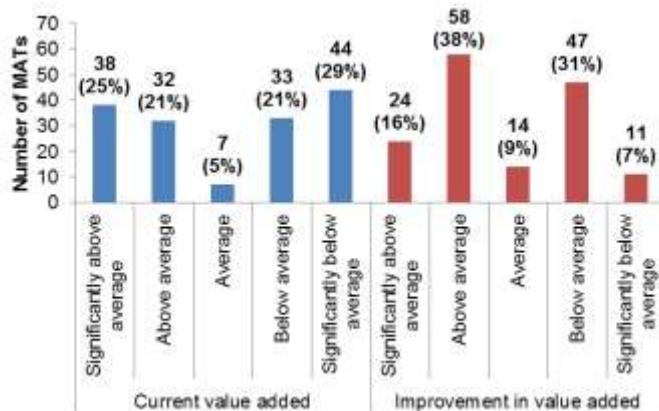




SFR 32/2016, 7 July 2016

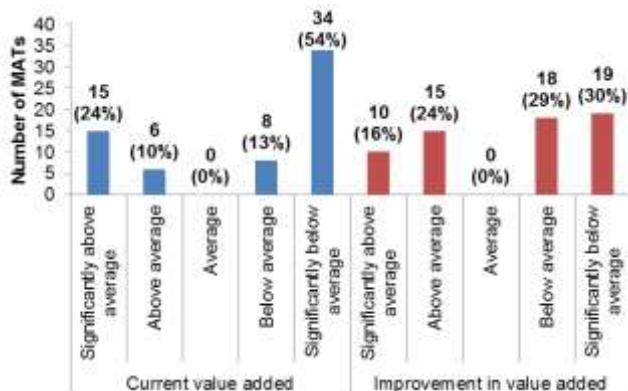
At key stage 2 value added is improving in more than half of multi-academy trusts



However, on a measure of current value added, MATs are fairly evenly split above and below average performance¹. Approximately half of the schools in these MATs are converter academies and half are sponsored academies.

More than half of MATs in this analysis improved faster than the average rate of improvement in value added.

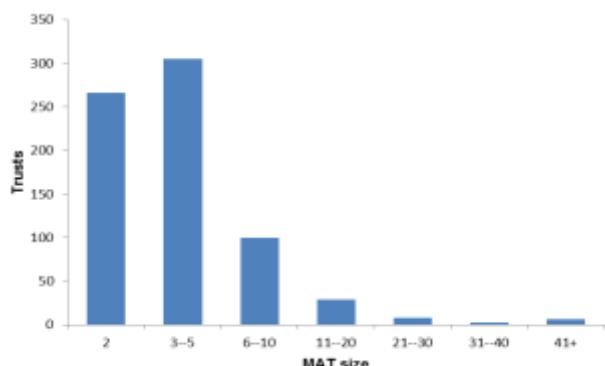
At key stage 4 more than half of MATs have current value added scores that are significantly below average based on the results of their schools, many of which will have been historically underperforming schools



In the current value added measure more than half of MATs are significantly below average.

These are relative measures of school and pupil performance in which we expect a distribution of values around the national average. When a high percentage of MATs are improving significantly above or below average, the reasons can be complex including whether they are sponsored academies (as three-quarters of schools are in this analysis).

What are academies and multi-academy trusts?



Academies are state schools directly funded by the government. Each one is part of an academy trust. Trusts can be standalone or multi-academy trusts (MATs) - trusts that are responsible for a group of academies. Most MATs are currently small.

There were 21,900 state-funded schools in England in June 2016. Of these 5,300 were academies, of which 2,000 were stand-alone academies and 3,300 schools were in MATs (figures rounded to nearest hundred).

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 2014/15 academic year compared with other state-funded mainstream schools including academies and local authority schools.

Contents

1.	Introduction.....	4
2.	Key stage 2 MAT performance in 2015.....	5
	Graphical analysis of current value added and improvement in value added	13
	Analysis by prior attainment, disadvantage, SEN and English as an additional language.....	14
	Analysis by pupil numbers	18
	Analysis by type of academy	19
	Analysis by length of time open	19
3.	Key stage 4 MAT performance in 2015.....	21
	Graphical analysis of current value added and improvement in value added	25
	Analysis by prior attainment, disadvantage, SEN and English as an additional language.....	26
	Analysis by pupil numbers	30
	Analysis by type of academy	32
	Analysis by length of time open	34
4.	MATs at both KS2 and KS4 2015	36
5.	Accompanying tables.....	38
6.	Further information is available	39
7.	Official Statistics	39
8.	Technical information.....	39
9.	Get in touch	40
	Media enquiries	40
	Other enquiries/feedback.....	40

About this release

This statistical working paper provides data and analysis on the performance of multi-academy trusts based on measures of value added and improvement in value added over time for MATs with three or more academies. It will provide the measures, contextual information (including disadvantage and prior attainment) and school level underlying data for the 2013/14 and 2014/15 academic years.

Statement from the Head of Profession for Statistics

I originally pre-announced these statistics for release on 14th July. Early on 6th July it became apparent that other related statistics would be put in the public domain by a third-party organisation. Trust in official statistics is essential and for this to be maintained it is essential that the full and frank, independent commentary required by the Code of Practice for Official Statistics is available to inform debate. I therefore decided to bring forward the publication to 9.30 on 7th July. The release calendar was changed at around midday on 6th July to reflect this.

Iain Bell

In this publication

The following tables are included in the statistical working paper:

- 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.

Feedback

We are changing how our releases look and welcome feedback on any aspect of this document at Academies.DATA@education.gsi.gov.uk - please note that from 1 October 2016, this email address will no longer contain '.gsi'. From this date please email: Academies.DATA@education.gov.uk instead.

1. Introduction

MATs included in this analysis are...

- **Those with at least three schools that had results** at either key stage 2 or key stage 4 as published in the 2015 performance tables where;
- **Those schools had been with the MAT for at least one academic year.** In some instances improvement scores may be listed as not applicable where fewer than 3 schools in a group have sufficient historical data to produce an improvement score.
- **State-funded mainstream schools only.** Special schools and pupil referral units/alternative provision academies/alternative provision free schools are not included.
- **In the 2015 results schools are counted under the MAT they were with** as of 11 September 2014.
- **Where an academy sponsor oversees a number of multi-academy trusts,** results are presented under the sponsor rather than the individual constituent MATs.

The measures used in this analysis are...

- **Current year value added** – this measure captures the average of current value added scores for academies within a MAT. At key stage 2 the measure is centred around 100, so scores above this represent MATs where pupils make more progress than pupils nationally and scores below this represent MATs where pupils make less progress than pupils nationally. At key stage 4 the measure is centred around 1,000 and the same interpretation applies.
- **Improvement in value added** – this measure captures the relative improvement in an academy's value added over time in comparison to schools with a similar starting point. This is centred around zero. Positive scores represent MATs with academies that have improved pupil progress more quickly than other academies. Negative scores represent MATs where academies are not improving pupil progress as quickly as others.

There is a level of uncertainty within both measures, as individual academies are in general not representative of pupil characteristics nationally. In recognition of this, the measures are presented with confidence intervals. These provide a range in which users can be confident that the true value added score lies. Smaller groups have wider confidence intervals because their value added score is based on smaller numbers of pupils. We can use the confidence intervals to identify MATs performing significantly better than average, significantly worse than average and close to average where approximately 50% will be performing above average and 50% will be performing below average. However, the confidence intervals mean it is inappropriate to specify a precise performance-based ordering of the MATs.

While value added has been a measure within the school performance tables since 2011 it has not formed a part of the floor standards against which state-funded schools are monitored. These floor standards have incentivised schools to focus on meeting attainment thresholds and levels of expected progress

The methodology provides robust statistics about the performance of MATs based on improvements in the performance of pupils in their schools. MATs have indicated that it would be helpful to publish contextual information so this is also provided alongside these measures so that MATs and other users can benchmark similar MATs against each other. The contextual information covers prior attainment and indications of disadvantage, special educational needs and percentage of English as an additional language.

2. Key stage 2 MAT performance in 2015

(Table 1 KS2 MATs 2015)

There were 154 multi-academy trusts (MATs) that satisfied the definition for inclusion in our analysis at key stage 2 during the 2014/15 academic year. They represented 940 individual schools which were included in our value added measures. **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 value added measures	Percentage of schools of this type included within value added measures
Converter academies	464	49.4%
Sponsored academies	474	50.4%
Free schools	2	0.2%

Source: *Underlying KS2 school performance table data, 2015*

These MATs represented a key stage 2 cohort of more than 35,000 pupils.

Current value added measure

- 38 MATs (24.7%) were performing significantly above the national average. The pupils in these MATs are making more progress in comparison to pupils with similar prior attainment nationally.
- 72 MATs (46.8%) were performing 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 significantly above or below the national average. While not statistically significant, our estimates are that:
 - 32 (20.8%) are currently performing above average;
 - 7 (4.5%) are performing in line with the national average and;
 - 33 (21.4%) are performing below average.
- 44 MATs (28.6%) are performing significantly below the national average. The pupils in these MATs are making less progress in comparison with similar prior attainment nationally.

Improvement in value added measure

- 24 MATs (15.6%) were performing significantly above the national average. The schools within these MATs have on average improved more quickly compared to schools with a similar starting point.
- 119 MATs (77.3%) were performing 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 significantly above or below the national average. While not statistically significant, our estimates are that:
 - 58 (37.7%) are currently performing above average;
 - 14 (9.1%) are performing in line with the national average and;
 - 47 (30.5%) are performing below average.

- 11 MATs (7.1%) are performing significantly below the national average. The schools within these MATs are not improving as quickly compared to schools with a similar starting point.

Interpreting confidence intervals

- **Significantly above average:** Those MATs with scores above 100 (KS2 current value added) or above 0 (improvement in value added) and confidence intervals that do not include the national average.
- **Close to the national average:** Those MATs whose confidence intervals include the national average.
- **Significantly below average:** Those MATs with scores below 100 (KS2 current value added) or below 0 (improvement in value added) and confidence intervals that do not include the national average.

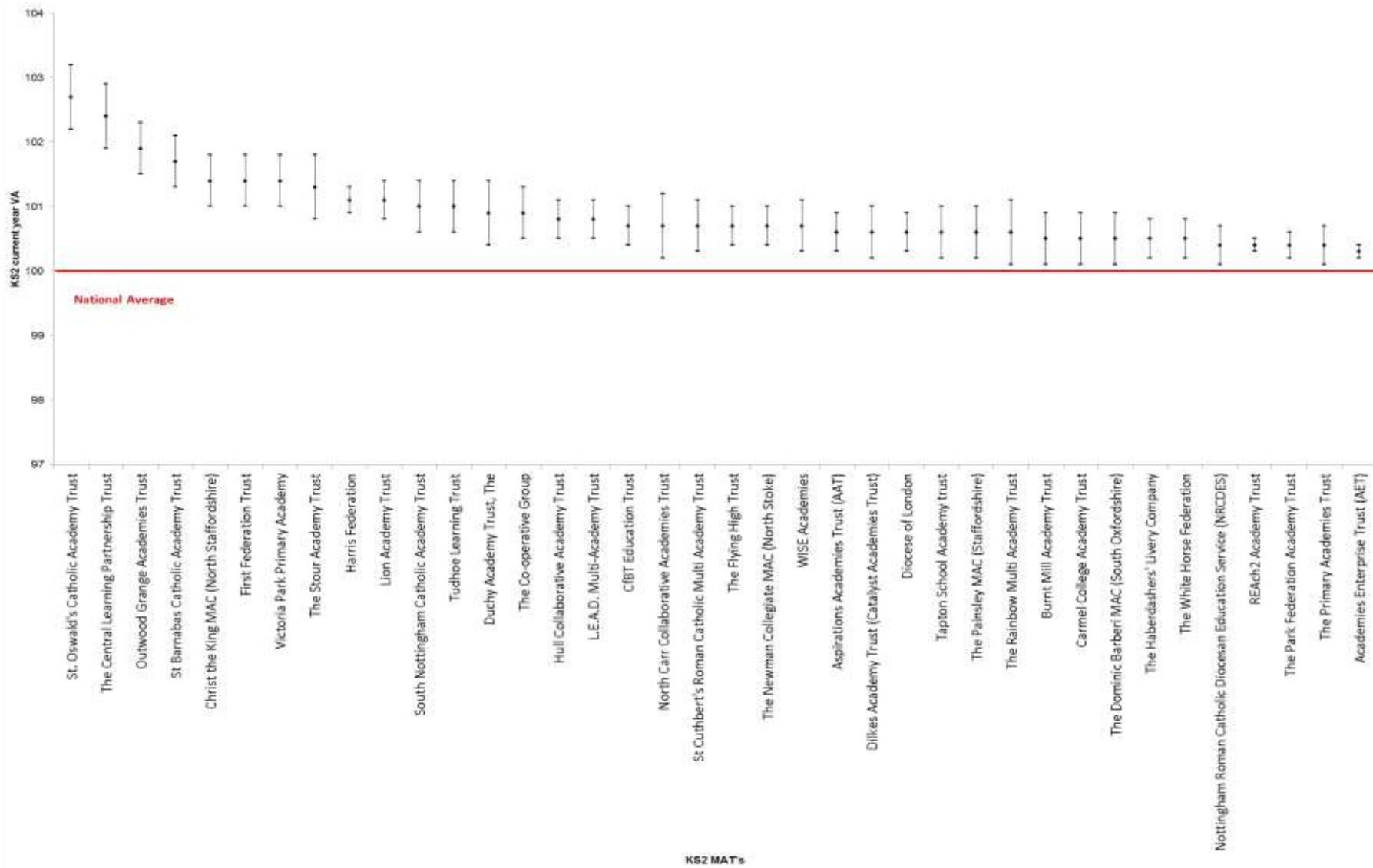
The confidence intervals can help distinguish between MATs:

- (i) if the confidence intervals of one MAT do not overlap the confidence intervals of another, then they are significantly different from each other;
- (ii) if the confidence intervals for one MAT overlap with the score of another MAT, then they are not 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 significantly different from each other.

Presented below, **Figures A1 to A3** displays the variation in the current value added measure by MAT. **Figures B1 to B3** displays the variation in the improvement value added measure by MAT.

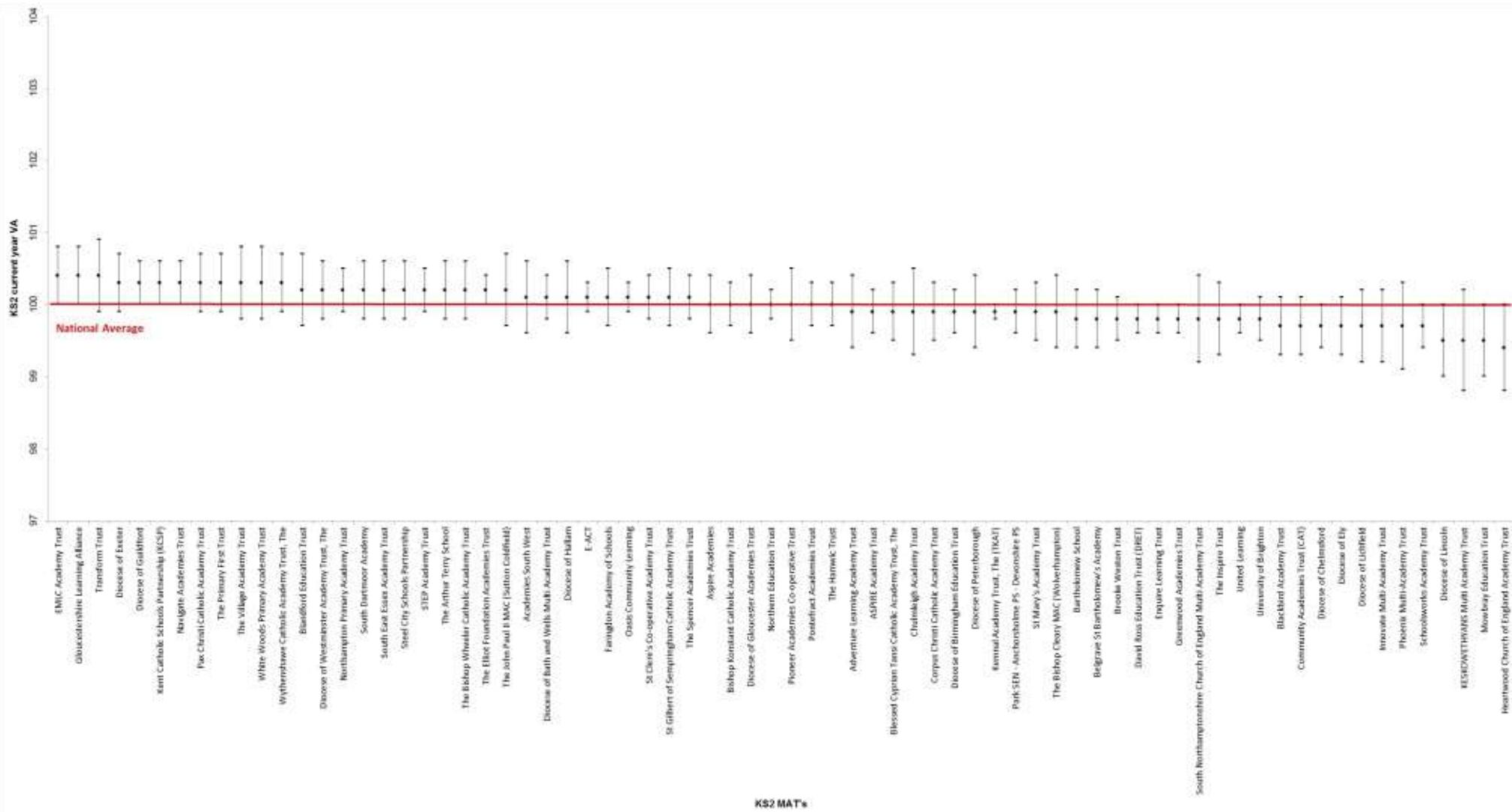
Figure A1: Variation in current value added MAT scores – significantly above average:

