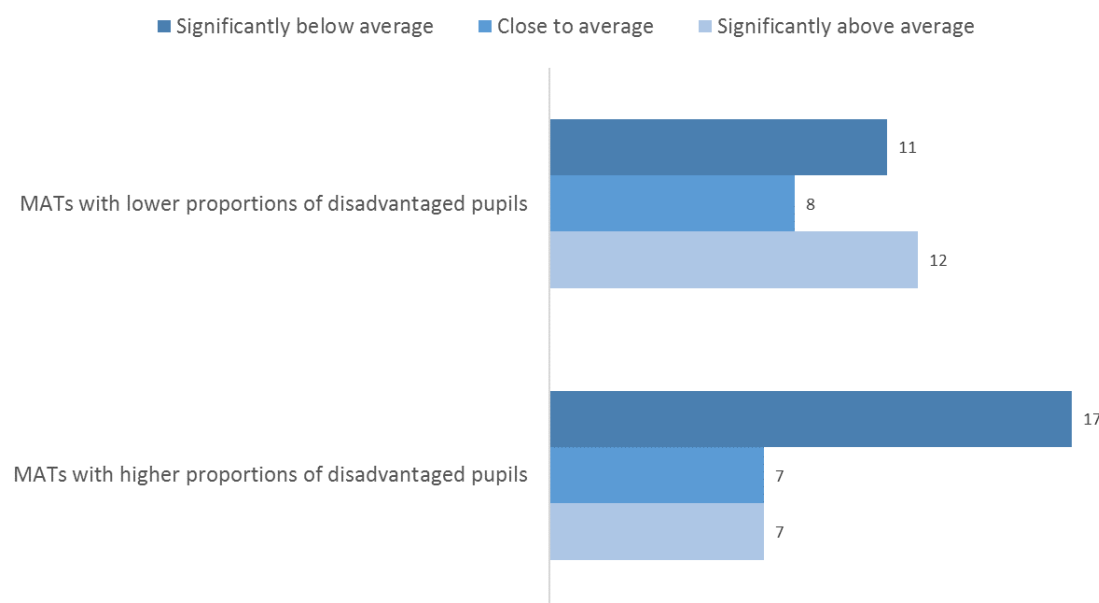
Our data show that some MATs have strong educational performance even under particularly challenging circumstances, such as relatively low prior attainment, high proportions of pupils with special educational needs or high proportions of disadvantaged pupils. Whilst there are a number of MATs at key stage 4 that are performing statistically significantly below average, users should bear in mind that many of the underlying schools are sponsored academies that were often historically underperforming schools.

Progress of disadvantaged pupils

After ordering the key stage 4 MATs by their proportion of disadvantaged pupils, **Figure G1** groups the MATs by their statistical significance for the Progress 8 measure. In general, MATs with lower proportions of disadvantaged pupils perform better on the Progress 8 measure than those with higher proportions of disadvantaged pupils. This reflects the pattern at national level where disadvantaged pupils have a lower average Progress 8 score than non-disadvantaged pupils. In 2017, 17 of the MATs with higher percentages of disadvantaged pupils are performing statistically significantly below average compared to 11 for MATs with lower levels of disadvantaged pupils. Nevertheless, there are still 7 MATs with relatively high proportions of disadvantaged pupils that are performing statistically significantly above average.

Figure G1: Key stage 4 Progress 8 measure – Number of MATs ordered by % disadvantaged pupils and grouped according to statistical significance of position in relation to the average¹⁶

England, Key Stage 4, Academic Year 2016/17



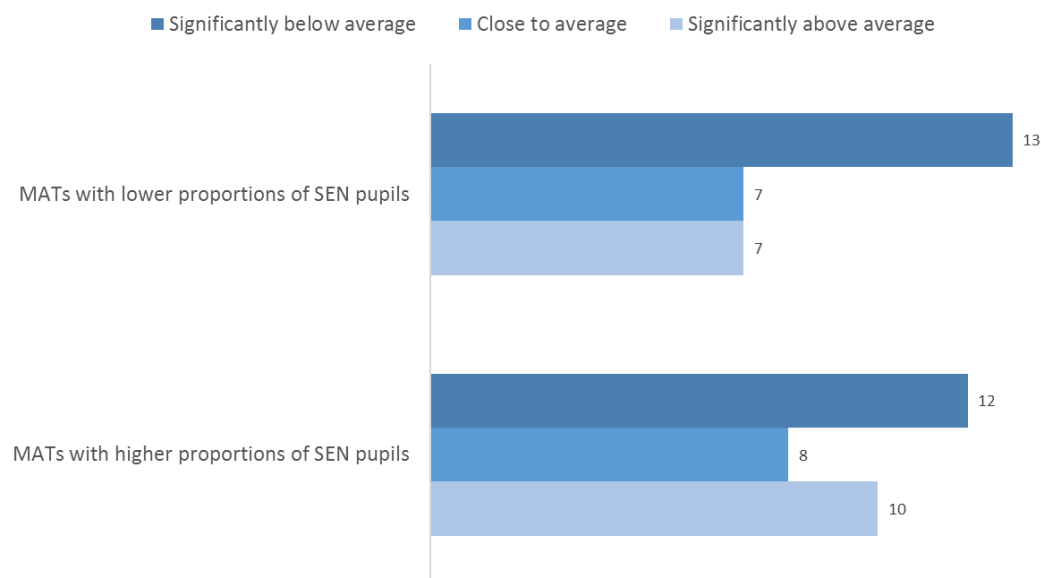
Source: Underlying key stage 4 school performance table data, 2017

¹⁶ The MATs positioned 31st and 32nd (the middle of the performance distribution) were both performing significantly below average.

Progress of pupils with special educational needs

Figure G2 shows that MATs with higher proportions of SEN pupils generally perform better slightly better than those with lower proportions of SEN pupils. This is different to the national pattern where on average pupils with SEN perform below average on Progress 8, whilst those with no identified SEN perform above average. In 2017, 10 MATs with higher percentages of SEN pupils are performing statistically significantly above average compared to 7 for MATs with a lower proportion of SEN pupils. There are 12 MATs with relatively high proportions of SEN pupils that are performing statistically significantly below average.

