#### Attainment by Pupils

#### Attainment of all pupils by school type

Academy performance statistics refer to those academies that had been open for at least one full academic year. That means the statistics in this report refer to academies that were open by September 2015.

In 2016, a new secondary school accountability system was implemented. The headline measures for schools were: Attainment 8, Progress 8, attainment in English and maths (A\*-C) and English Baccalaureate (EBacc) entry and achievement. There are variety of factors that mean care should be taken when comparing results between years:

* changes to school accountability may lead schools to prioritise performance in different measures. For example, focusing more attention on pupil progress as a result of the introduction of Progress 8 than on pupils meeting a C grade threshold to contribute to the 5 or more A\* to C grades including English and maths measure;
* the group of schools included in each category changes from one year to the next – for example local authority maintained schools changing to converter academies or new provision schools having results published for the first time.

#### Converter academies

Converter academies have a higher percentage of pupils achieving the expected standard in all of reading, writing teacher assessment and mathematics than the average for all state-funded mainstream schools at key stage 2. This may be explained in part by the fact that schools which chose to convert to academy status were often high performing schools before conversion. Converter academies tend to have a higher percentage of pupils achieving the expected standard the longer they have been open. Those open for five years or more had 61 percent of pupils reaching the expected standard in all three subjects , this is 8 percentage points higher than the national average for all schools.

At key stage 4, mainstream converter academies have higher progress 8 scores compared with LA maintained mainstream schools while mainstream sponsored academies have lower progress 8 scores than LA maintained mainstream schools.

#### Sponsored academies

Average Key stage 2 attainment in sponsored academies is below the average for local authority maintained mainstream schools. This may partly be explained by the fact that sponsored academies tended to be low performing schools before their conversion to academy status. Pupils in sponsored academies made less progress than pupils with similar prior attainment in other types of schools, in reading, writing and mathematics[[1]](#footnote-1). Sponsored academies also had a lower percentage of pupils reaching the expected standard than LA maintained schools and converter academies. However, pupils in sponsored academies made more progress in writing than the national average. Sponsored academies that have been open for five or more years also have a higher percentage of pupils reaching the expected standard .

At key stage 4, pupils in sponsored academies on average make progress of 0.14 attainment 8 points below the national average. They also have an average attainment 8 score of 45.9, compared to the national average of 50.8[[2]](#footnote-2). The percentage of pupils achieving 5 or more A\* to C GCSEs including English and maths has increased by 1.9 percentage points since 2014 for sponsored academies. These schools have improved for last two years but remained below the national average.

#### Outcomes for vulnerable and disadvantaged pupils

Data from the National Pupil Database (NPD) enables results to be broken down by pupil characteristics. This shows that at key stage 2:

* 33% of pupils eligible for free school meals at sponsored academies met the expected standard in reading, writing TA and maths. This compares to 47% of all other pupils in sponsored academies. It is lower than the percentage of all pupils at state-funded schools, which is 37%.
* 38% of pupils eligible for free school meals at converter academies met the expected standard in reading, writing TA and maths at KS2. This is higher than the rate across all state funded schools, and compares to 60% of all other pupils.
* The gap between the percentage of FSM pupils and all other pupils meeting the expected standard in reading, writing TA and maths is smallest in sponsored academies compared to other school types. The gap is 14 percentage points in sponsored academies compared with 22 percentage points in converter academies and 20 percentage points in LA maintained schools.
* In reading, FSM pupils at sponsored academies on average achieved 1.6 scaled score points less than the national average of all pupils with similar prior attainment at KS1. FSM pupils at converter academies made progress in line with the state funded school average for FSM pupils.
* In writing, FSM pupils at sponsored academies on average made broadly similar levels of progress compared with the national average for all pupils. However, this is above the national average for FSM pupils at state-funded mainstream schools (-0.5). At converter academies, FSM pupils achieved 0.6 scaled score points less than the national average for all pupils, which is slightly lower than the overall level for FSM pupils at all state funded schools (-0.5).
* In maths, FSM pupils at sponsored academies on average achieved 1.2 scaled score points less than the national average of all pupils with similar prior attainment at KS1. At converter academies, FSM pupils achieved 0.7 scaled score points less than the national average, which is comparable to the overall level for FSM pupils at all state funded schools (-0.7).

#### Multi Academy Trust Level Attainment

The headline results show that at KS2:

* 95 MATs satisfied the definition for inclusion in the KS2 MAT performance measures, representing 539 individual schools and 30,346 pupils, which is 5% of the state-funded mainstream KS2 cohort.
* In reading, 17 MATs (17.9%) were performing above the national average by a statistically significant amount. 49 MATs (51.6%) were performing close to the national average, and 29 MATs (30.5%) were performing below the national average by a statistically significant amount.
* In writing, 34 MATs (35.8%) were performing above the national average by a statistically significant amount. 39 MATs (41.1%) were performing close to the national average and 22 MATs (23.2%) were performing below the national average by a statistically significant amount.
* In maths, 28 MATs (29.5%) were performing above the national average by a statistically significant amount. 46 MATs (48.4%) were performing close to the national average, and 21 MATs (22.1%) were performing below the national average by a statistically significant amount.

The headline results show that at KS4:

* 47 MATs satisfied the definition for inclusion in the KS4 MAT performance measures, representing 312 individual schools and 53,365 pupils, which is 10% of the state-funded mainstream KS4 cohort.
* 11 MATs (23.4%) were performing above the national average by a statistically significant amount on average, the pupils within these MATs make more progress from the end of key stage 2 to the end of key stage 4 compared with all pupils nationally with similar prior attainment in mainstream schools.
* 12 MATs (25.5%) were performing close to the national average. For these schools we cannot say with absolute certainty that the performance of the MAT is statistically significantly above or below the national average. While not statistically significant, our estimates suggest that 5 of these MATs were performing above the national average and 7 of these MATs were performing below the national average.
* 24 MATs (51.1%) were performing below the national average by a statistically significant amount. The majority of the academies included are sponsored academies, and this will be a factor in more than half of the MATs being below average. Sponsored academies historically tend to have poor prior performance.

1. [↑](#footnote-ref-1)
2. [↑](#footnote-ref-2)