England, Key Stage 2, Academic Year 2014/15



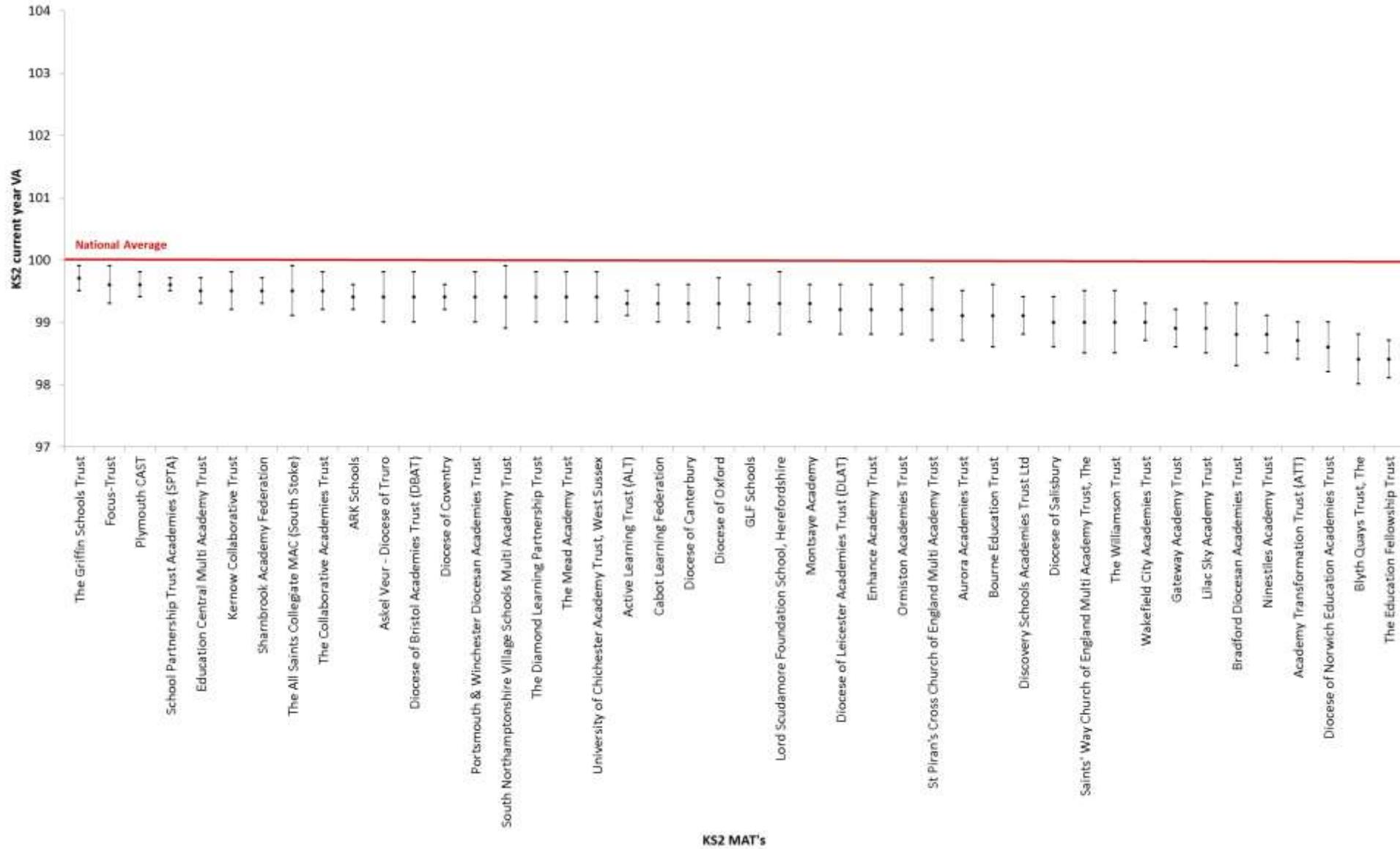
Source: Underlying KS2 school performance table data, 2015

Figure A2: Variation in current value added MAT scores – close to average:
England, Key Stage 2, Academic Year 2014/15



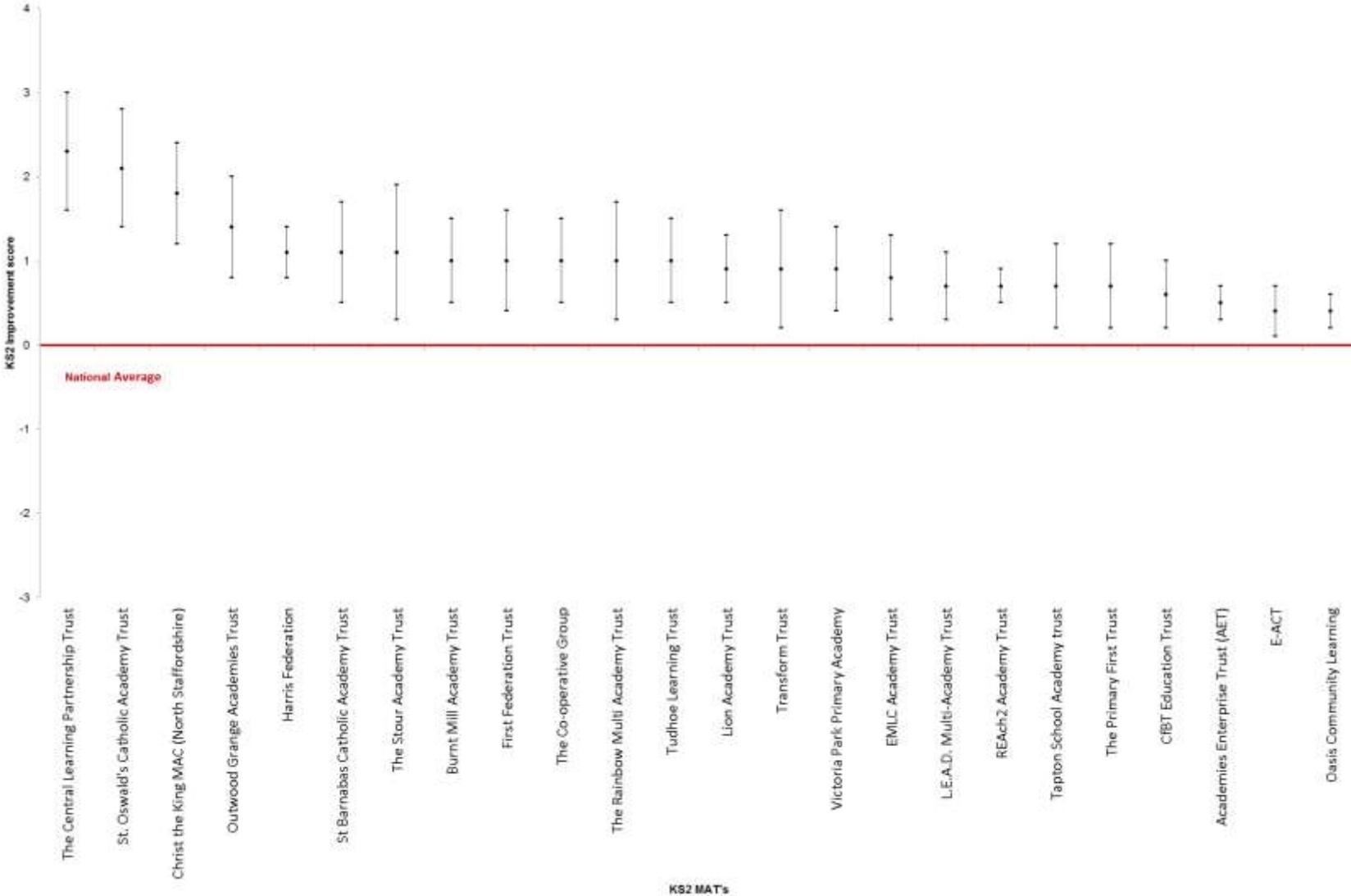
Source: Underlying KS2 school performance table data, 2015

Figure A3: Variation in current value added MAT scores – significantly below average:
 England, Key Stage 2, Academic Year 2014/15



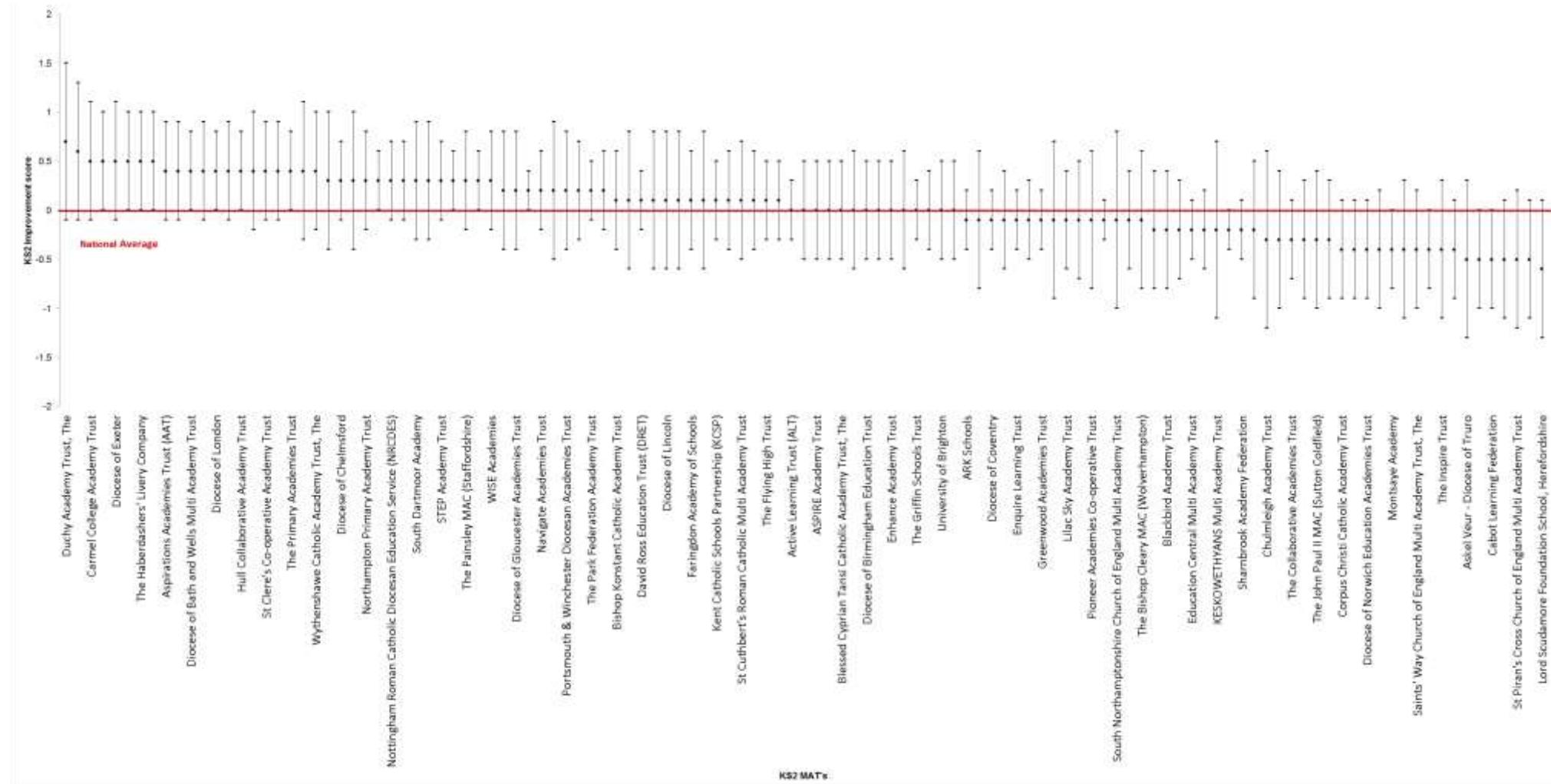
Source: Underlying KS2 school performance table data, 2015

Figure B1: Variation in improvement in value added MAT scores – significantly above average:
England, Key Stage 2, Academic Year 2014/15



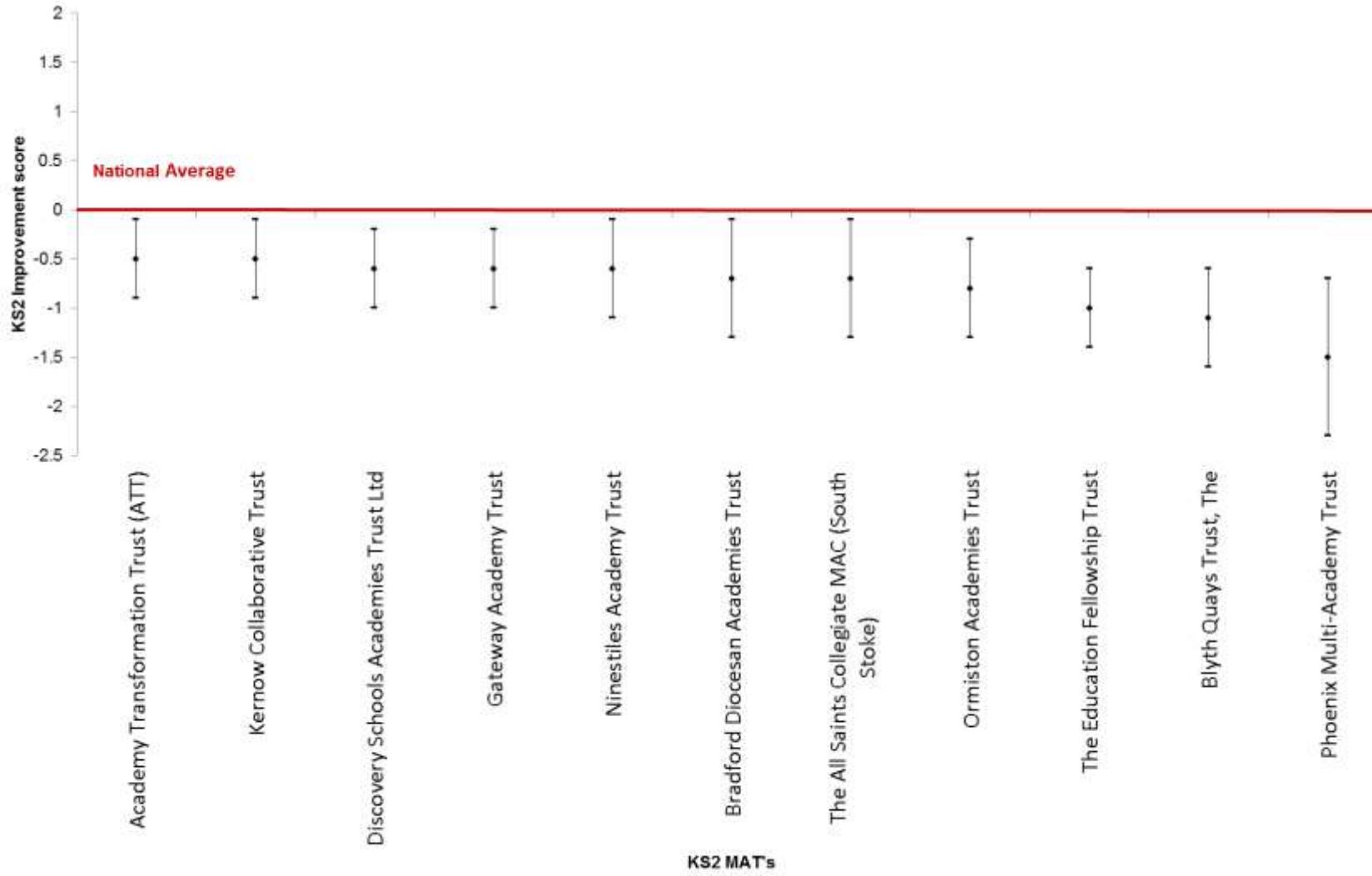
Source: Underlying KS2 school performance table data, 2015

Figure B2: Variation in improvement in value added MAT scores – close to average:
England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015

Figure B3: Variation in improvement in value added MAT scores – significantly below average:
England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015

Graphical analysis of current value added and improvement in value added

There are two aspects to measures of performance within a MAT presented here – current value added and improvement in value added. Whilst these scores are understandably correlated, it is possible to have a high score on one measure and a low score on the other.