Figure G2: Key stage 4 Progress 8 measure – Number of MATs ordered by % pupils with SEN and grouped according to statistical significance of position in relation to the average
England, Key Stage 4, Academic Year 2016/17



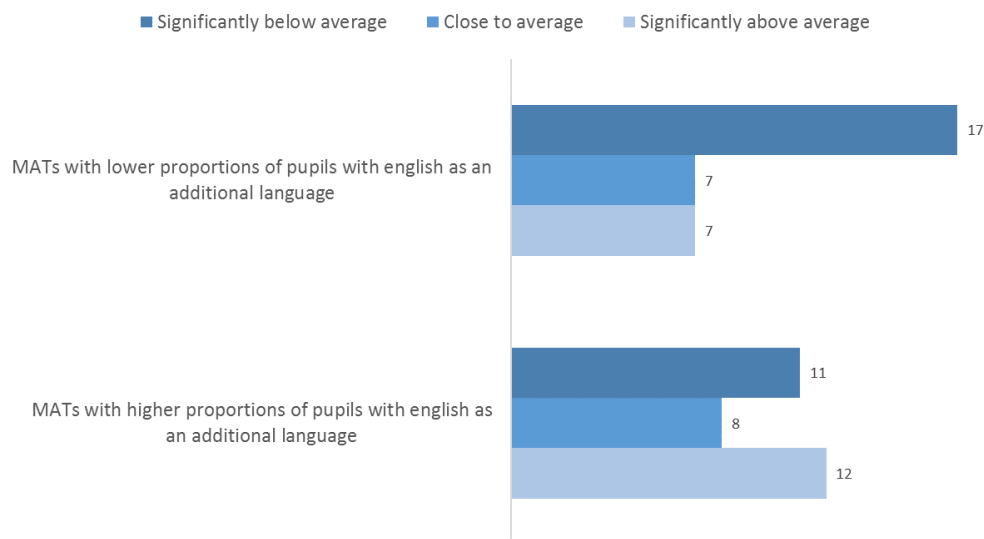
Source: Underlying key stage 4 school performance table data, 2017¹⁷

Progress of pupils with English as an additional language

Figure G3 shows that in general MATs with higher proportions of EAL pupils perform better than MATs with lower proportions of EAL pupils. This reflects the pattern at national level that pupils with EAL have above average progress and those with English as a first language perform below average on Progress 8. In 2017, 12 MATs with higher percentages of EAL pupils are performing statistically significantly above average compared to 7 for MATs with a lower proportion of EAL pupils. There are 11 MATs with relatively high proportions of EAL pupils that are performing statistically significantly below average.

¹⁷ There were 5 MATs jointly positioned in the middle of the distribution and all were performing significantly below average.

Figure G3: Key stage 4 Progress 8 measure – Number of MATs ordered by % pupils with English as an additional language and grouped according to statistical significance of position in relation to the average England, Key Stage 4, Academic Year 2016/17

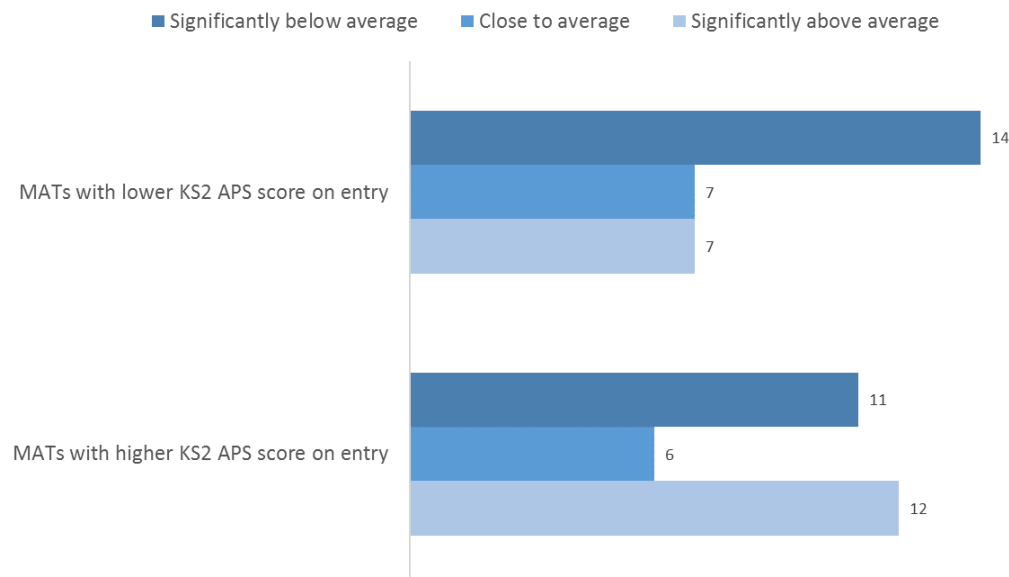


Source: Underlying key stage 4 school performance table data, 2017

Progress by prior attainment

Figure G4 shows that MATs with higher key stage 2 average point score (APS) on entry tend to achieve more scores significantly above average and fewer scores significantly below average than MATs with a lower key stage 2 APS on entry. Key stage 2 APS is a measure of prior attainment. In 2017, 12 MATs with higher prior attainment achieved a Progress 8 score significantly above average compared to 7 MATs with lower prior attainment. There were 11 MATs with higher prior attainment that performed significantly below average compare to 14 MATs with lower prior attainment.