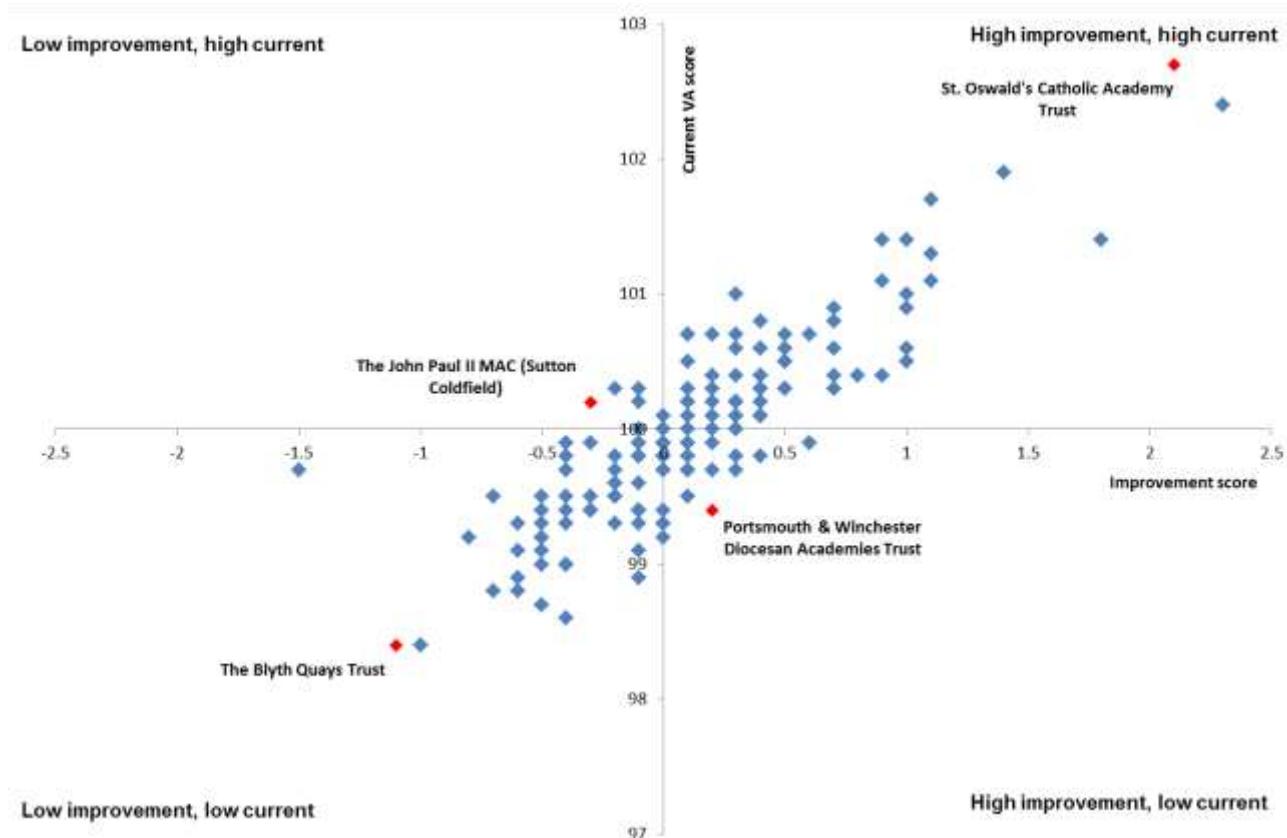
65 MATs had high current value added and high improvement in value added scores. 53 MATs had low current value added and low improvement value added scores.

Figure C displays the combination of current and improvement in value added measures for each KS2 MAT. Each quadrant has a different interpretation. For example:

- The St. Oswald's Catholic Academy Trust has a positive improvement score and a high current value added. This indicates that pupils in this MAT are improving more quickly than others and that its pupils are making more progress than similar pupils nationally.
- The Portsmouth & Winchester Diocesan Academies Trust has a positive improvement score but a relatively low current value added score. This indicates that the current progress made by their pupils relative to similar pupils nationally remains below average but its pupils are making progress.
- The Blyth Quays Trust has a negative improvement score and a low current value added score. This indicates current underperformance and the progress of pupils in the MAT is slower than the national average.
- The John Paul II MAC (Sutton Coldfield) has a negative improvement score but a relatively high current value added score. This MAT maintaining a current high performance but its pupils are not progressing as quickly as the national average.

Figure C: Combination of current and improvement in value added measures:

England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015

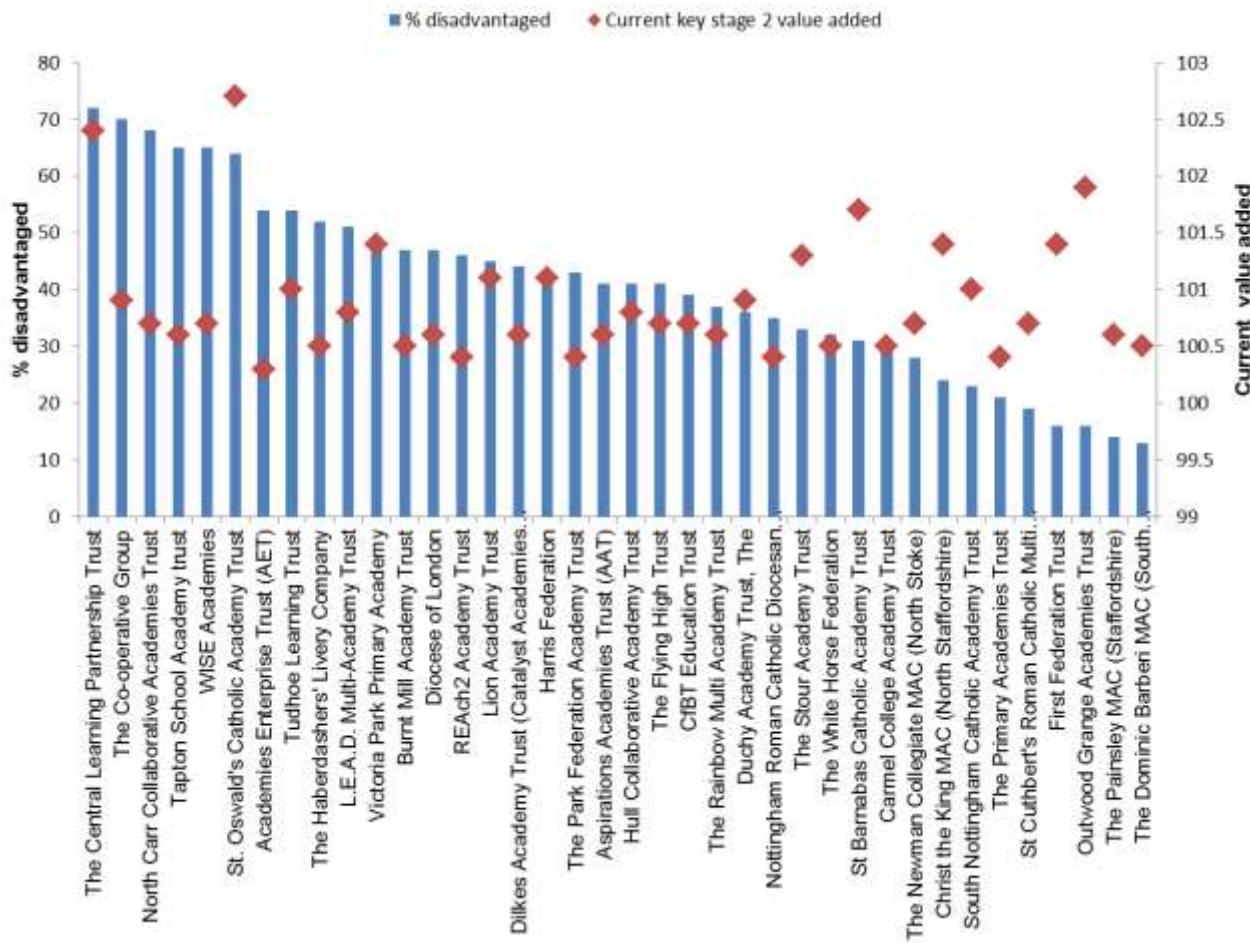
Analysis by prior attainment, disadvantage, SEN and English as an additional language

Correlation analysis between the current value added measure and the contextual measures shows close to zero (linear) correlation. The same is true for the improvement in value added measure.

In other words, MATs who on average admit lower performing pupils can do just as well as those who admit higher performing pupils. MATs with high percentages of disadvantaged pupils can do just as well as those with low proportions. MATs with high proportions of SEN/EHC pupils can do just as well as those with low percentages and MATs with high percentages of pupils with English as an additional language can do just as well as those with low percentages and vice versa.

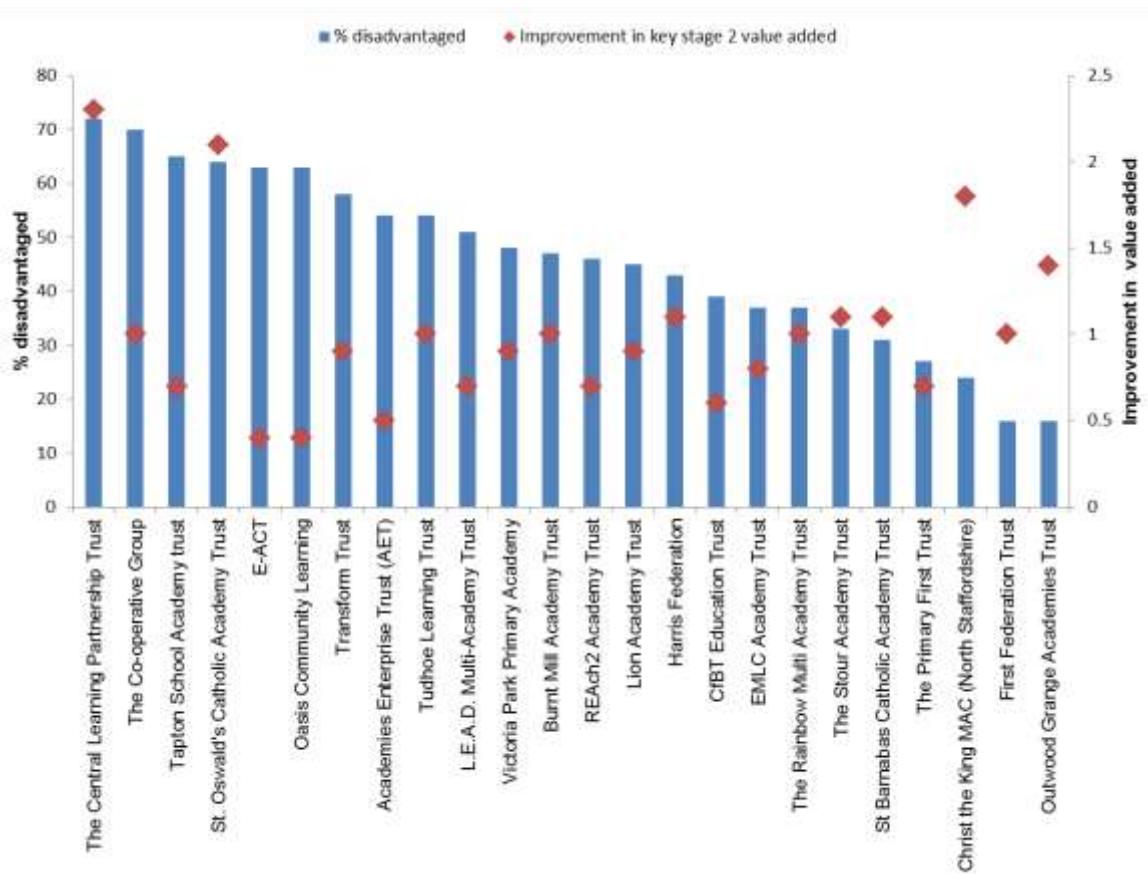
Figures D1 and D2 illustrates those MATs performing significantly above average for the current value added and improvement in measure at key stage 2 alongside their respective level of disadvantage.

Figure D1: Significantly above average MATs - current value added by % disadvantaged pupils
England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015

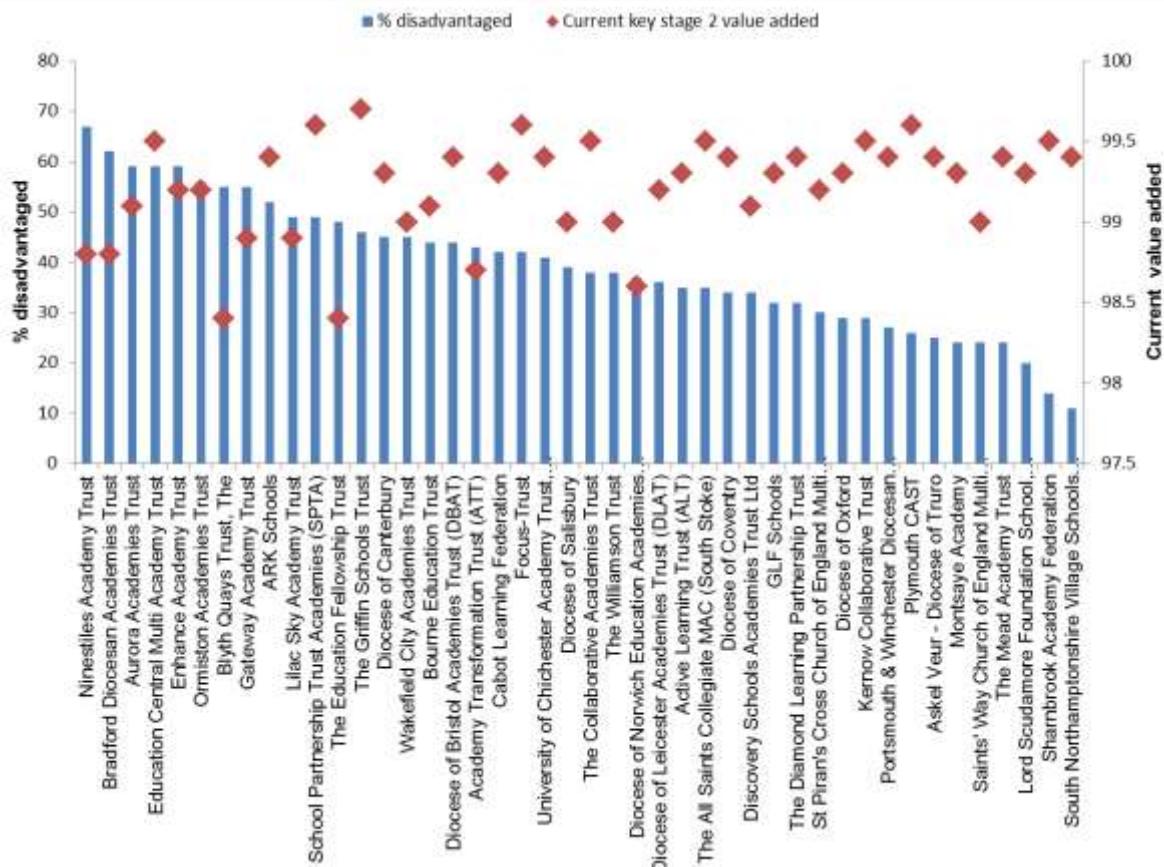
Figure D2: Significantly above average MATs – improvement in value added by % disadvantaged pupils
England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015

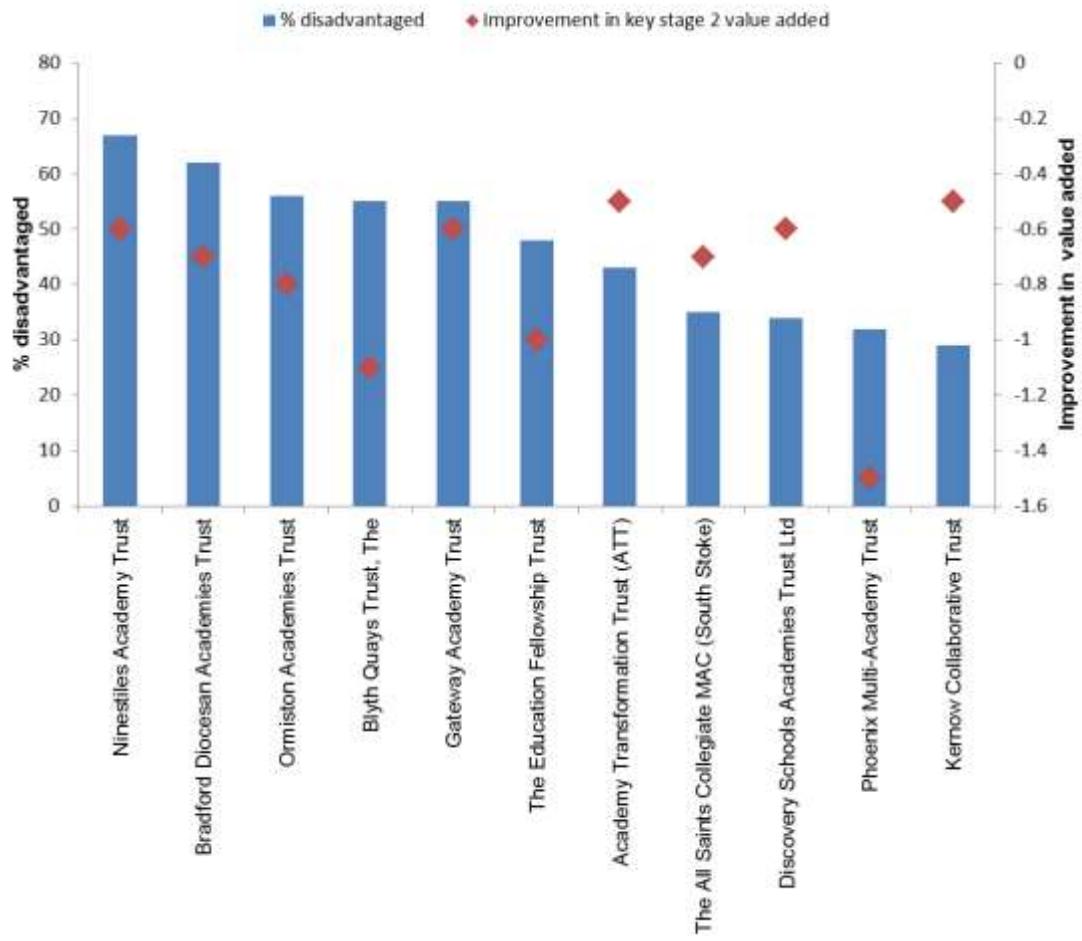
Figures E1 and E2 illustrate those MATs performing significantly below average for the current value added and improvement in value added measure at key stage 2 alongside their respective level of disadvantage.