Figure G4: Key stage 4 Progress 8 measure – Number of MATs ordered by average key stage 2 average point score (low to high) and grouped according to statistical significance of position in relation to the average England, Key Stage 4, Academic Year 2016/17



Source: Underlying key stage 4 school performance table data, 2017¹⁸

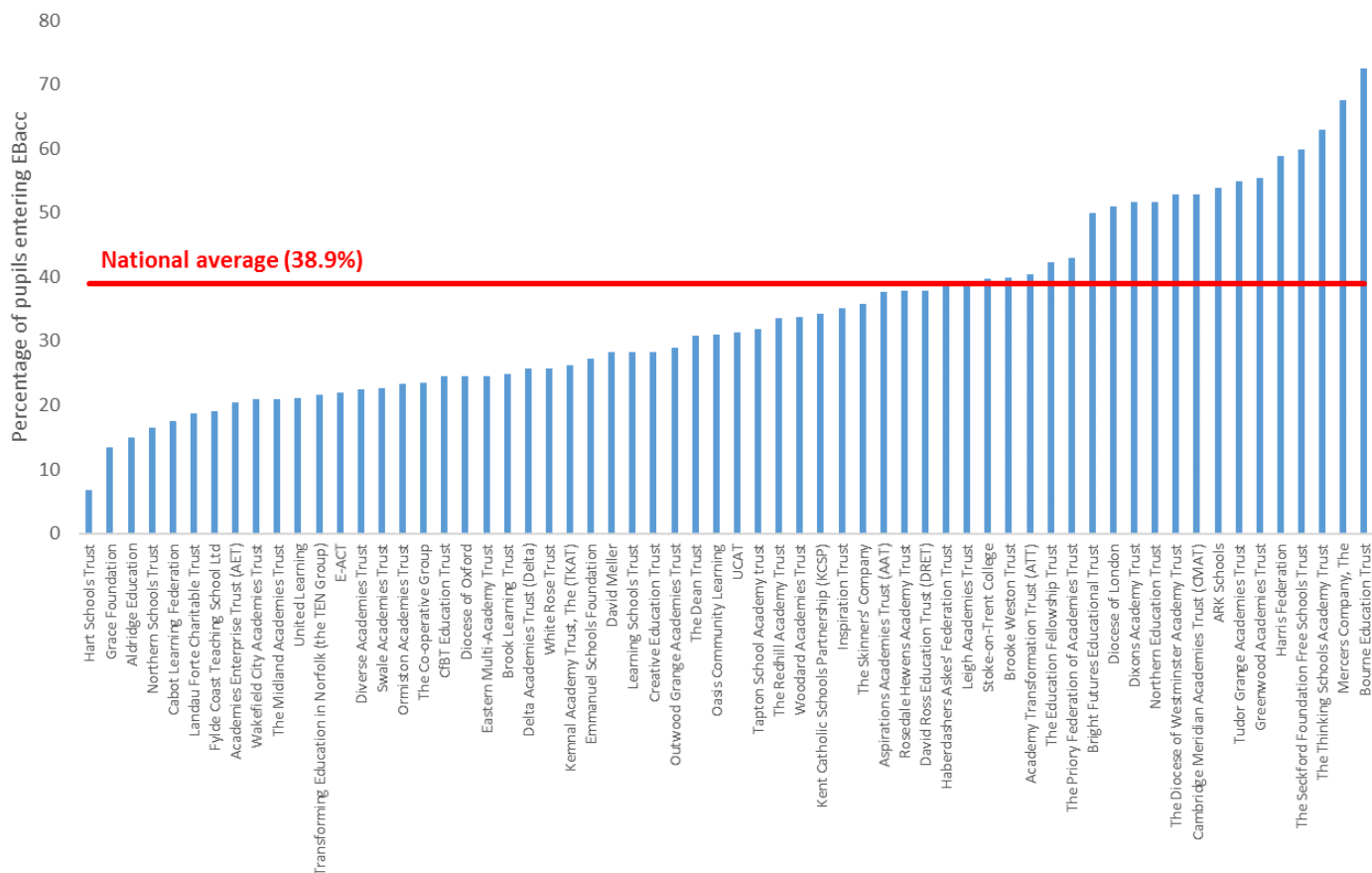
¹⁸ There were 5 MATs jointly positioned in the middle of the distribution and were performing significantly below average (x3) and close to average (x2).

EBacc entry and attainment

EBacc entry in MATs compared to national average for state-funded mainstream schools

In 2017, 32.3% of MATs have EBacc entry rates above the national average (38.9%) for all state-funded mainstream schools. This is the first year EBacc entry rates for MATs have been reported.

Figure H1: Key stage 4 EBacc entry rates – MATs ordered by percentage of pupils entering the EBacc (low to high) compared to the national average
 England, Key Stage 4, Academic Year 2016/17

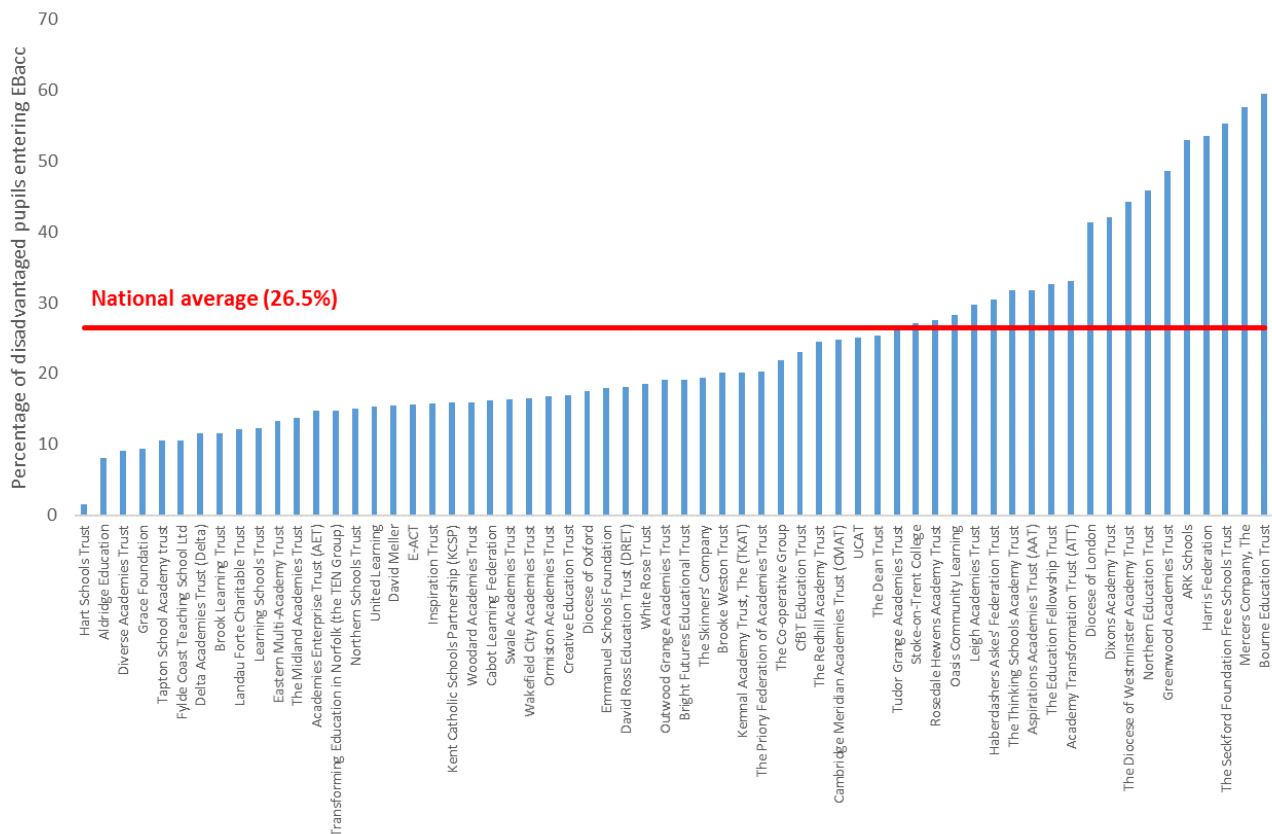


Source: Underlying key stage 4 school performance table data, 2017

EBacc entry of disadvantaged pupils in MATS compared to the disadvantaged national average for state-funded mainstream schools

In 2017, 30.6% of MATS have EBacc entry rates for disadvantaged pupils above the national average for disadvantaged pupils (26.5%).

Figure H2: Key stage 4 EBacc disadvantaged pupil entry rates – MATs ordered by percentage of disadvantaged pupils entering the EBacc (low to high) compared to the disadvantaged national average England, Key Stage 4, Academic Year 2016/17

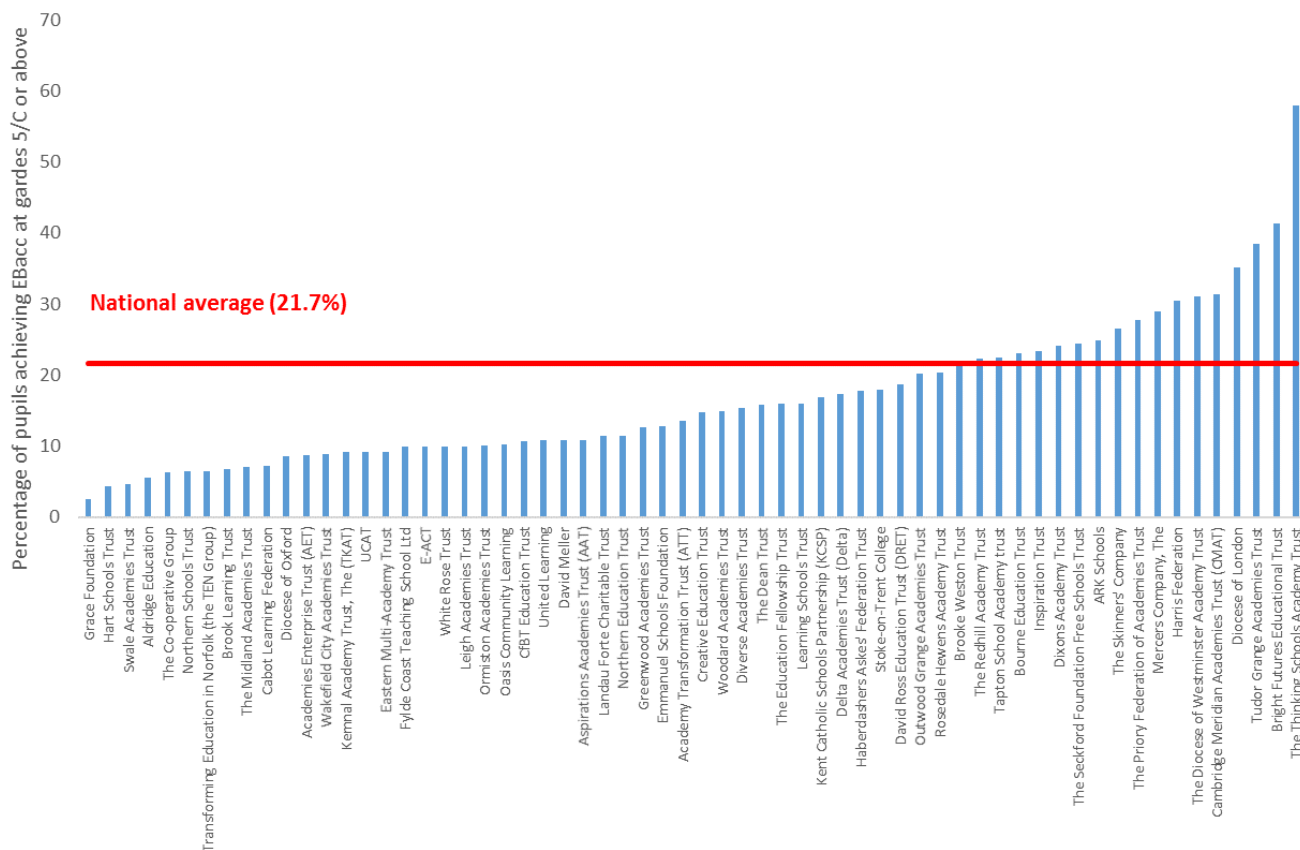


Source: Underlying key stage 4 school performance table data, 2017

EBacc attainment in MATS compared to national average for state-funded mainstream schools

In 2017, 27.4% of MATS have EBacc attainment rates at grades 5/C or above higher than the national average (21.7%). There were 27.4% of MATs with EBacc achievement at grades 4/C and above higher than the national average (24.2%).