Figure E1: Significantly below average MATs - current value added by % disadvantaged pupils
 England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015

Figure E2: Significantly below average MATs – improvement in value added by % disadvantaged pupils
 England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015

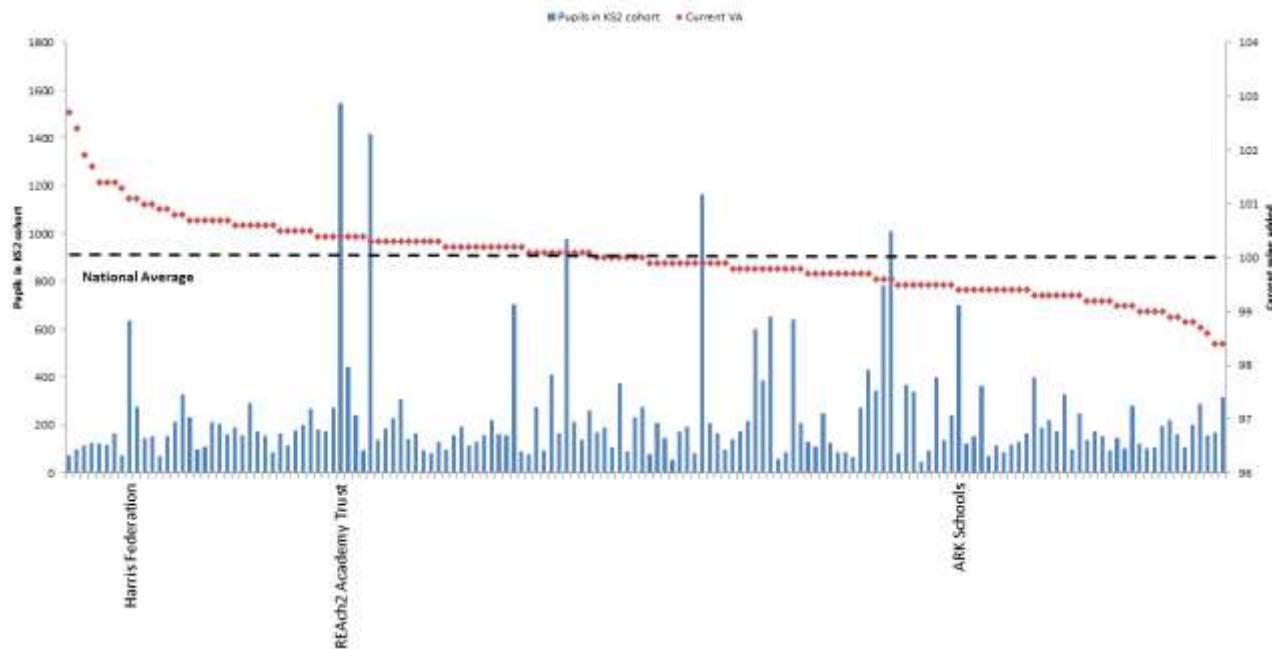
Analysis by pupil numbers

The MATs represented a combined KS2 cohort of more than 35,000 pupils. Overall there was a near zero (linear) correlation between the current value added and the key stage 2 cohort sizes for the MATs. In other words, a MAT was just as likely to score highly for current value added if it had a small cohort size as a MAT with a very large cohort size. **Figure F1** shows the larger MATs such as Harris Federation, REAch2 Academy Trust and ARK Schools appear evenly spread throughout the performance distribution.

Analysis of the improvement in value added measure shown in **Figure F2** presents a very similar picture.

Figure F1: Current value added by pupils in KS2 cohort:

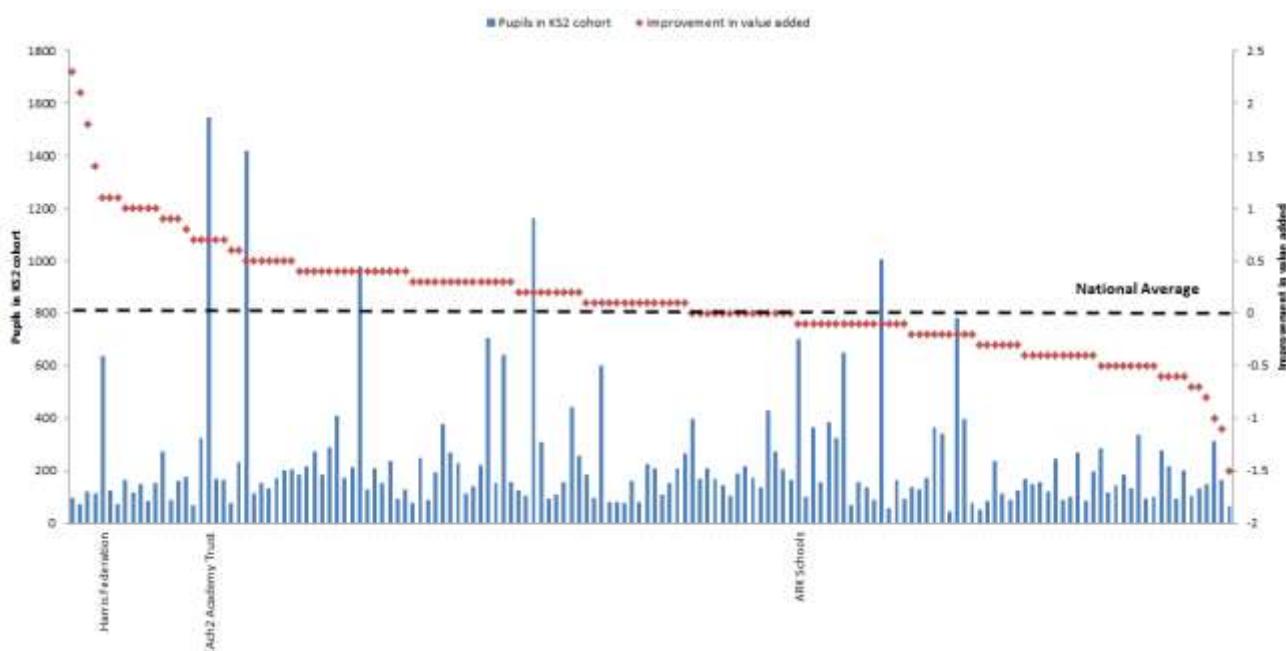
England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015. Due to space constraints not all MATs are labelled.

Figure F2: Improvement value added by pupils in KS2 cohort:

England, Key Stage 2, Academic Year 2014/15



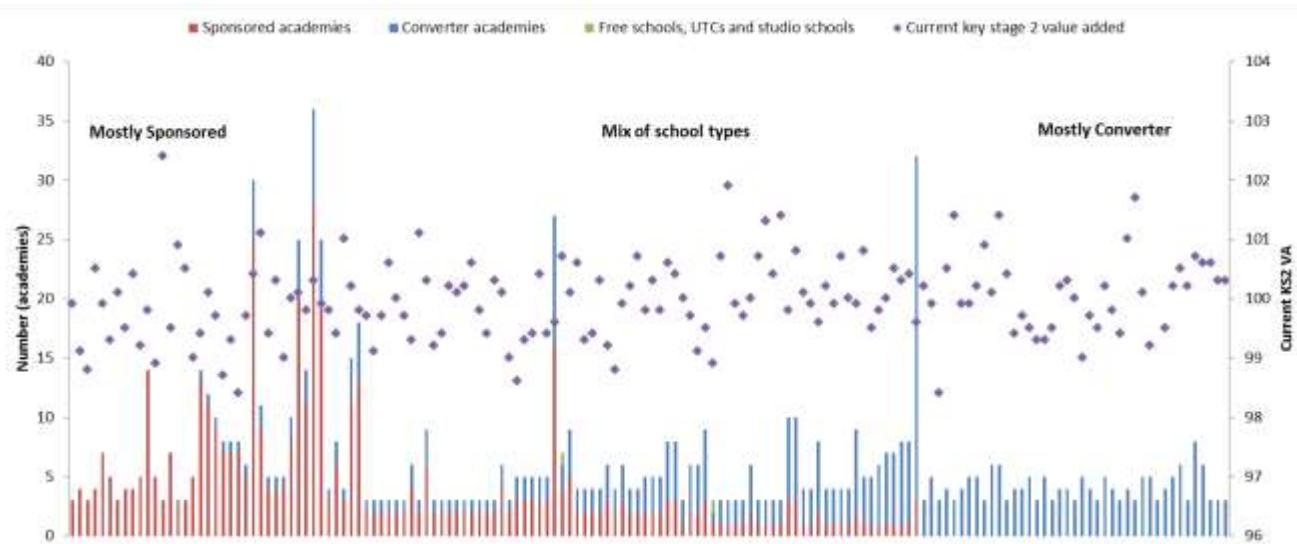
Source: Underlying KS2 school performance table data, 2015. Due to space constraints not all MATs are labelled.

Analysis by type of academy

MATs at key stage 2 were made up of different types of academies (sponsored, converter and free schools) in varying proportions. Overall there was a near zero (linear) correlation between the current value added measure and the different proportions of academy type within each MAT. This is summarised within **Figure G1**. Analysis of the improvement in value added measure according to type of academy presents a very similar picture in **Figure G2**.

Figure G1: Current value added, by type of academy:

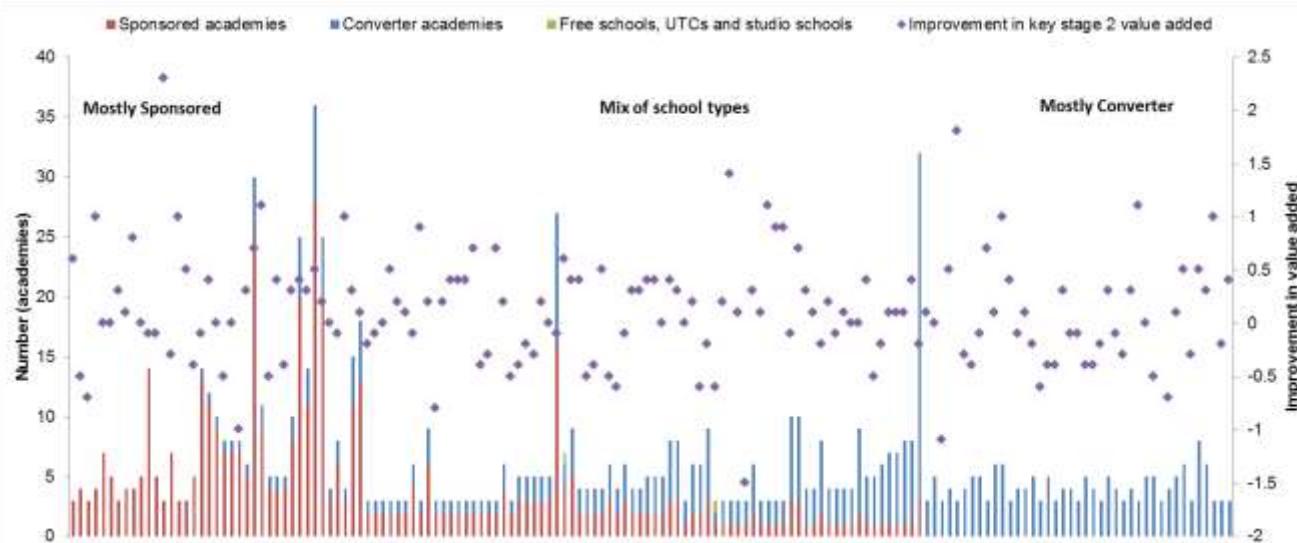
England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015, due to space constraints MAT names are not shown

Figure G2: improvement in value added, by type of academy:

England, Key Stage 2, Academic Year 2014/15



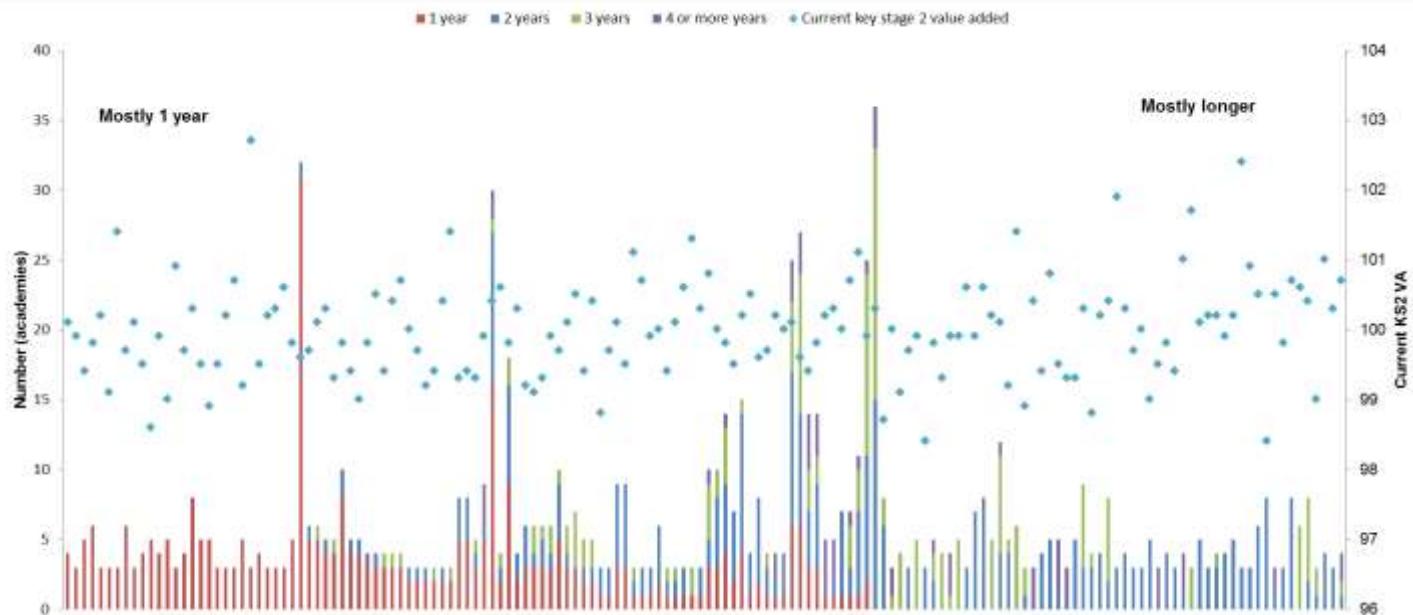
Source: Underlying KS2 school performance table data, 2015, due to space constraints MAT names are not shown

Analysis by length of time open

The MATs in this analysis have academies that joined them at different points in time. Overall there was a near zero (linear) correlation between the current value added measure and the different length of time schools have been within each MAT, by time open. In other words, a MAT comprised of schools which have only been with it for one year can score just as highly on the current year value added measure as a MAT comprised of schools which have been with the MAT for over 3 years. This is summarised within **Figure H1**. Analysis of the improvement in value added measure according to length of time open presents a similar picture, shown in **Figure H2**.

Figure H1: Current value added, by length of time open:

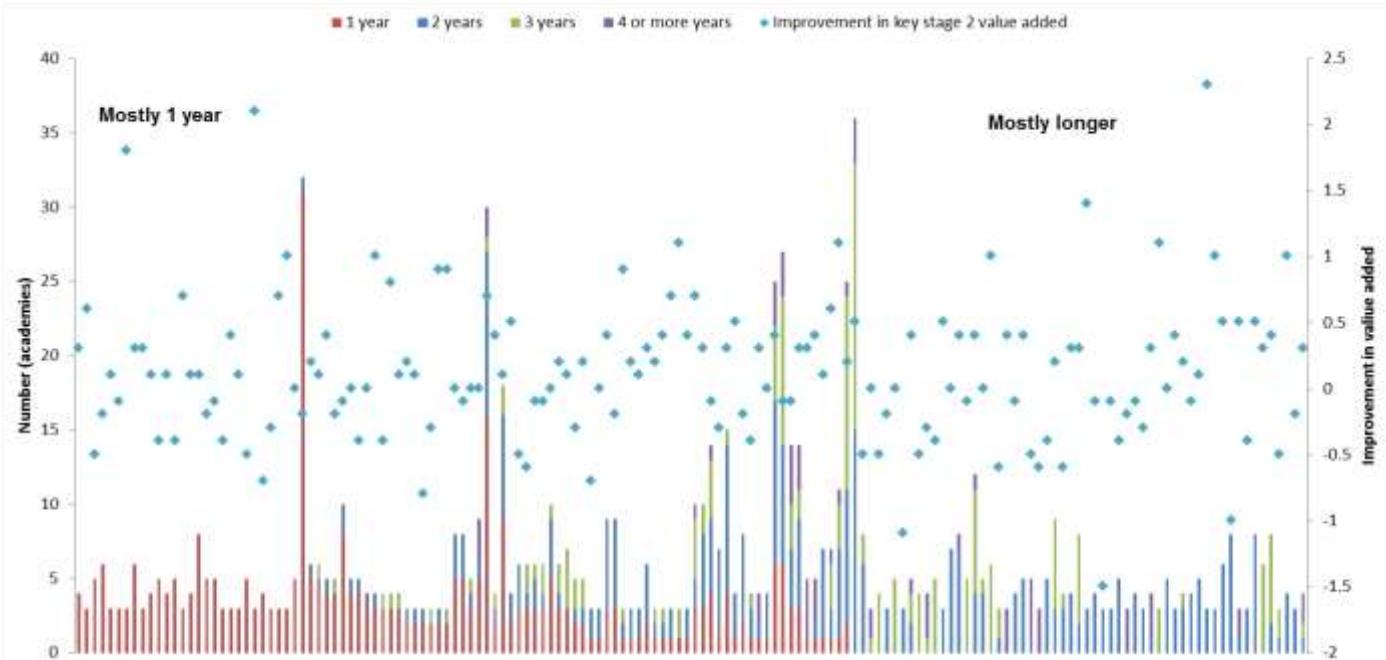
England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015, due to space constraints MAT names are not shown

Figure H2: Improvement in value added, by length of time open:

England, Key Stage 2, Academic Year 2014/15



Source: Underlying KS2 school performance table data, 2015, due to space constraints MAT names are not shown

3. Key stage 4 MAT performance in 2015 (Table 2 KS4 MATs 2015)

There were 63 multi-academy trusts (MATs) that satisfied the definition for inclusion within our analysis at key stage 4 during the 2014/15 academic year, representing 400 academies included within our value added measures. **Table 2** provides the distribution of these schools by school type and shows more than three times as many sponsored academies as converter academies. As a result this sample of schools is more likely to be biased towards schools with initially low performance and the findings below should be read with this context in mind.

Table 2:

School Type	Number of schools of this type included within value added measures	Percentage of schools of this type included within value added measures
Converter academies	92	23.0%
Sponsored academies	295	73.8%
Free schools, studio schools and university technical colleges	13	3.3%

Source: Underlying KS4 school performance table data, 2015, percentages may not sum due to rounding.

These MATs represented a key stage 4 cohort of more than 62,000 pupils.

Current value added measure

- 15 MATs (23.8%) were performing significantly above the national average. The pupils in these MATs are making more progress in comparison to pupils with similar prior attainment nationally.
- 14 MATs (22.2%) were performing 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 significantly above or below the national average. While not statistically significant, our estimates are that:
 - 6 (9.5%) are currently performing above average; and
 - 8 (12.7%) are performing below average.
- 34 MATs (54.0%) are performing significantly below the national average. The pupils in these MATs are making less progress in comparison to pupils with similar prior attainment nationally.

Improvement in value added measure

- 10 MATs (15.9%) were performing significantly above the national average. The schools within these MATs have on average improved more quickly compared to schools with a similar starting point.
- 33 MATs (52.4%) were performing 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 significantly above or below the national average. While not statistically significant, our estimates are that:
 - 15 (23.8%) are currently performing above average; and
 - 18 (28.6%) are performing below average.

- 19 MATs (30.2%) are performing significantly below the national average. The schools within these MATs are not improving as quickly as schools with a similar starting point.
- 1 MAT (1.6%) was listed as not applicable because fewer than 3 of its schools had sufficient historical data to produce an improvement score.

Interpreting confidence intervals

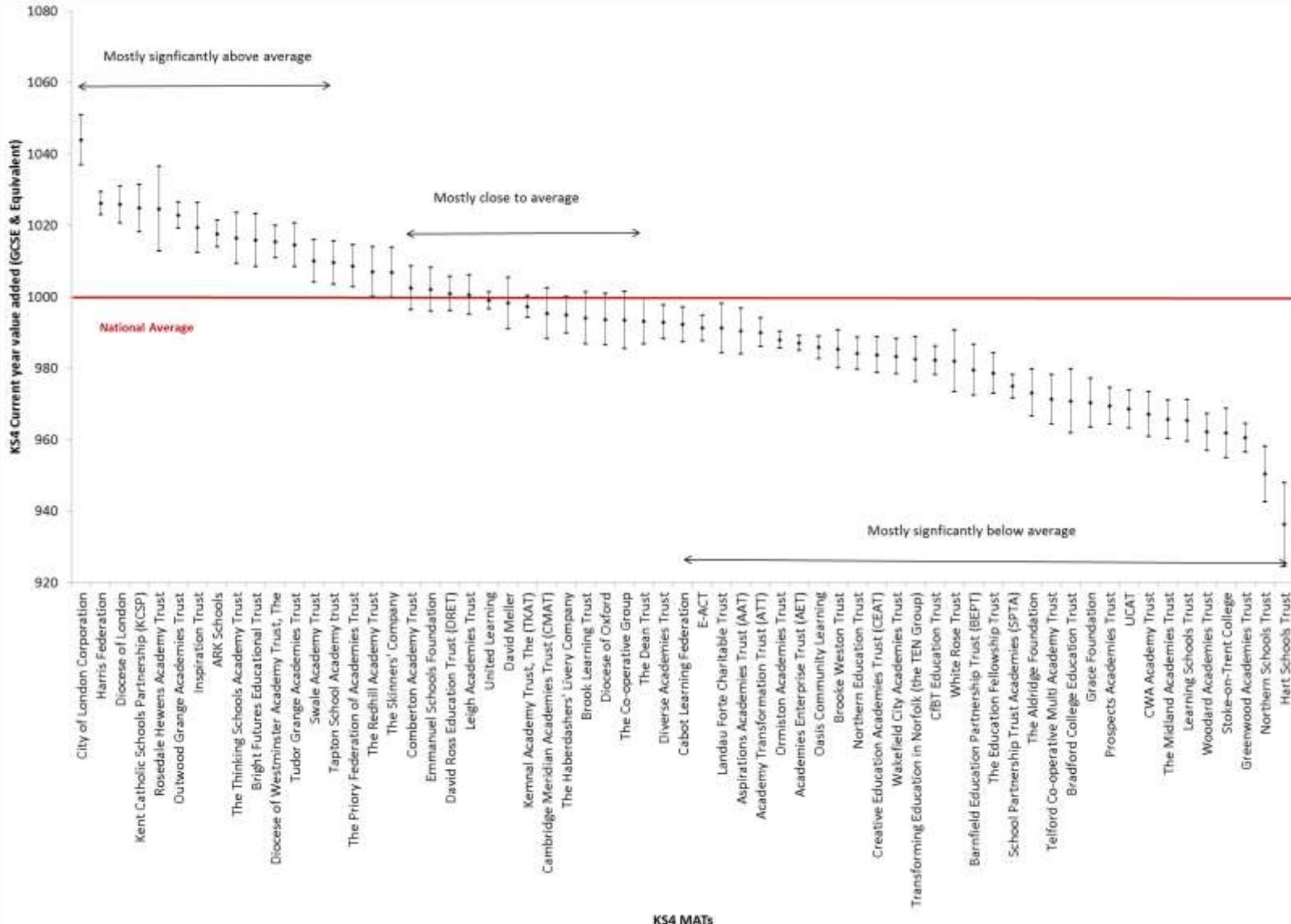
- **Significantly above average:** Those MATs with scores above 1,000 (KS4 current value added) or above 0 (improvement in value added) and confidence intervals that do not include the national average.
- **Close to the national average:** Those MATs whose confidence intervals include the national average.
- **Significantly below average:** Those MATs with scores below 1,000 (KS4 current value added) or below 0 (improvement in value added) and confidence intervals that do not include the national average.

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 significantly different from each other;
- (ii) if the confidence intervals for one MAT overlap with the score of another MAT, then they are not 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 significantly different from each other.

Presented below, **Figure I** displays the variation in the current value added measure by MAT. **Figure J** displays the variation in the improvement in value added measure by MAT.

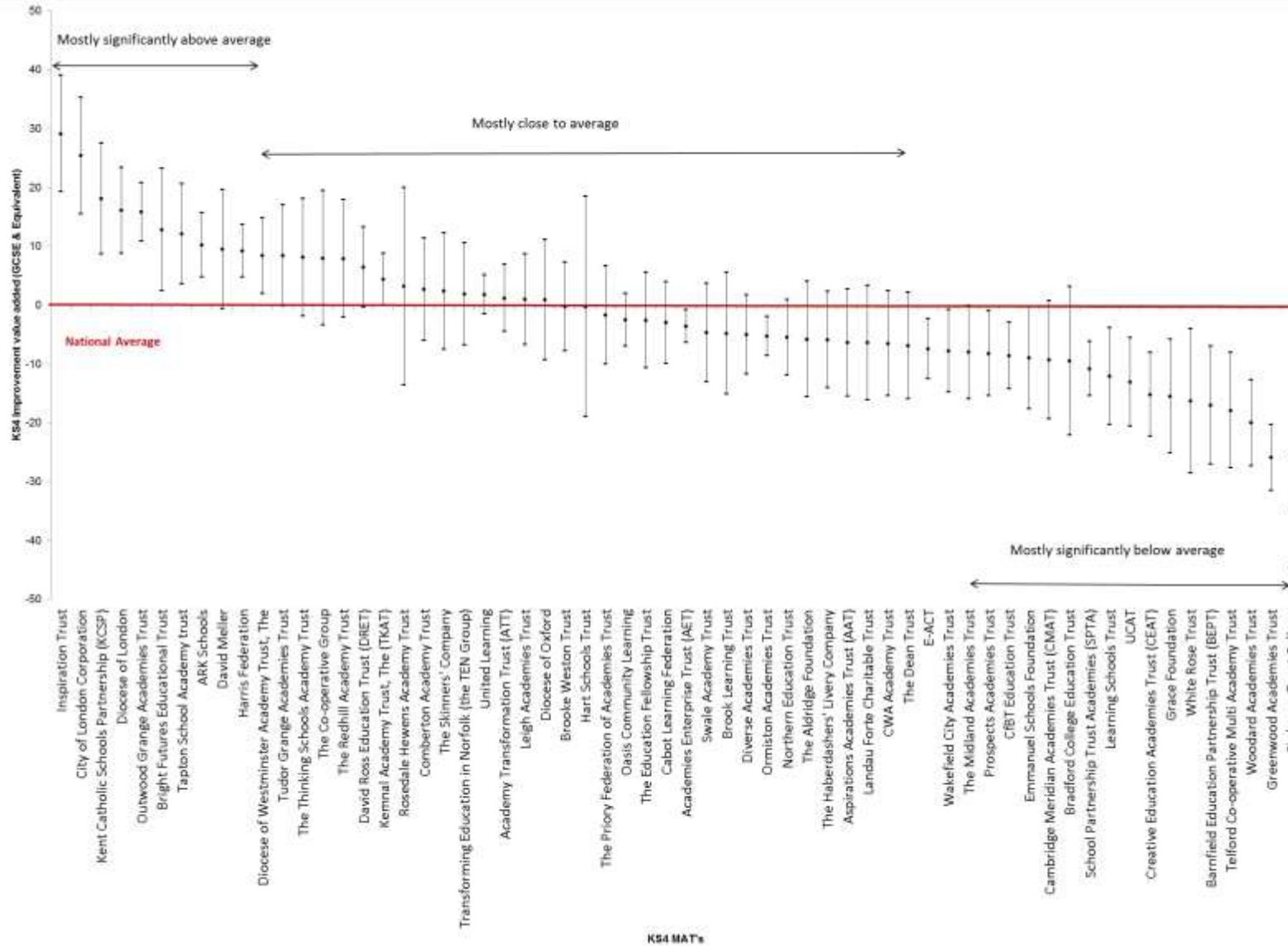
Figure I: Variation in current value added MAT scores:
England, Key Stage 4, Academic Year 2014/15



Source: Underlying KS4 school performance table data, 2015

Figure J: Variation in improvement in value added MAT scores:

England, Key Stage 4, Academic Year 2014/15



Source: Underlying KS4 school performance table data, 2015

Graphical analysis of current value added and improvement in value added

There are two aspects to measures of performance within a MAT presented here – current value added and improvement in value added. Whilst these scores are understandably correlated, it is possible to have a high score on one measure and a low score on the other.

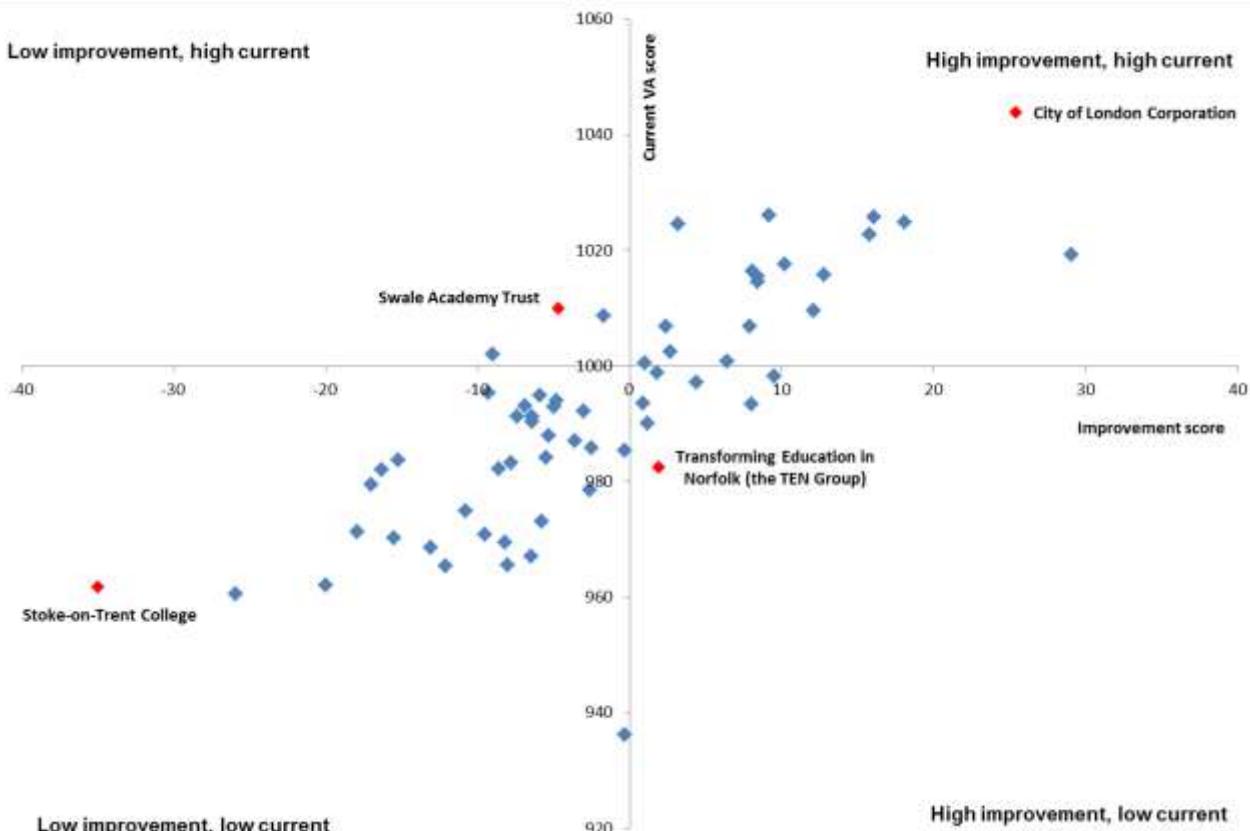
18 MATs had high current value added and high improvement in value added scores. 34 MATs had low current value added and low improvement in value added scores.

Figure K displays the combination of current and improvement in value added measures for each KS4 MAT. Each quadrant has a different interpretation. For example:

- The City of London Corporation has a positive improvement score and a relatively high current value added. This indicates that this MAT is improving more quickly than others and that its pupils are making more progress than similar pupils nationally.
- The Transforming Education in Norfolk (the TEN Group) has a positive improvement score but a relatively low current value added score. This indicates that the MAT has improved value added over time yet current progress made by its pupils relative to similar pupils nationally remains below average.
- Stoke-on-Trent College has a negative improvement score and a relatively low current value added score. This suggests sustained underperformance.
- Swale Academy Trust has a negative improvement score but a relatively high current value added score. This indicates that the MAT has a high current performance, but is improving below the national average rate.

Figure K: Combination of current and improvement in value added measures:

England, Key Stage 4, Academic Year 2014/15



Source: Underlying KS4 school performance table data, 2015

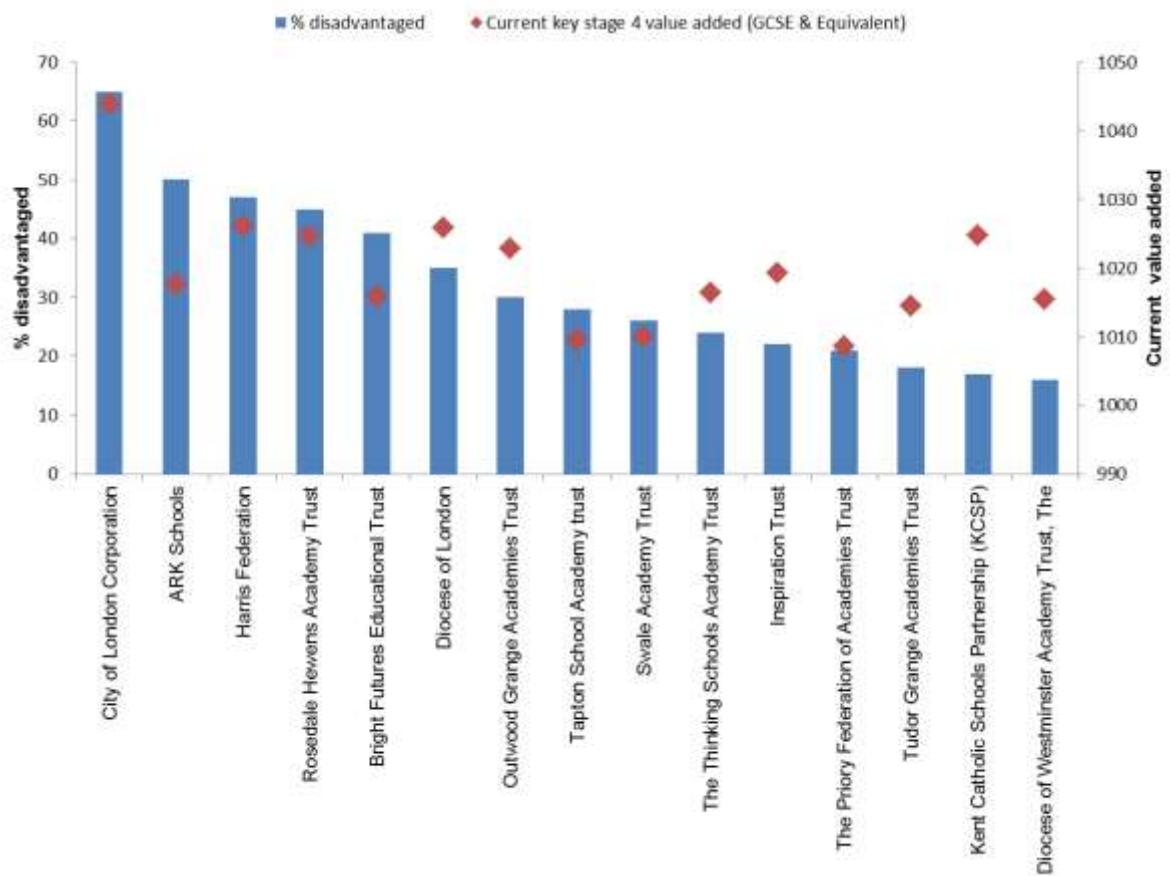
Analysis by prior attainment, disadvantage, SEN and English as an additional language

Analysis of the current value added measure and the contextual measures shows close to zero (linear) correlation. The same is also true for the improvement in value added measure.