Figure H3: Key stage 4 EBacc attainment rates at grades 5/C or above – MATs ordered by percentage of pupils achieving the EBacc (low to high) at grade 5/C or above compared to the national average
England, Key Stage 4, Academic Year 2016/17

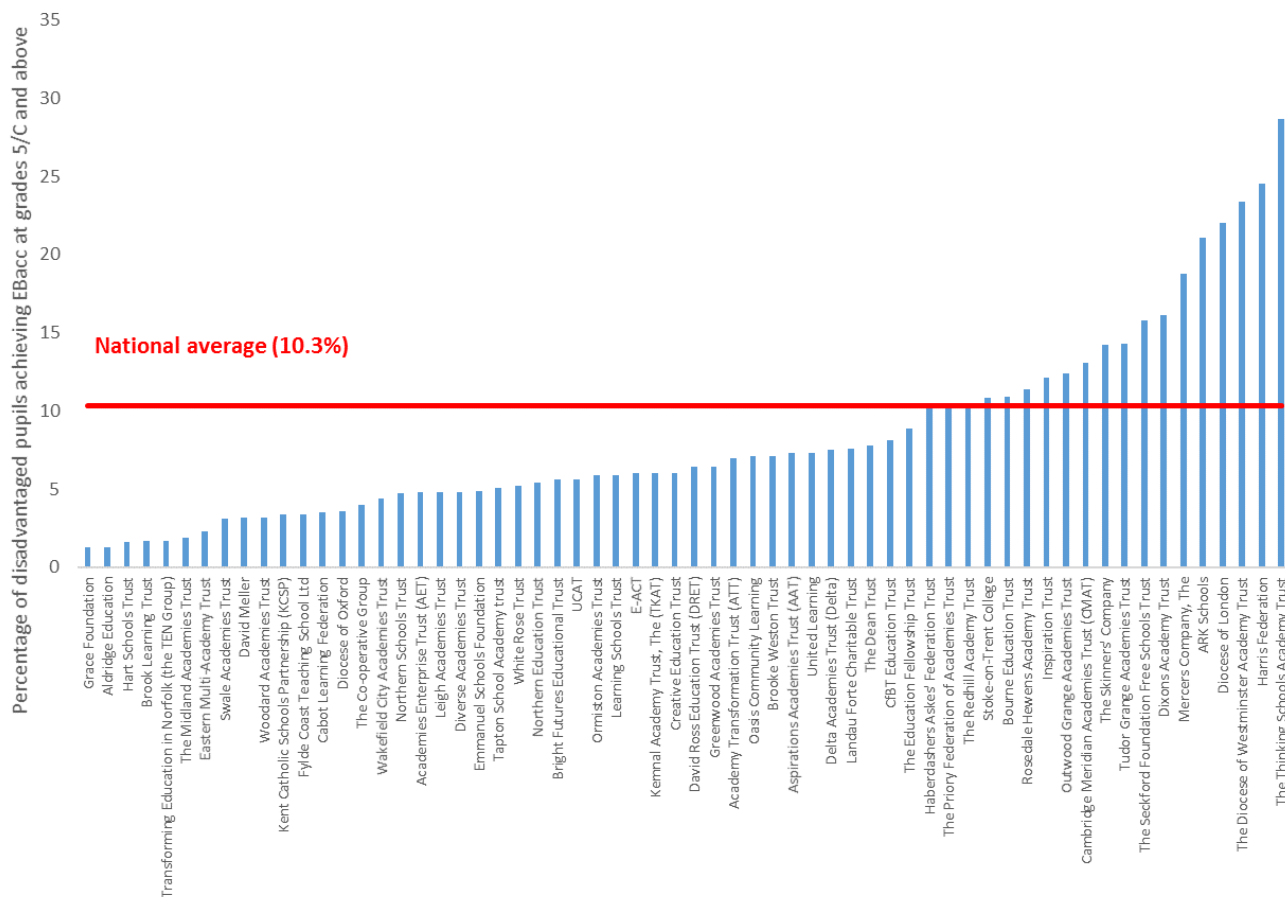


Source: Underlying key stage 4 school performance table data, 2017

EBacc attainment for disadvantaged pupils in MATS for compared to the disadvantaged national average for state-funded mainstream schools

In 2017, 27.4% of MATS have EBacc attainment rates for disadvantaged pupils at grades 5/C and above (and 25.8% at grades 4/C and above) higher than the national average. Nationally 10.3% of disadvantaged pupils achieve the EBacc at grade 5/C and above and 12.2% of disadvantaged pupils achieve the EBacc at grade 4/C and above.

Figure H4: Key stage 4 EBacc attainment rates for disadvantaged pupils at grades 5/C or above – MATS ordered by percentage of disadvantaged pupils achieving the EBacc (low to high) at grade 5/C or above compared to the disadvantaged national average
England, Key Stage 4, Academic Year 2016/17



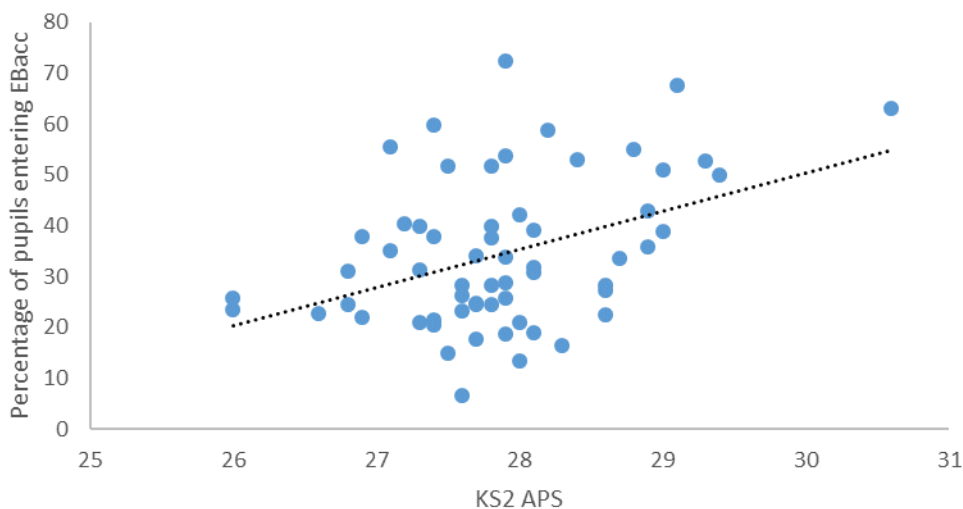
Source: Underlying key stage 4 school performance table data, 2017

EBacc entry rates by key stage 2 average point score

MATs with higher prior attaining cohorts tend to have a higher proportion of pupils entering the EBacc. However, there is a lot of variation in the middle of the distribution.