In other words, MATs with low average key stage 2 point scores on entry can do just as well as those with high scores on entry. MATs with high proportions of disadvantaged pupils can do just as well as those with low proportions. MATs with high proportions of SEN/EHC pupils can do just as well as those with low proportions and MATs with high proportions of pupils with English as an additional language can do just as well as those with low proportions and vice versa.

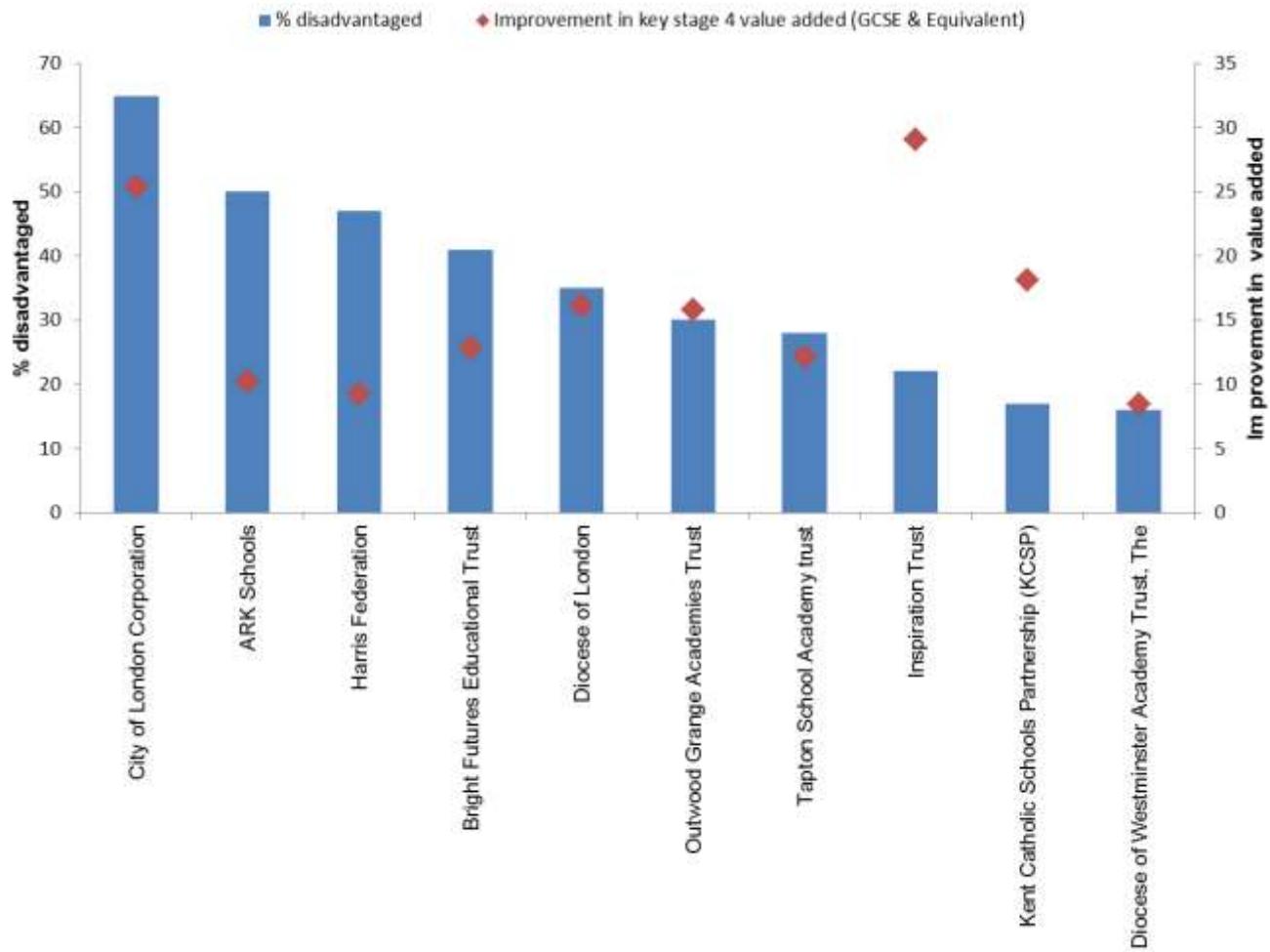
Figure L1 illustrates those MATs performing significantly above average for the current value added measure at key stage 4 alongside their respective level of disadvantage. **Figure L2** shows those MATs performing significantly above average for the improvement in value added measure.

Figure L1: Significantly above average MATs - current value added by % disadvantaged pupils
England, Key Stage 4, Academic Year 2014/15



Source: Underlying KS4 school performance table data, 2015

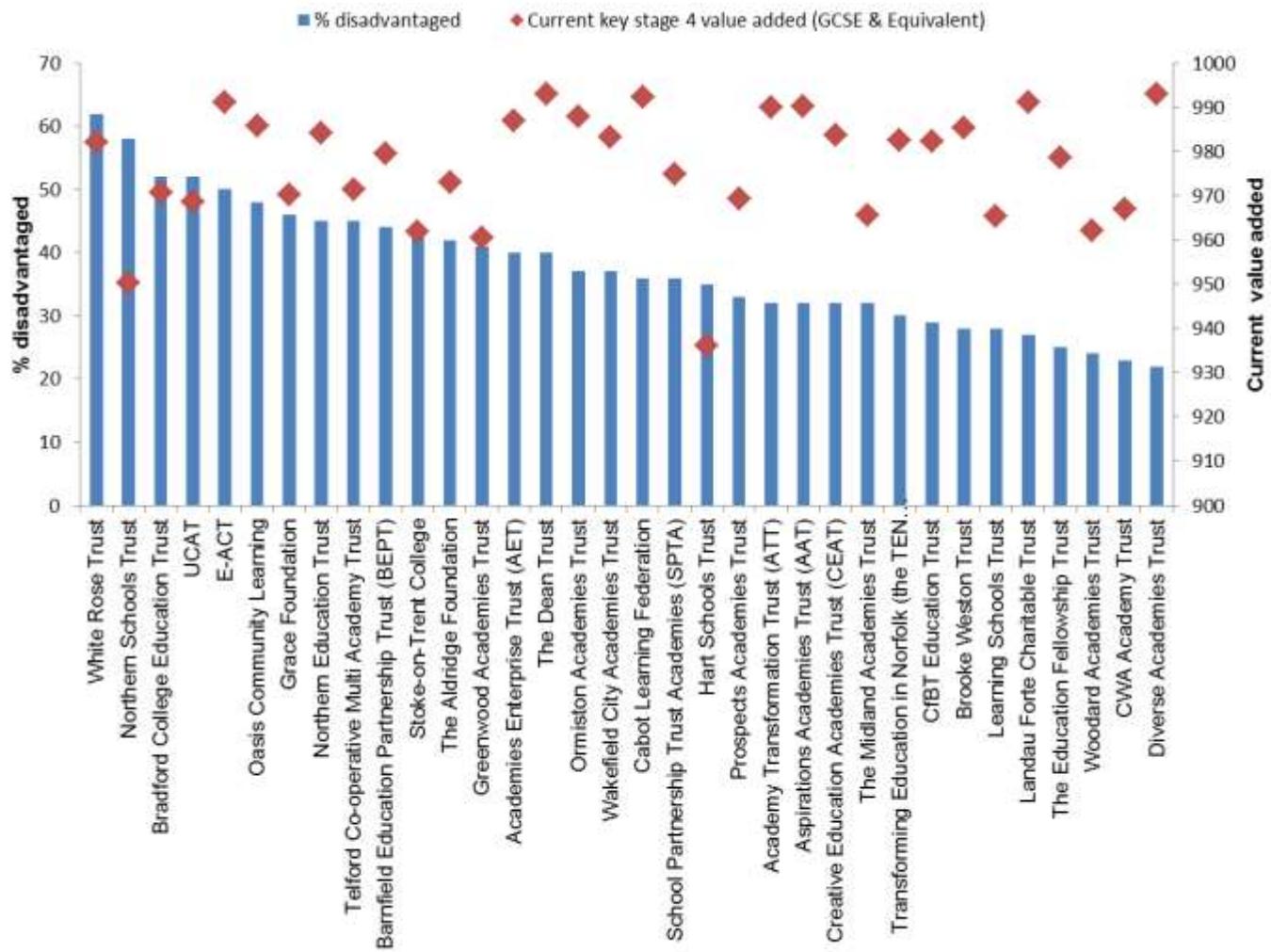
Figure L2: Significantly above average MATs – improvement in value added by % disadvantaged pupils
England, Key Stage 4, Academic Year 2014/15



Source: Underlying KS4 school performance table data, 2015

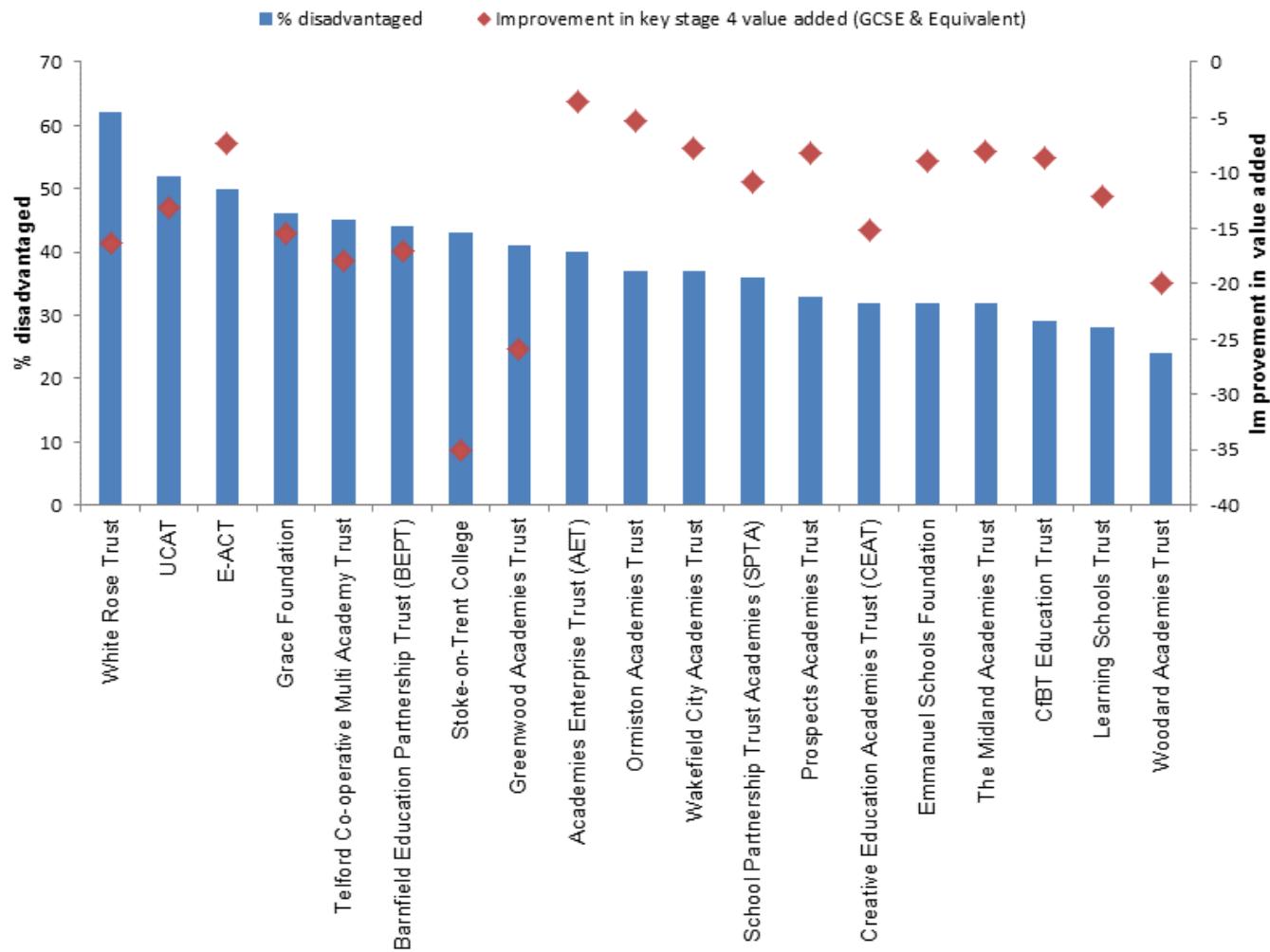
Figure M1 and M2 illustrate those MATs performing significantly below average for the current and improvement value added measures respectively at key stage 4 alongside their level of disadvantage.

Figure M1: Significantly below average MATs - current value added by % disadvantaged pupils
 England, Key Stage 4, Academic Year 2014/15



Source: Underlying KS4 school performance table data, 2015

Figure M2: Significantly below average MATs – improvement in value added by % disadvantaged pupils
 England, Key Stage 4, Academic Year 2014/15



Source: Underlying KS4 school performance table data, 2015

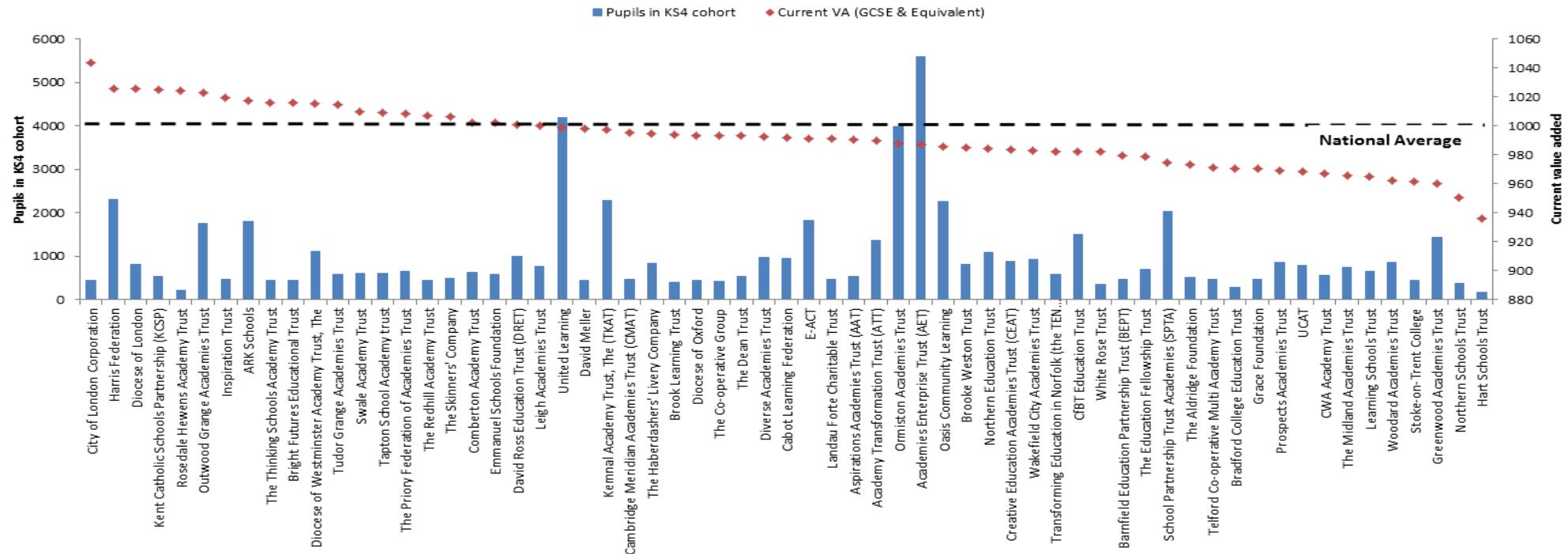
Analysis by pupil numbers

The MATs analysed at key stage 4 represented a combined key stage 4 cohort of more than 62,000 pupils. Overall there was a near zero (linear) correlation between the current value added and the key stage 4 cohort sizes for the MATs. In other words, a MAT is just as likely to score highly for current or improvement in value added if it has a small cohort size as a MAT with a very large cohort size. This is summarised within **Figure N1 and N2**.

- Some MATs with small cohorts are performing well, such as the City of London Corporation. Others like Hart School Trust are performing less well.
- The largest and third largest MATs according to their key stage 4 cohort, Academies Enterprise Trust (AET) and Ormiston Academies Trust are performing significantly below average for the current value added measure.
- United Learning has a large cohort and above average improvement in value added, whereas Academies Enterprise Trust (AET) has a large cohort, but below average improvement in value added.

Figure N1: Current value added by pupils in KS4 cohort:

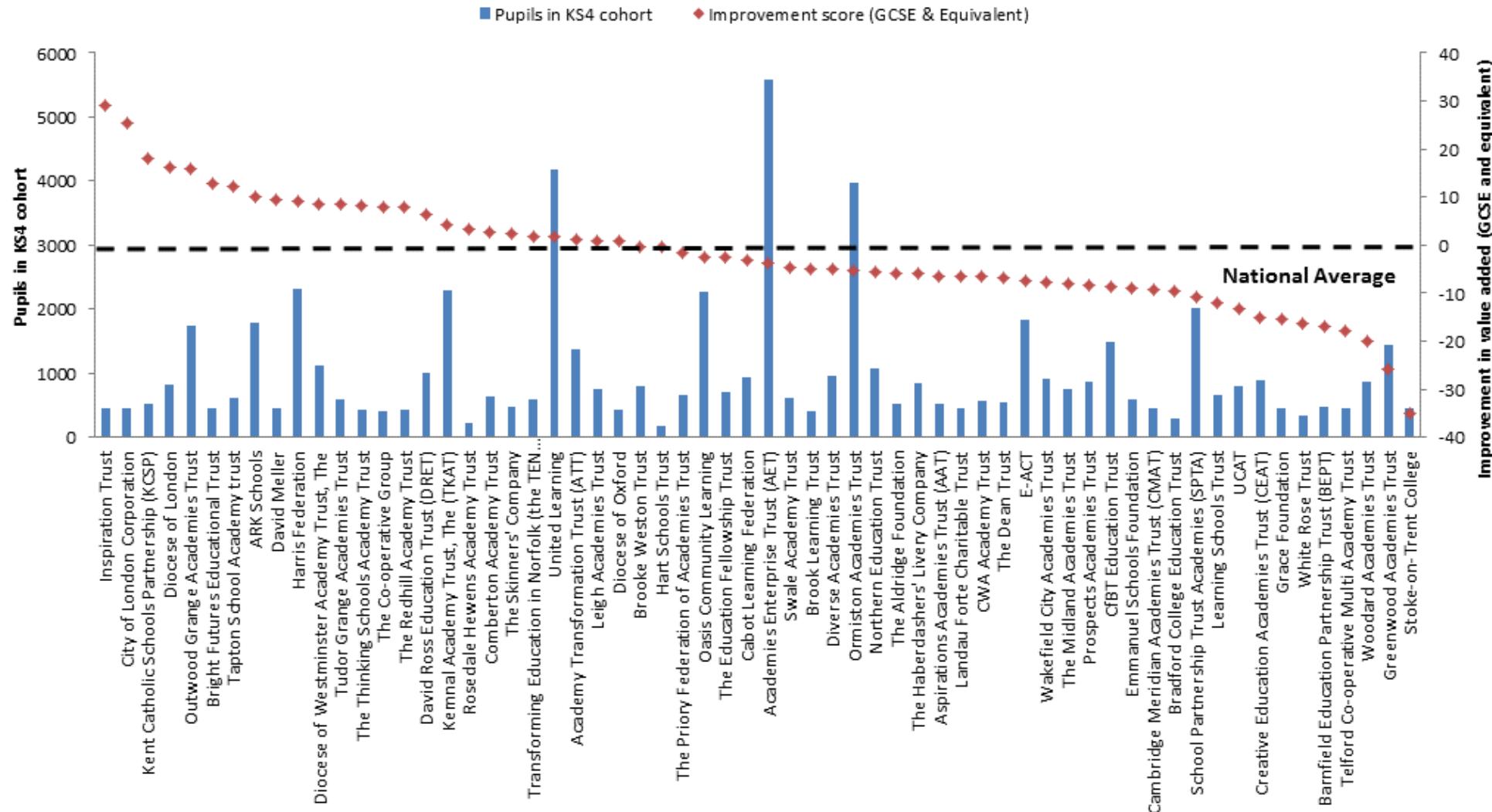
England, Key Stage 4, Academic Year 2014/15



Source: Underlying KS4 school performance table data, 2015

Figure N2: Improvement in value added by pupils in KS4 cohort:

England, Key Stage 4, Academic Year 2014/15



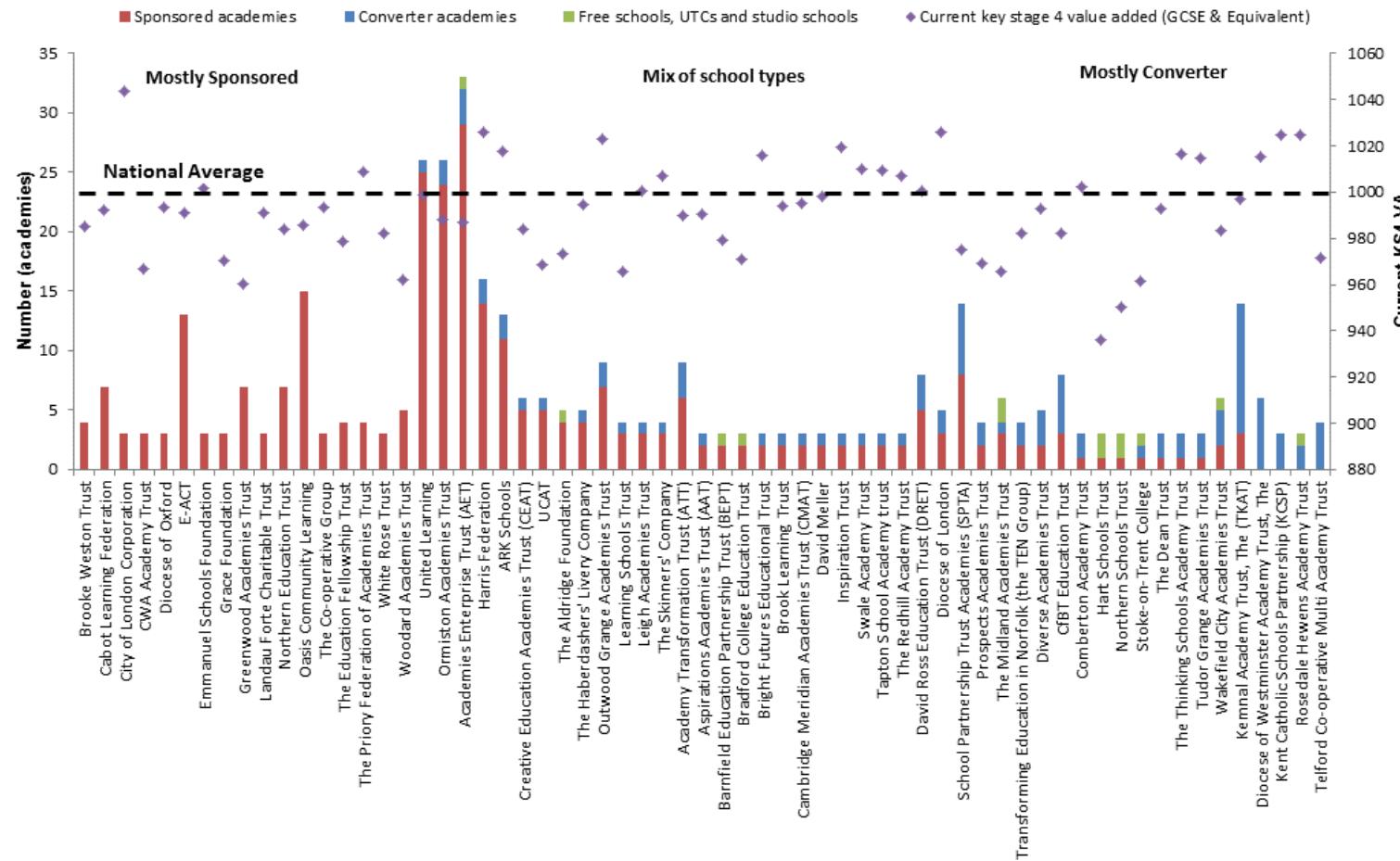
Source: Underlying KS4 school performance table data, 2015

Analysis by type of academy

The MATs analysed at key stage 4 were made up of different types of academies (sponsored, converter, free schools, University Technical Colleges (UTCs) and Studio Schools) in varying percentages. Overall there was a near zero (linear) correlation between the current or improvement value added measure and the different proportions of academy type within each MAT. In other words, a MAT is just as likely to have a positive current or improvement value added score if it is made up entirely of sponsored academies, converters or a mixture. Overall, this is summarised within **Figures O1 and O2**.

Figure O1: Current value added, by type of academy:

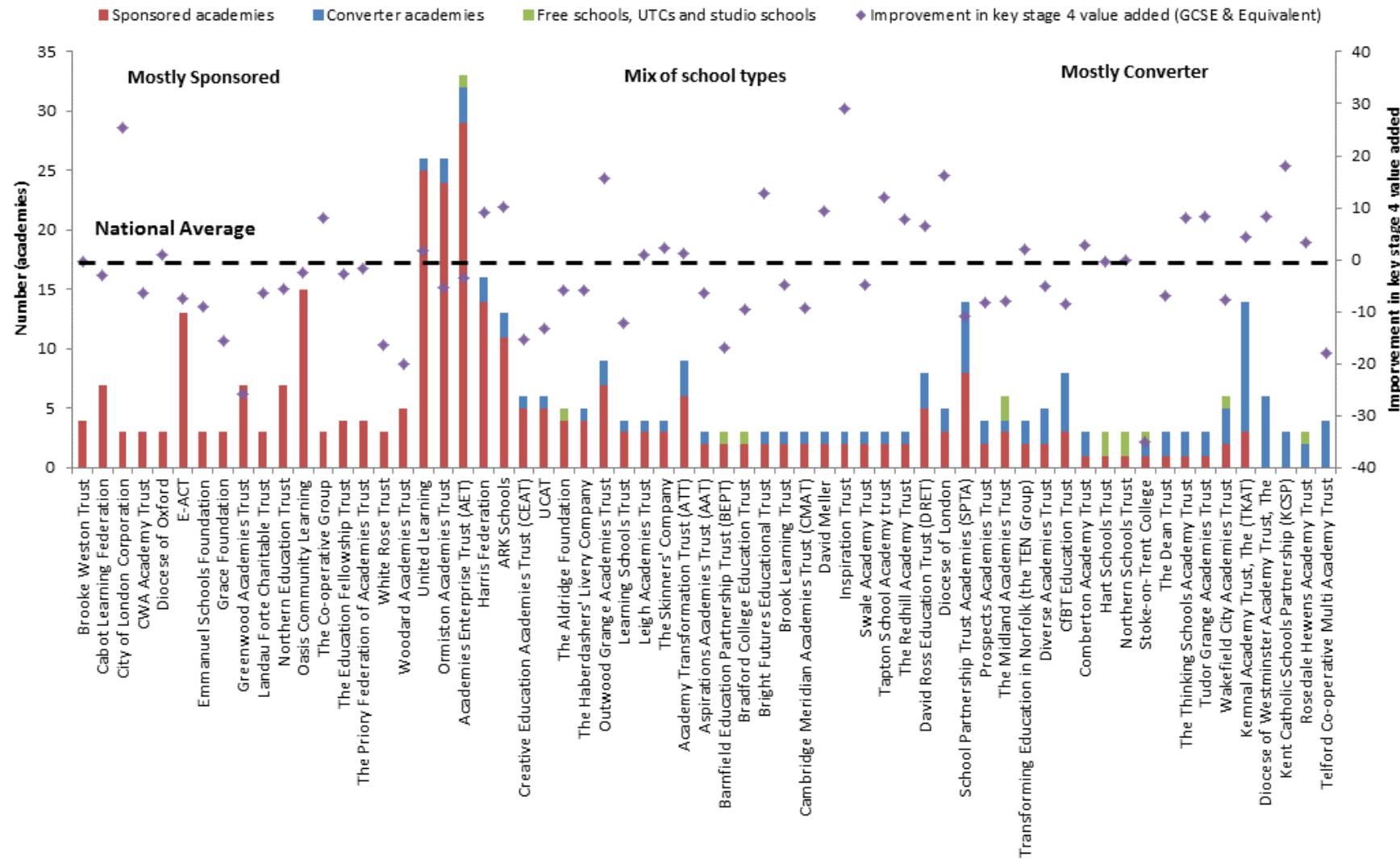
England, Key Stage 4, Academic Year 2014/15



Source: Underlying KS4 school performance table data, 2015

Figure O2: Improvement in value added, by type of academy:

England, Key Stage 4, Academic Year 2014/15



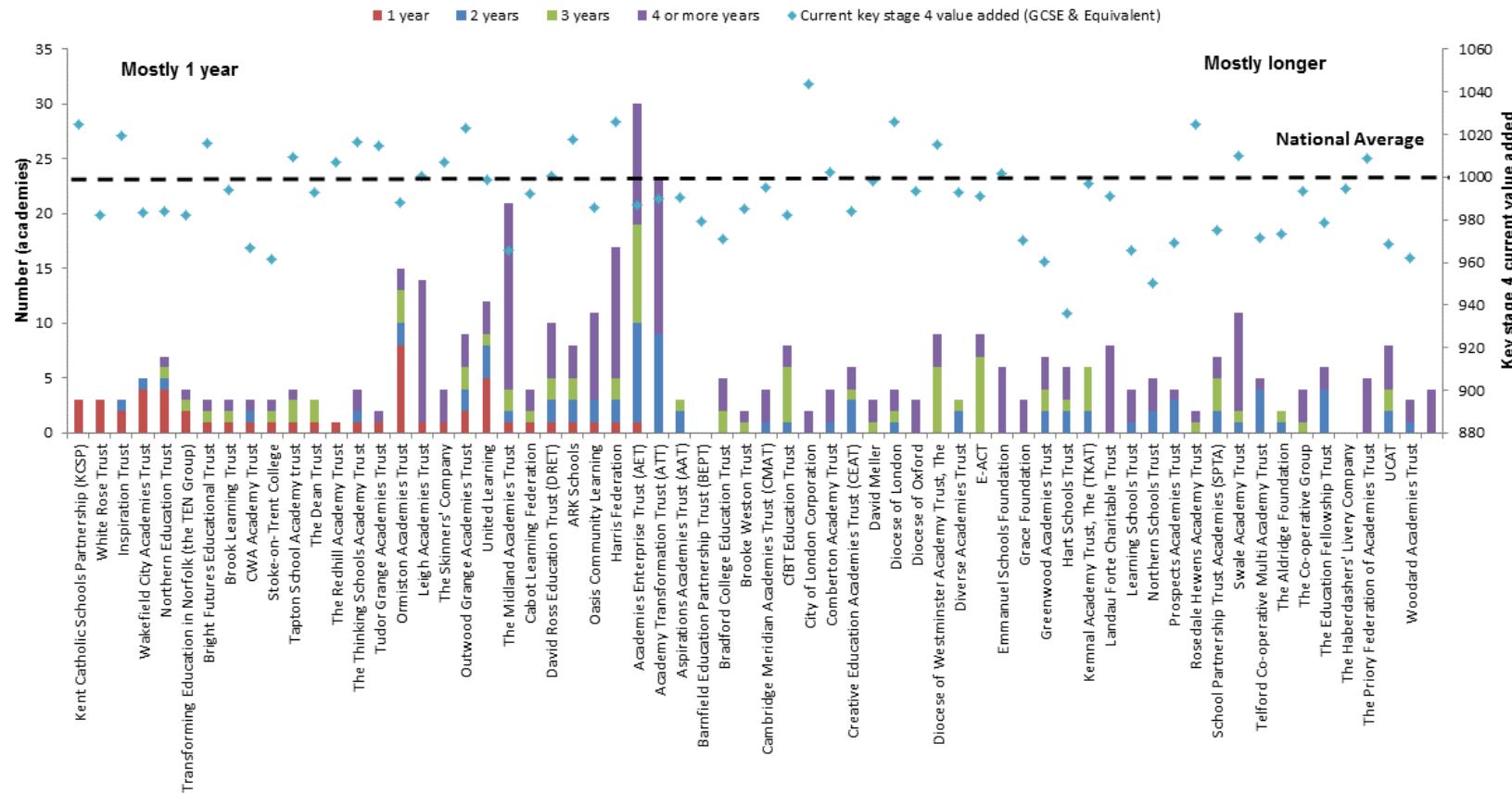
Source: Underlying KS4 school performance table data, 2015

Analysis by length of time open

The MATs analysed at key stage 4 were made up of academies that had been with them for varying lengths of time. Overall there was a near zero (linear) correlation between the current value added measure and the different proportions of academies within each MAT, by time open. In other words, a MAT comprised of schools which have only been with it for one year can score just as highly on the current improvement measure as a MAT comprised of schools which have been with the MAT for over 3 years. This is shown in **Figure P1**. Analysis of the improvement in value added measure shown in **Figure P2** according to length of time open presents a similar picture.