Figure H5: EBacc entry rates by prior attainment

England, Key Stage 4, Academic Year 2016/17



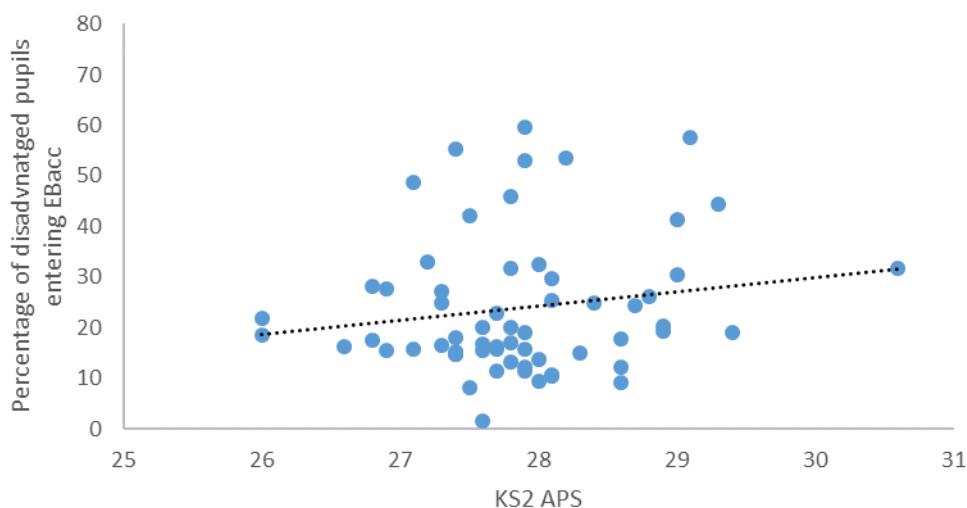
Source: Underlying key stage 4 school performance table data, 2017

EBacc entry rates for disadvantaged pupils by key stage 2 average points score

The relationship for entry of disadvantaged pupils by prior attainment is variable and there is not a strong trend between key stage 2 APS on entry and the percentage of disadvantaged pupils entering the EBacc.

Figure H6: EBacc entry rates for disadvantaged pupils by prior attainment

England, Key Stage 4, Academic Year 2016/17

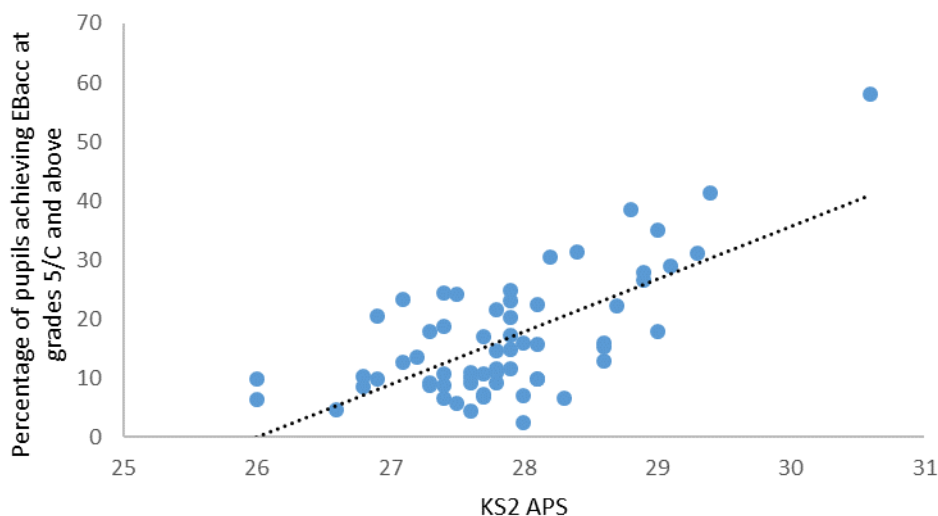


Source: Underlying key stage 4 school performance table data, 2017

EBacc attainment by key stage 2 average points score

MATs with higher key stage 2 average point scores tend to have higher rate of pupils achieving the EBacc at grades 5/C and above as shown in **figure H7**.

Figure H7: EBacc achievement rates for pupils, by prior attainment
England, Key Stage 4, Academic Year 2016/17

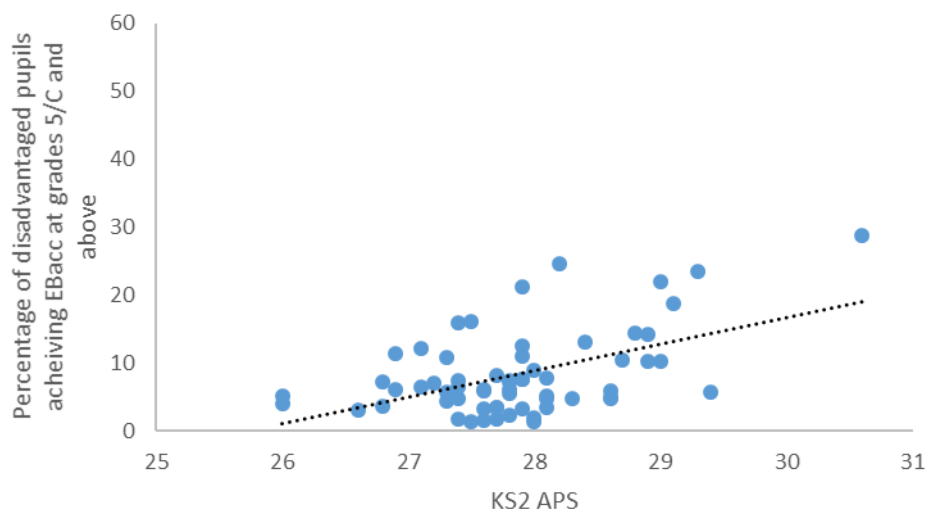


Source: Underlying key stage 4 school performance table data, 2017

EBacc attainment for disadvantaged pupils by key stage 2 average points score

The trend is similar for disadvantaged pupils, but the relationship between prior attainment and EBacc attainment at grade 5/C and above is weaker for disadvantaged pupils compared to all pupils. The EBacc achieved rate for disadvantaged pupils in MATs is also generally lower than for all pupils with similar prior attainment, but this is likely to be partly because fewer of these pupils were entered for the EBacc.

Figure H8: EBacc achievement rates for disadvantaged pupils, by prior attainment
England, Key Stage 4, Academic Year 2016/17

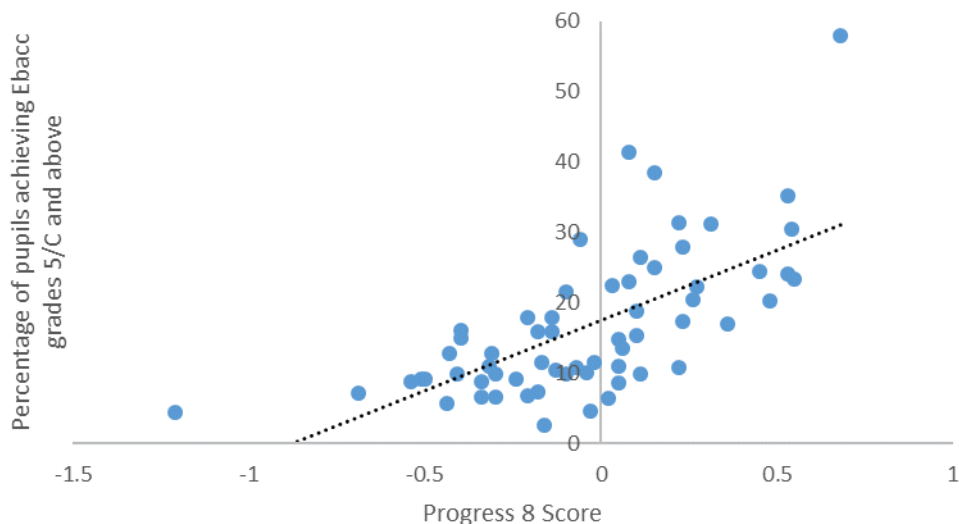


Source: Underlying key stage 4 school performance table data, 2017

EBacc attainment by Progress 8 score

MATs that perform well on the Progress 8 measure also tend to perform well on the EBacc achieved at grade 5/C or above measure.

Figure H9: EBacc achievement rates for pupils, by Progress 8 score
England, Key Stage 4, Academic Year 2016/17

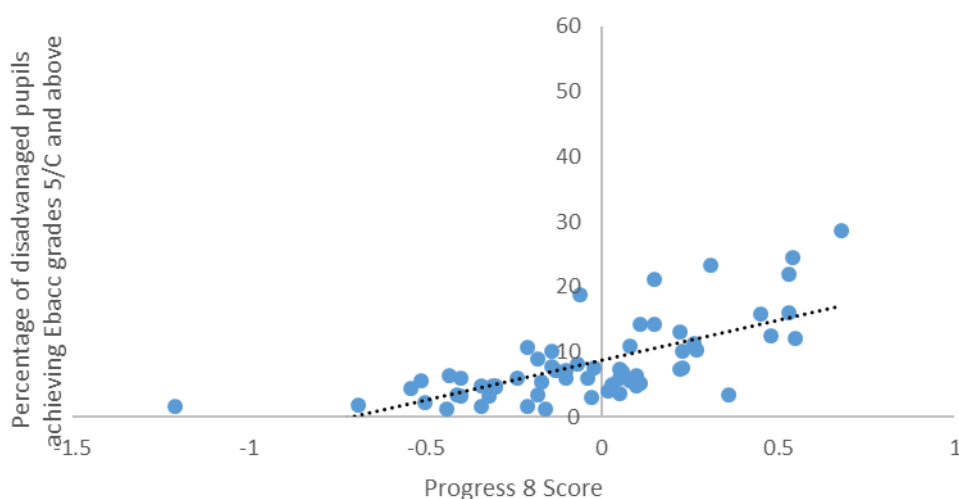


Source: Underlying key stage 4 school performance table data, 2017

EBacc attainment for disadvantaged pupils by Progress 8 score

MATs that perform well on the Progress 8 measure for disadvantaged pupils also tend to perform better on the EBacc achieved at grade 5/C or above measure, however the rate of EBacc achievement is lower for disadvantaged pupils than for all pupils in MATs with similar Progress 8 scores.

Figure H10: EBacc achievement rates for disadvantaged pupils, by Progress 8 score
England, Key Stage 4, Academic Year 2016/17



Source: Underlying key stage 4 school performance table data, 2017

In 2017, converter academies within MATs had higher EBacc entry and attainment rates than sponsored academies. Free schools had higher entry rates and attainment rates than either converter or sponsored

academies. The number of free schools is relatively small compared to the other school types. Therefore, care should be taken when drawing conclusions about them. This is detailed in **Table 3**.

Table 3: EBacc entry and achievement within MATs by school type

England, Key Stage 4, Academic Year 2016/17

School Type	EBacc entry	EBacc achieved at grades 5/C and above	EBacc achieved at grades 4/C and above
Converter academies	37.5%	21.7%	24.1%
Sponsored academies	31.6%	13.6%	15.5%
Free schools	61.6%	32.2%	34.3%
National average (state-funded mainstream schools)	38.9%	21.7%	24.2%

Source: Underlying key stage 4 school performance table data, 2017

Within MATs, free schools entered the highest proportion of disadvantaged pupils into the EBacc and had the highest proportion of pupils achieving the EBacc at the grades 5/C and 4/C above level compared to other school types. The number of free schools is relatively small compared to the other school types. Therefore, care should be taken when drawing conclusions about them.

Converter and sponsored academies within MATs entered similar proportions of disadvantaged pupil entered into the EBacc, but converter academies had higher achievement rates at both of the threshold measures. This is detailed in **Table 4**.

Table 4: EBacc entry and achievement for disadvantaged pupils within MATs by school type

England, key stage 4, Academic Year 2016/17

School Type	EBacc entry	EBacc achieved at grades 5/C or above	EBacc achieved at grades 4/C or above
Converter academies	24.5%	10.3%	12.1%
Sponsored academies	25.0%	8.4%	10.0%
Free schools	51.7%	23.1%	25.9%
National average (state-funded mainstream schools)	26.5%	10.3%	12.2%

Source: Underlying key stage 4 school performance table data, 2017

Performance by size of MAT and mix of academy types

The MATs included in 2017 measures represented a combined key stage 4 cohort size of 54,356 pupils. This represents 10.5% of the total key stage 4 cohort of 517,756 pupils. The size of the cohort included in MAT measures has increased by 1.3% since 2016, whilst the cohort of all pupils at the end of key stage 4 has decreased by 2.4%.