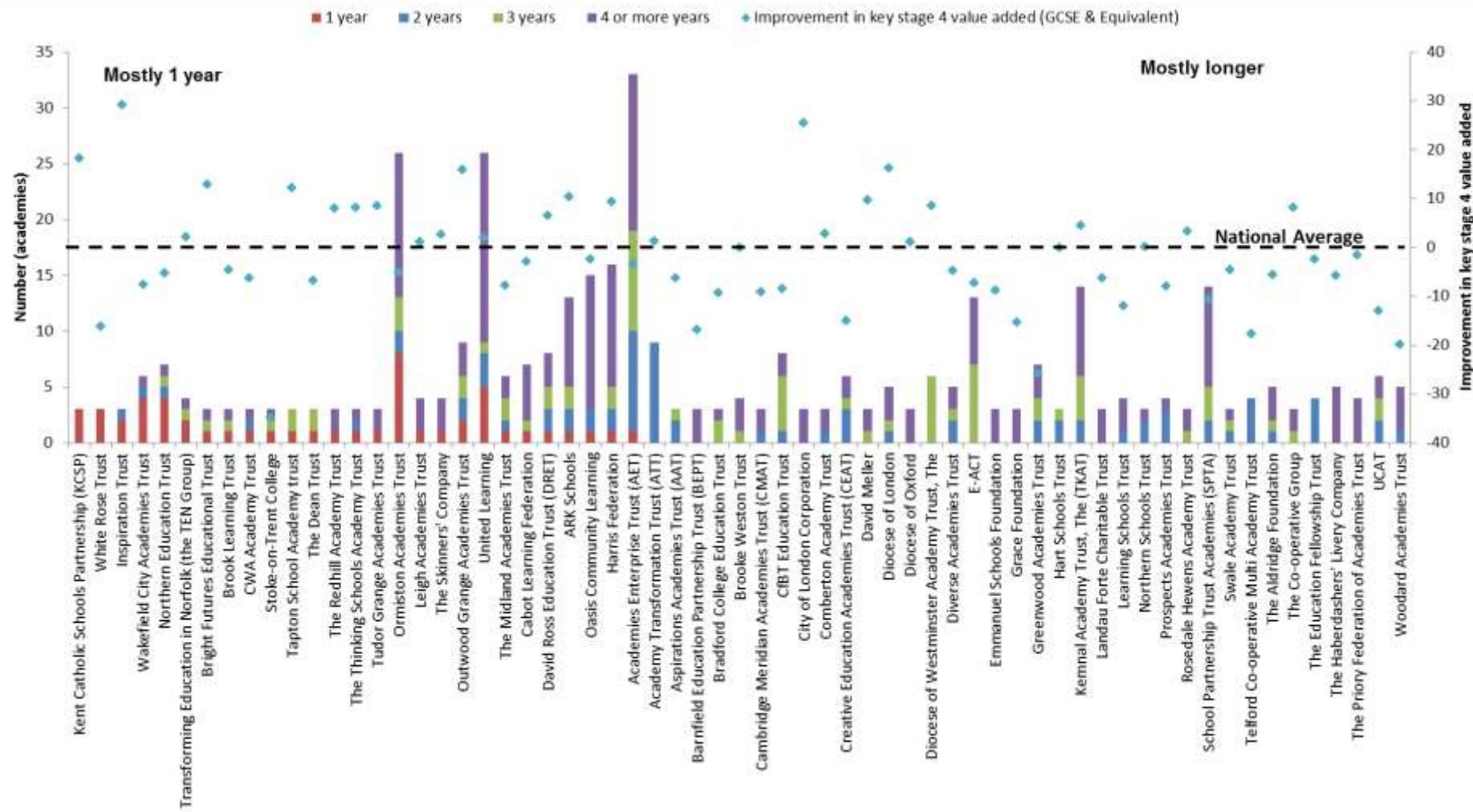
Figure P1: Current value added, by length of time open:

England, Key Stage 4, Academic Year 2014/15



Source: Underlying KS4 school performance table data, 2015

Figure P2: Improvement value added, by length of time open:
England, Key Stage 4, Academic Year 2014/15



4. MATs at both KS2 and KS4 2015 (Tables KS2 MAT, KS4 MAT)

There are 27 MATs within our analysis that operate at both KS2 and KS4. Combined, they account for over 500 academies and 50,000 pupils. Three of these MATs were performing significantly above average for both the current value added and improvement measures for KS2 and KS4. These are the Harris Federation, Outwood Grange Academies Trust and the Tapton School Academy Trust. Ormiston Academies Trust performed significantly below average for both the current value added and improvement in value added measures for KS2 and KS4. These, along with the other relevant MATs are displayed in **Table 3** below:

Table 3: Summary: Significance of current value and improvement in value added measures:

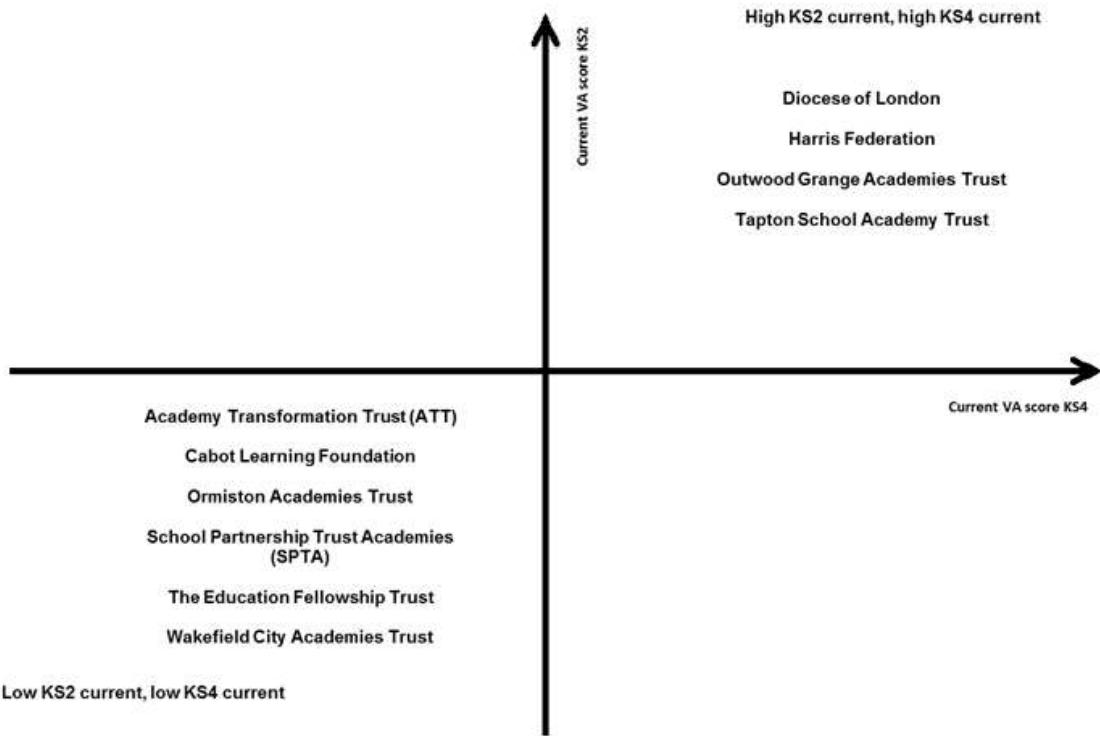
England, MATs covering both Key Stage 2 and 4, Academic Year 2014/15

MAT name	Number of pupils in key stage 2 cohort	Number of pupils in key stage 4 cohort	Combined cohort	Number of academies included in current key stage 2 value	Number of academies included in current key stage 4 value	Key stage 2				Key stage 4			
						Current value added	Significance	Improvement value added	Significance	Current value added	Significance	Improvement value added	Significance
Academies Enterprise Trust (AET)	1417	5591	7008	36	33	100.3	Significantly above average	0.5	Significantly above average	987	Significantly below average	-3.6	Significantly below average
Academy Transformation Trust (ATT)	284	1376	1660	8	9	98.7	Significantly below average	-0.5	Significantly below average	990	Significantly below average	1.2	Close to national average
ARK Schools	699	1799	2498	14	13	99.4	Significantly below average	-0.1	Close to national average	1017.6	Significantly above average	10.2	Significantly above average
Aspirations Academies Trust (AAT)	185	534	719	4	3	100.6	Significantly above average	0.4	Close to national average	990.3	Significantly below average	-6.4	Close to national average
Brooke Weston Trust	216	803	1019	5	4	99.8	Close to national average	0.4	Close to national average	985.3	Significantly below average	-0.3	Close to national average
Cabot Learning Federation	186	942	1128	4	7	99.3	Significantly below average	-0.5	Close to national average	992.2	Significantly below average	-3	Close to national average
CiBT Education Trust	231	1493	1724	7	8	100.7	Significantly above average	0.6	Significantly above average	982.2	Significantly below average	-8.6	Significantly below average
David Ross Education Trust (DRET)	600	1006	1606	18	8	99.8	Close to national average	0.1	Close to national average	1000.8	Close to national average	6.4	Close to national average
Diocese of London	289	821	1110	8	5	100.6	Significantly above average	0.4	Close to national average	1025.8	Significantly above average	16.1	Significantly above average
Diocese of Oxford	171	443	614	5	3	99.3	Significantly below average	-0.2	Close to national average	993.6	Close to national average	0.9	Close to national average
Diocese of Westminster Academy Trust, The	155	1113	1268	5	6	100.2	Close to national average	-0.1	Close to national average	1015.4	Significantly above average	8.4	Significantly above average
E-ACT	409	1831	2240	12	13	100.1	Close to national average	0.4	Significantly above average	991.2	Significantly below average	-7.4	Significantly below average
Greenwood Academies Trust	650	1445	2095	14	7	99.8	Close to national average	-0.1	Close to national average	960.5	Significantly below average	-25.9	Significantly below average
Harris Federation	636	2315	2951	11	16	101.1	Significantly above average	1.1	Significantly above average	1026.1	Significantly above average	9.2	Significantly above average
Kemnal Academy Trust, The (TKAT)	1162	2290	3452	25	14	99.9	Close to national average	0.2	Close to national average	997.2	Close to national average	4.4	Close to national average
Kent Catholic Schools Partnership (KCSP)	226	529	755	8	3	100.3	Close to national average	0.1	Close to national average	1024.8	Significantly above average	18.1	Significantly above average
Northern Education Trust	375	1078	1453	10	7	100	Close to national average	0.3	Close to national average	984.1	Significantly below average	-5.5	Close to national average
Oasis Community Learning	977	2263	3240	25	15	100.1	Close to national average	0.4	Significantly above average	985.8	Significantly below average	-2.5	Close to national average
Ormiston Academies Trust	150	3985	4135	3	26	99.2	Significantly below average	-0.8	Significantly below average	987.9	Significantly below average	-5.3	Significantly below average
Outwood Grange Academies Trust	113	1745	1858	3	9	101.9	Significantly above average	1.4	Significantly above average	1022.8	Significantly above average	15.8	Significantly above average
School Partnership Trust Academies (SPTA)	1007	2025	3032	27	14	99.6	Significantly below average	-0.1	Close to national average	974.9	Significantly below average	-10.8	Significantly below average
Tapton School Academy trust	170	606	776	3	3	100.6	Significantly above average	0.7	Significantly above average	1009.5	Significantly above average	12.1	Significantly above average
The Co-operative Group	149	411	560	3	3	100.9	Significantly above average	1	Significantly above average	993.4	Close to national average	8	Close to national average
The Education Fellowship Trust	312	699	1011	8	4	98.4	Significantly below average	-1	Significantly below average	978.6	Significantly below average	-2.6	Close to national average
The Haberdashers' Livery Company	199	844	1043	3	5	100.5	Significantly above average	0.5	Close to national average	994.9	Close to national average	-5.9	Close to national average
United Learning	640	4182	4822	14	26	99.8	Close to national average	0.3	Close to national average	998.9	Close to national average	1.8	Close to national average
Wakefield City Academies Trust	195	923	1118	5	6	99	Significantly below average	-0.4	Close to national average	983.3	Significantly below average	-7.8	Significantly below average

Source: Underlying KS2 and KS4 school performance table data, 2015

There were four MATs performing significantly above average for the current value added measure at key stage 2 and key stage 4. The pupils in these MATs are making more progress than pupils nationally. There were six MATs performing significantly below average for the current value added measure at key stage 2 and key stage 4. The pupils within these MATs are making less progress than pupils nationally. These are shown in **Figure R**

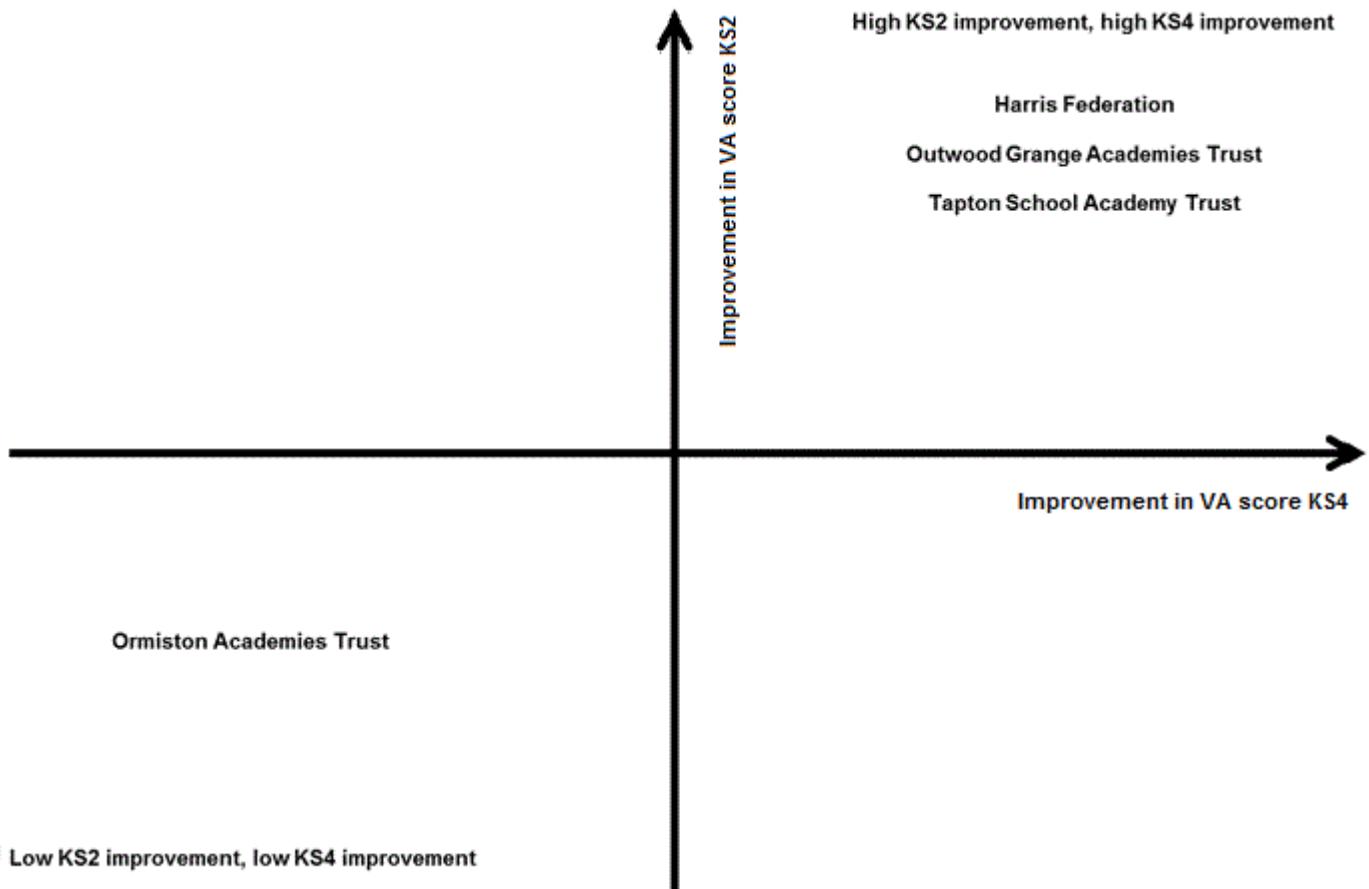
Figure R: Current value added, significantly above and below average, key stage 2 and key stage 4:
England, Key Stage 2, Key Stage 4, Academic Year 2014/15



Source: *Underlying KS2 and KS4 school performance table data, 2015*

There were 3 MATs performing significantly above average for the improvement in value added measure at key stage 2 and key stage 4. Overall, schools within these MATs have improved pupil progress more quickly than other schools. There was 1 MAT performing significantly below average for the improvement value added measure at key stage 2 and key stage 4. Overall, schools within this MAT have not improved pupil progress as quickly as other schools. These are shown in **Figure S** below.

Figure S: Improvement in value added, significantly above and below, key stage 2 and key stage 4: England, Key Stage 2, Key Stage 4, Academic Year 2014/15



Source: Underlying KS2 and KS4 school performance table data, 2015

5. Accompanying tables

The following tables are available in Excel format on the department's statistics website

www.gov.uk

National tables

Table_1_KS2_MATs_2015	Measuring the performance of schools within multi-academy trusts at key stage 2 in 2015
Table_2_KS4_MATs_2015	Measuring the performance of schools within multi-academy trusts at key stage 4 in 2015
Table_3_KS2_MATs_2014	Measuring the performance of schools within multi-academy trusts at key stage 2 in 2014
Table_4_KS4_MATs_2014	Measuring the performance of schools within multi-academy trusts at key stage 4 in 2014

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

6. Further information is available

- [White Paper – Educational excellence everywhere](#)
- [Academies Annual Report 2013/14](#)
- The SEN statistics are difficult to compare with previous years because of the introduction of EHC plans; [see the statistical release \(SFR25/2015\)](#).
- We have used data from the [Schools, pupils and their characteristics Statistical Release \(SFR16/2015\)](#) from January 2015, as this is compared to performance results for the 2014/15 academic year. More recent school census details for January 2016 were published on 28 June 2016.
- [Performance data for KS2 for 2015 \(SFR47/2015\)](#)
- [Performance data for KS4 for 2015: \(SFR01/2016\)](#)

7. Official Statistics

The United Kingdom Statistics Authority has designated these statistics as Official Statistics, in accordance with the Statistics and Registration Service Act 2007 and signifying compliance with the Code of Practice for Official Statistics.

Designation 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.

Once statistics have been designated as Official Statistics it is a statutory requirement that the Code of Practice shall continue to be observed.

The Department has a set of [statistical policies](#) in line with the Code of Practice for Official Statistics.

8. 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 at least three schools.

9. Get in touch

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Department for Education

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Reference: [SFR 32/2016]



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