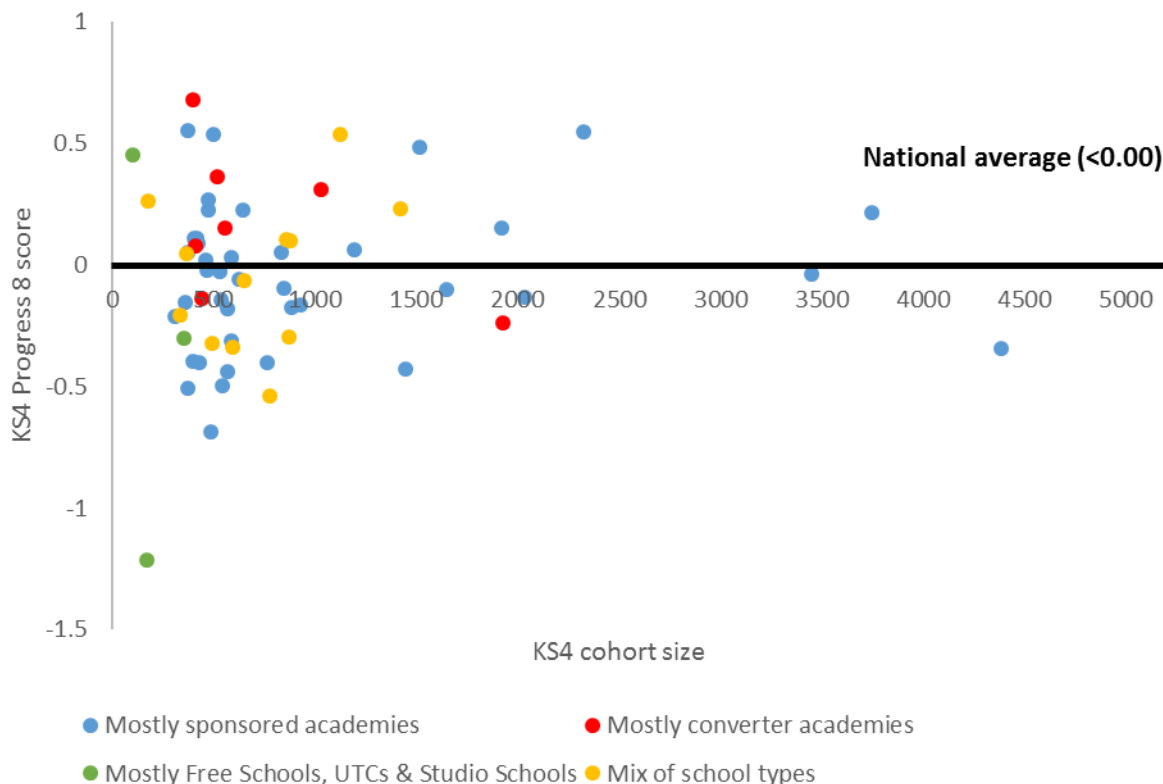
Figure I1 shows that there is no clear relationship between the size of a MAT and it's performance on the Progress 8 measure. It also shows that Progress 8 scores are more variable for smaller MATs and larger MATs are more likely to have Progress 8 scores closer to the national average.

At key stage 4, most of the academies were sponsored academies (73.4%), just over one fifth were converter academies (21.1%) and a small proportion (5.5%) were free schools, UTCs or Studio Schools. The individual MATs are made up of different types of academies in varying proportions. Figure I1 shows the performance of MATs by academy types. For most types of academy, they are distributed on both sides

of the national average Progress 8 score. MATs that are mostly made up of converter academies are slightly more likely to have above average Progress 8 scores.

The length of time an academy is open is important¹⁹. Therefore, we have included schools from their third full academic year with the MAT to reflect that it can take time for a MAT to fully influence the outcomes of its schools.

Figure I1: Progress 8 MAT measure by number of pupils in key stage 4 cohort
England, Key Stage 4, Academic Year 2016/17



Source: Underlying key stage 4 school performance table data, 2017

¹⁹ [Provisional performance data for academies by length of time open at key stage 4, 2017 can be found in this document. Revised key stage 4 data has been published alongside this release.](#)

4. Accompanying tables

The following tables are available in Excel format on the department's [statistics website](#)

National tables

Table 1	Measuring the performance of schools within multi-academy trusts at key stage 2 in 2017
Table 2	Measuring the performance of schools within multi-academy trusts at key stage 4 in 2017

When reviewing the tables, please note that:

- **We preserve confidentiality**
The Code of Practice for Official Statistics requires we take reasonable steps to ensure that our published or disseminated statistics protect confidentiality.
- **We round and suppress numbers and percentages**
Percentages and measures are calculated on unrounded data and are rounded to the nearest percentage point. Zeros have not been suppressed. This suppression is consistent with the Departmental statistical policy which can be found at: [Departmental statistical policy](#) and we adopt symbols to help identify this within our tables as follows:
NA Not applicable
SUPP suppressed figure

5. Further information is available

- [Academies Consolidated Annual Report 2015/16](#)
- We have used data from the [Schools, pupils and their characteristics Statistical Release \(SFR28/2017\)](#) from January 2017, as this is compared to performance results for the 2016/17 academic year.
- [Performance data for KS2 for 2017 \(SFR69/2017\)](#)
- [Provisional performance data for KS4 for 2017: \(SFR57/2017\)](#) revised data has been published alongside this release

6. 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.

7. Technical information

A quality and methodology information document accompanies this release. This provides further information on the data sources, their coverage and quality and explains the methodology used in producing the data, including how it is validated and processed.

Data in the underlying school data file has been suppressed for schools with small number of pupils in line with the suppression used in performance tables of that year, because of the publication of sensitive pupil characteristics. The summary data uses the underlying data of MATs with at least three schools that have been with the MAT for at least three academic years.

8. Get in touch

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Department for Education

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